

**DEPARTMENT RTP DOCUMENT
APPROVAL TRACKING RECORD**

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| Department: | Early Childhood Studies |
| Starting Year for Department RTP Document: | 2020 |
| Intended Length for use of Department RTP Document: (maximum 5 years) | Five years |

DEPARTMENT

"This Department RTP Document has been approved by a majority vote of the probationary and tenured faculty in this department."

Dept. Chair: Nancy Hurlbut _____ *Nancy L. Hurlbut* 5/21/2020
 Printed Name Signature Date

DRTPC Chair: Nancy Hurlbut _____ *Nancy L. Hurlbut* 5/21/2020
 Printed Name Signature Date

COLLEGE RTP COMMITTEE

"The CRTPC has reviewed this Department RTP Document and makes the following recommendation."

1. Recommend Approval
 2. _____ Recommend Approval, but concerns noted in attached memo.
 3. _____ Recommend to DENY Approval (explanation must be attached.)

CRTPC Chair: Shahnaz Lotfipour _____ *sh. lotfipour* 5/22/2020
 Printed Name Signature Date

COLLEGE/SCHOOL DEAN

"I have reviewed this Department RTP Document and make the following recommendation."

1. Recommend Approval
 2. _____ Recommend Approval, but concerns noted in attached memo.
 3. _____ Recommend to DENY Approval (explanation must be attached.)

Dean/Director: Jeff Passe _____ *Jeffrey Passe* 05/22/20
 Printed Name Signature Date

ACADEMIC AFFAIRS

1. Approved for the following years 2020/21 to 2024/25
 2. _____ Not Approved (Explanation attached.)

AVP for Faculty Affairs: _____ *Martin Sancho-Madriz* 9/01/20
 Printed Name Signature Date

In cases where the Department RTP Document does not conform to the provisions of the Collective Bargaining Agreement or University Policy 1328 (formerly Appendix 16) or Policy 1329 (formerly Appendix 10), those documents take precedence.

Early Childhood Studies Department
Reappointment, Tenure, and Promotion Document
2020 - 2025

College of Education and Integrative Studies

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I. Introduction

The reappointment, tenure, and promotion process is a critically important faculty responsibility. RTP is the mechanism by which we assure the success of our faculty and thereby assure educational quality for our students. While the President makes final decisions on reappointment, tenure, and promotion, it is the department faculty who are in the best position to provide clear expectations, create an environment conducive to achieving expectations, and render the most informed recommendations to the President. The Department RTP Criteria Document communicates department expectations and RTP procedures to the department faculty, faculty candidates, the dean, the College RTP Committee, the University RTP Committee, and academic administrators. University policies including the Unit 3 Collective Bargaining Agreement (CBA) and CPP Policies 1328 and 1329 of the University Manual define university procedures and expectations. Department documents must supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over departmental policies.

The Collective Bargaining Agreement requires that a tenure-track faculty member be provided a copy of the Department RTP Criteria Document within fourteen (14) days of the start of his/her first semester at Cal Poly Pomona.

It is recommended that department criteria be maintained on the department web page so that they are available to candidates for faculty positions. The primary purpose of the Department RTP Criteria Document is to articulate clearly what the department expects of its faculty members and in particular what they must achieve in order to be granted reappointment, tenure, and promotion. These expectations must be stated with sufficient clarity and specificity that the candidates are able to plan their activities around them. Department criteria should be consistent with department and college mission, vision, goals, and accreditation standards. In other words, they should articulate a model of the department faculty colleague to which the candidate should aspire.

RTP is not simply a matter of evaluation. Faculty colleagues, deans, and academic administrators should commit themselves to mentoring and supporting candidates, providing them opportunities to be successful. It is important for those making recommendations to be honest, direct, and clear, just as it is important for candidates to be knowledgeable of department expectations and committed to meeting them.

A. Definitions

CPP Policy 1328 provides a comprehensive overview of RTP procedures. Some of the more important definitions are provided here.

1. **Candidate** refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.
2. **RTP Committee** members must be tenured faculty members. Department RTP Committee (DRTPC) members are elected by the tenured and probationary faculty members in the Early Childhood Studies Department. A faculty member on professional leave (sabbatical or difference-in-pay) and one who is in the FERP

program may serve if elected and willing. A tenured faculty member who will be a candidate for promotion may be elected, but may only participate on reappointment cases – may not participate in promotion or tenure recommendations. (See also CPP Policy 1328).

3. **Criteria** are the expectations articulated in the department RTP criteria document and in ApCPP Policy 1328. Criteria define what a candidate must achieve in order to be positively recommended for reappointment, tenure, and/or promotion. Criteria documents contain procedural information as well; however, it is important to distinguish between criteria and rules/procedures. Department RTP Criteria are adopted by a majority vote of the tenured and probationary faculty, submitted to the dean and the College RTP Committee for review and comment, and ultimately approved by the president or their designee. (See also CPP Policy 1328 section 3.1)
4. A **probationary year** of service is any two semesters in a period of three consecutive semesters (including the summer semester). The first probationary year begins with the first fall term of appointment.
5. A faculty member is **eligible to apply for tenure** at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for **early tenure**.
6. A faculty member is **eligible to apply for the first promotion** at the time they apply for tenure. Once tenured, the faculty member is **eligible for a subsequent promotion** after having served four years in the current rank. Applications for promotion that are submitted prior to completing these eligibility time requirements are applications for early promotion.
7. **Criteria for early actions** shall require exceptional performance or extraordinary qualifications with regard to **teaching ability, scholarly and professional activities, and service**.
8. **CPP Policy 1329 of the University Manual governs student evaluation of teaching**.
9. **Peer evaluation of teaching** is the responsibility of the Department RTP Committee and includes a classroom visit for face-to-face and hybrid courses and digital visits for hybrid and online courses; review of course syllabi & other teaching materials, and a written report. In any three year cycle, faculty will be observed in all mediums they are using (i.e., face-to-face, hybrid, and/or fully online).
10. A **candidate for reappointment must use the Department RTP criteria** in effect at the time of the candidate's initial probationary appointment.
11. A **candidate for tenure or promotion may choose between the criteria** in effect at the time of the initial probationary appointment and those in effect at the time of the request for action. In any case, *current* university procedures and policies apply. A candidate requesting both tenure and promotion must choose a single set of criteria for both actions.

B. ECS Mission, Vision, and Values

1. Mission Statement

The Early Childhood Studies program provides students the knowledge and skills needed to make a positive difference in the lives of young children (prenatal to age 12) and their families. We are dedicated to fostering a student-centered, active learning environment where students take theory into practice using a social justice lens that values inclusivity and diversity and advocates for ethnic/racial, gendered, and other underrepresented individuals in society.

2. Vision

Our program will be locally and nationally renowned for preparing leaders that make a difference as professionals in the field of early childhood. Our graduates will be leaders in the field of early childhood through their innovation, creativity, collaboration, and critical analytical skills that embrace diverse individuals and inclusivity in young children and their families.

3. Core Values

- ✓ **Academic Excellence** – We promote academic quality, excellence, intellectual curiosity, and rigor through our students’ critical engagement with our program’s evidence-based culture and our faculty’s teaching, scholarship, and creative activities.
- ✓ **Experiential Learning** – The Early Childhood Program fosters an integrative approach through collaboration, discovery, learn-by-doing, community involvement, and the innovative use of technology. We value critical thinking, reflection, informed risk-taking, and lifelong learning.
- ✓ **Student Success** – We are committed to educational and supportive experiences that engage and challenge our students; build on student strengths, culture, and funds of knowledge; enhance personal well-being and growth; provide career opportunities in early childhood; and foster ethical citizenship.
- ✓ **Inclusiveness through affirmation and celebration of diversity** – Our diversity reflects and enhances our community. We value, respect, and celebrate diversity and individuality. We promote social justice through equity, access, collaboration, and advocacy.
- ✓ **Community Engagement and Collaboration**– We develop reciprocal, meaningful, and socially-just relationships with community partners and stakeholders in all spheres of Early Childhood Studies.
- ✓ **Social and Environmental Responsibility** – We are committed to socially responsive actions that reflect our commitment to the society and the environment as our community of learners shape the future in positive ways.

The Early Childhood Studies Department's philosophical statement informs how faculty advance the department's vision and mission in teaching, scholarshipcreative activity, and service as they relate to the professional development of students and/or faculty.

The process of Reappointment, Tenure, and Promotion (RTP) is designed to support the professional development of each faculty member in the Early Childhood Studies Department. The Department's faculty recognize that professional growth and development is a continuing responsibility throughout the duration of a professional career. The RTP process is a formative assessment conducted by the faculty members and the RTP Committee, composed of peers and is designed to facilitate individual growth and self-assessment of one's professional growth. While recognizing and accommodating the professional and individual variations in areas of interest, assignment, and skill, the RTP process emphasizes the importance of high standards of performance in all categories of review.

The process is also intended to provide guidance and support to faculty members without restricting their academic freedom to pursue, develop, and present the findings of scholarly inquiry and educational activities in ways that are compatible with the mission of the Department. It is expected that once a tenure-track faculty member's appointment begins the department members assume an investment in that faculty member for the candidate's professional development in higher education.

Candidates are evaluated for teaching performance, scholarly and creative activity, and service at any level in the University, community, and profession. In evaluating a candidate for re-appointment, tenure, or promotion, the review groups will consider these evaluation areas in light of the candidate's re-appointment level, past performance, and professional growth.

A request for an external review of materials submitted by a faculty unit employee may be initiated at any level of review by any party to the review. Such a request **shall** document (1) the special circumstances which necessitate an external reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer. The request **must** be approved by the President with the concurrence of the faculty unit employee. (CBA 15.12d)

The criteria are informed by the Carnegie Foundation's *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, 1990) and *Scholarship Assessed: Evaluation of the Professoriate* (Glassick, C.E., Huber, M.T., Maeroff, G.I., 1997). Based on this model, the Department values a broadened "scope of scholarship," in which Early Childhood Faculty engage—scholarship of discovery, integration, application, and teaching (p. 9). In addition, the Department faculty view every aspect of a candidate's professional work as part of an ongoing process of professional growth (informed by the practices of intellectual inquiry and self-reflection) that will advance their teaching, scholarly and creative activity, and service to the university, community, and profession. The Department encourages and supports the candidate's development of a professional identity that is framed around a domain (or domains) of expertise within the field of education. The Department also encourages, supports, and values the impact of faculty service and creative activities in the field. In keeping with the polytechnic mission of the University and the professional service functions of a College of Education and Integrative Studies, the contributions made by Department Faculty that advance early childhood knowledge, skills, and practice in the field are considered to be important elements of a scholarly portfolio.

II. Procedures

A. Reference to Policy #: 1328

POLICY NO: 1328 describes RTP procedures in complete detail. It is the candidate's responsibility to consult Policy No 1328. Candidates should be aware that changes to Policy No 1328 occur more frequently than do changes to the Department RTP document.

B. Department RTP Procedures

1. **The Department RTP Committee (DRTPC) Chairperson** – In addition to what is defined in Policy No 1328, the DRTPC chairperson shall do the following through an orientation. *By the beginning of Fall Semester (or the first semester the tenured-track faculty joins the faculty)*, the DRTPC chairperson offers an orientation to candidates to ensure that candidates have information they need, including:
 - a. Information about what actions they must/may apply,
 - b. Information for which they need to prepare requests (e.g., RTP calendar, DRTP criteria),
 - c. Clarification of RTP process and procedures, and expectations for preparing packages, and
 - d. Preparation of a memorandum of understanding, which must be approved by the DRTPC and agreed to by the DRTPC Chairperson, on differentiated RTP criteria for each faculty during their professional leave assignment.

During Fall Semester and beyond. The DRTPC chairperson oversees the arrangements for the peer-evaluation of teaching between tenured faculty and faculty subsequently seeking tenure and/or promotion.

2. **The Department RTP Committee (DTRPC) --** In addition to what is defined in Policy No 1328, the DRTPC shall do the following.

During Fall Semester.

 - a. Informs Faculty Affairs and the Dean's Office of candidate requests.
 - b. Posts announcement(s) in prominent place(s) throughout the department and in the CEIS website within seven business days of the candidate's notification that they will request an RTP action. The announcement will include the names of candidates requesting RTP action, the type of request made, and the name of the individual to whom signed comments or recommendations can be given along with the deadline to submit which should be at least 10 days before the deadline for RTP packet submission so the faculty member has time to produce a response that can be added to the RTP package.
 - c. Accepts students' signed comments (must include the Bronco Identification Number) and recommendations along with the candidate's corresponding responses. Comments received after a RTP cycle deadline would be taken into consideration in the next evaluation cycle.
 - d. Approves memoranda of understandings prepared by the DRTPC Chairperson on differentiated RTP criteria for each faculty during their professional leave assignment.

- e. Provides candidates with copies of all recommendations and comments so that the candidate has an opportunity to respond to them and ensures they are included in the PAF.
- f. Ensures that packages are complete. The RTP package is the working PAF for the purposes of RTP evaluation []. However, evaluating committees and administrators should consult the full PAF for additional relevant materials. (#1328, 1.5)
- g. Provides the DRTPC's recommendation to the candidate.
- h. Serves as the official custodian of the candidate's RTP package.

Throughout the year. The DRTPC ensures that peer evaluations are conducted for all faculty members who will be candidates for RTP action in the future. Ensures that reports are provided to candidates in a timely manner

3. **Responsibilities of the Candidate** – It is the responsibility of the candidate to
- a. Initiate a request for RTP action.
 - b. Write a self-evaluation narrative that includes:
 - 1) Providing a narrative introduction before each section (teaching and supervision section, scholarly and creative activity section, and service section) of one's overall achievements in each area (as set forth in section IIIA) and in the case of a request for early promotion, explaining how the candidate's performance in each section exceeds the standards required for regular promotion (as set forth in the sections describing the criteria for early action).
 - 2) Providing previous years' DRTPC recommendation at the beginning of each section of teaching, service, and scholarly and creative activity, so the committee can review the candidate's progress toward meeting recommendations, making further recommendations that are consistent over time.
 - 3) Identifying all materials to be considered, making them available in the candidate's Personnel Action File (PAF).
 - 4) Summarizing and/or citing supplementary material when appropriate.
 - 5) Submitting an appendix of supplementary materials (e.g., publications, grant proposals, course materials, commendations, art work, etc.) in the DRTPC's office files.
 - 6) Including an index in the RTP package to specify where the supplemental materials are located in the Appendix.
 - 7) Including course evaluations from all classes taught during the academic year and the entire period under review.
 - c. Notifies the DRTPC Chair in writing that either there will or will not be a request for consideration when the DRTPC Chair informs the candidate that they are eligible for RTP action.
 - d. Monitors the progress of their request through the various review groups, including withdrawing the request for promotion or early tenure prior to the final decisions, without prejudice at any level of review.

C. Student Evaluation of Teaching

It is the candidate's responsibility to refer to the most recent version of Policy 1328, section 3.2 and Policy 1329, sections 3.2 and 3.3, the Academic Manual, and the Collective Bargaining Agreement (CBA) for specific procedures.

D. Peer Evaluation of Teaching

It is the candidate's responsibility to refer to the most recent version of Policy 1328, section 3.3. In any three year cycle, faculty will be observed in all modalities that they are using (i.e., face-to-face, hybrid, and/or fully online).

Note, no candidate is expected to teach in more than one modality; however, if they do, then all modalities that they teach must have a peer evaluation within a three year period. The candidate will be observed at least once each semester they teach, not including summer.

E. Positions Other Than Teaching

1. These positions refer to Candidates and Future Candidates serving in administrative positions or performing administrative duties, serving in positions of academic governance, reassigned time, or on leave. It is the candidate's responsibility to refer to the most recent version of Policy No 1328.
2. Candidates on leave shall be evaluated using the criteria for teaching, scholarly or creative activity, and service. Faculty may be on leave from teaching duties for such purposes as sabbatical leave, fellowships and grants, overseas teaching program coordination, administrative assignment for the University, reassigned time and visiting professor/scholar at another institution. Candidates who are away from campus during the academic year in which they must/may apply for action shall observe the same procedures and timelines as candidates in residence.
3. For such professional leave assignments, the candidate will agree to a memorandum of understanding with the Department Chair and DRTPC outlining the criteria for RTP, which may include a reduced teaching assignment with minimal course evaluation requirements, and/or reduced scholarship and service. The memorandum must be approved by the DRTPC to be sure all aspects of teaching, service, and scholarship are met.
4. Such individuals must ensure that they understand department expectations during the time they are away. This memorandum of understanding shall be approved by the Dean, and Associate Vice President for Faculty Affairs. The memorandum will be placed in the PAF.

III. Criteria for RTP Action

A. Elements of Performance and Evaluation

The criterion areas include 1) teaching that may also include practicum experiences, clinical experience, project, thesis, comprehensive exam, and/or dissertation supervision); 2) scholarly and creative activity; and 3) service to department/college/university/community/profession, and advising. Criteria are designed to guide candidates in a manner that is flexible enough to allow the candidate to demonstrate effectiveness in a variety of ways. In all areas of teaching, scholarly and creative activity,

and service, candidates are expected to contribute significant and consistent work every year across all criterion areas, as appropriate to the candidate's rank and year of service in higher education.

The criteria contained in Section III are intended to guide both candidates and faculty Department Reappointment, Tenure, and Promotion Committee (DRTPC) members. However, they are not intended to constrain the fair and reasoned professional judgments of the DRTPC.

Candidates should provide a self-evaluation narrative that succinctly addresses teaching, scholarly and creative activity, and service in each RTP packages (e.g., reappointment, tenure, and promotion) in approximately 10-15 double-spaced pages, if possible. Candidates should articulate the significance of their work, as appropriate, and should address each of the recommendations made in previous review cycle(s).

In areas of teaching and supervision, scholarly and creative activity, and service, candidates should articulate the significance of their work, as appropriate to the extent possible, and organize each section according to the following headings:

- a. **DRTPC's recommendations:** Include the DRTPC's recommendations from the previous year, and respond to these recommendations in both the narrative and the appendices.
- b. **Goals:** Articulate the philosophy and aims of one's work.
- c. **Activities:** Describe the activities taken to achieve one's goals.
- d. **Results:** Describe the results of one's work.
- e. **Reflective critique:** Write a critical self-evaluation of one's work and discuss plans for future work, including how they will lead to tenure and/or promotion, as appropriate. The discussion of future work plans and how they will lead to tenure and/or promotion is considered the candidate's Professional Development Plan, described in Section IV.A.

University Policy 1328 on RTP Policies and Procedures states, "The period covered by the self-evaluation ("period of review") should be the time period that has passed since the last application was made for the same or a similar action. Reappointment evaluations are normally based on the previous year's performance; promotion evaluations are based on the period since the previous application for promotion or since original appointment; and tenure evaluations are based on the period since original appointment to the probationary position. The candidate may discuss achievements outside of the period of review, but *only* for the purpose of demonstrating consistency of performance. Thus, this discussion should be brief."

Given the integrated nature of work in early childhood, the department recognizes that some activities might be included in more than one category. The committee recognizes that different aspects of the same activity can be placed in different categories. In all cases, the candidate has discretion to determine where to place these types of activities and to explain the reason for these placements.

While the DRTPC expects that the candidate will demonstrate strong performance in all areas of teaching, scholarly and creative activity, and service, the DRTPC may consider

extenuating circumstances and/or the strength of one's overall work across teaching, scholarly and creative activity, and service in decisions regarding tenure and/or promotion.

1 Teaching

Teaching is effective when it results in student learning and when it is closely aligned with course and program learning goals and expected outcomes. Candidates should have freedom to employ a variety of strategies and assessments that they believe will promote student learning and achieve course outcomes. In addition, the department highly values efforts by faculty members to work collaboratively to improve teaching and learning. Evidence of quality teaching may include teaching philosophy, syllabi, course materials, instructional methods, assignments, assessments, and student work. Supervision of active learning experiences including fieldwork, and practica is considered of value in teaching. Evidence of quality supervision might include supervisor evaluations, peer review of supervision, supervision materials and methods, assignments, student work and documentation of candidates' performance. The work of master's thesis and project committee chairs and of all members of doctoral dissertation committees is considered teaching; membership on a master's committee will be viewed as service (see section III.A.3.c).

Advising

Faculty members will be assigned advisees and are expected to support student success through advising especially as related to application for practicum courses, special issues in academic planning, and other issues that will support the student's success and use of their degree. The candidate will provide evidence of their advising.

2 Scholarly & Creative Activity

- a. At Cal Poly Pomona, scholarship of teaching, scholarship of engagement, applied research, and basic research are considered of equal value. The department encourages and supports faculty who pursue scholarship that relates to the candidate's field of interest in order to establish a record of focused scholarly and creative activities in the candidate's area(s) of expertise. The DRTPC will assess the quality of these activities in terms of:

- 1) **Scope**—the development, application, and refinement of expertise in the field
- 2) **Impact**—the extent in which the work advances knowledge, practice, and/or the profession
- 3) **Rigor**—the difficulty, intensity, and complexity of the work
- 4) **Audience**—public sharing in local, regional, state, national, and international arenas
- 5) **Value**—the recognition of expertise and leadership in the field

The trajectory of a candidate's scholarly and creative endeavors is expected to increase and become higher in quality in the aforementioned areas over time as the candidate approaches tenure and/or promotion.

- b. The DRTPC recognizes that legitimate scholarship comes in many forms and is expressed through multiple venues. Within the profession of higher education the

forms and venues of scholarship are commonly accorded different values as a consequence of their methodological rigor, quality, and contribution to the domains of theory and/or practice. Following are examples of valued scholarship organized hierarchically by scope, impact, rigor, audience, and value to the field (i.e., highly valued and valued).

This taxonomy is provided as an illustration only, does not preclude the consideration of other forms of valued scholarship (since overall performance must be appraised) and is meant to offer guidance to both candidates and the DRTPC. Refer to information in this section (Section IIIB - IIH) for further detail regarding the criteria used to guide decisions for promotion and tenure.

1) HIGHLY VALUED:

Scholarship that makes a significant contribution to the candidate's area of expertise and is based on original empirical research and scholarship, grounded in research or empirical literature, and/or bridges theory and practice, such as

Publications

- Scholarly books and monographs
- Articles in refereed national and international journals
- Chapters in an edited book if the chapter(s) is of candidate's original research and/or theory
- Editor of an edited book in which the candidate includes a chapter of their original work or impactful conclusion that ties together the constructs presented in the edited book
- State, national, or international early childhood refereed published documents for which the candidate is the first or second author
- Government or private foundation sponsored research project reports in which the candidate is a main author

Presentations

- Refereed presentations at national or international conferences

Grants and other sponsored activity

- Funded grant proposals external to Cal Poly Pomona in which the candidate is the PI or Co-PI
- Government or private foundation sponsored research projects in which the candidate is the PI or Co-PI

Other scholarly and creative early childhood activity

- Lead role in international, national, or state policy document submitted for consideration (e.g., legislative initiatives, proposals, regulations, programs, standards, curriculum or assessments)

2) VALUED:

Scholarship that makes an important contribution to the candidate's area of expertise and draws from research or empirical literature and/or bridges theory and practice, such as

Publications

- Chapters on early childhood, child and family development, teacher preparation and related fields in an edited work
- Significant contributor to reports or policy documents submitted to federal, state, and/or local agencies and/or private foundations
- Editor of an edited book

Presentations

- Refereed presentations in state professional associations, agencies, or organizations
- Invited presentations in state professional associations, agencies, or organizations

Grants and other sponsored activity

- Pattern of funded internal CPP grants in which the candidate is the PI or Co-PI

Other scholarly and creative activity

- Significant contributions to creative projects that result in published media and/or major reports for the department, college, university, county offices of education, regional education laboratories, public schools, school districts, head start, First5 California, or other early childhood agencies with evidence of positive impact on practice and/or standards/policy
- Significant contributions to international, national, or state policy document (e.g., legislative initiatives, proposals, regulations, programs, standards, curriculum or assessments) that result in standards/policy development or revisions.

- 3) Other scholarly activities that can support candidate's discussion of having consistent pattern of scholarship

Publications

- Selected professional contributions, online or otherwise, that are not peer reviewed
- Published trade journal articles, book reviews, or educational pieces in popular and other media

Grant activity

- Significant contributions to grants and educational projects supported by internal or external funding
- Unfunded grant proposals external to Cal Poly Pomona

3 Service

- a. The Department expects service with the department, college, university, and early childhood agencies, community, and the profession at large during the probationary period of employment and as the faculty member progresses through one's Cal Poly career. The DRTPC will determine the value of one's service using the following general criteria:
 - **Service Venue**, such as department, college, university, education agencies at the international, national, state, and local levels, community, and/or profession;
 - **Time Investment** such as amount per semester and the total number of semesters;
 - **Rigor** such as difficulty, intensity, and complexity of the work; and
 - **Value of Contribution** such as role (e.g., leader versus participant).

B. Criteria for Reappointment

The DRTPC will consider the candidate's contributions in teaching, scholarly and creative activity, and service, in reference to the **Elements of Performance and Evaluation** described above, as appropriate to the candidate's assignment, rank, and year of service.

- 1 *Teaching*: In review of student course evaluation scores (in which a pattern where most of the scores are expected to fall between 1.0 and 2.0), peer observations of teaching that include observations of different modality the candidate uses to teach (ie., face-to-face, hybrid, and online) and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching, advising, and supervision as appropriate. The DRTPC will look for progressive improvement in teaching.
- 2 *Scholarly & Creative Activities*: In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has an established record of scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2. It is expected that candidates under consideration for reappointment will provide evidence of scholarly and creativity activity progressing towards publications, national or international refereed presentations that require a full paper in order to be accepted, and/or externally funded grants, falling within the level of "highly valued." Evidence of additional scholarly progress such as other national and international presentations, and internal grants in the "valued" level will strengthen the candidate's case for reappointment.

In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate will have a record of sustained scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2 by the time the candidate requests action for promotion and/or tenure.

Service: Candidates must demonstrate activity in a variety of areas (department, college, university, community, and profession). The DRTPC is looking for evidence of sustained and increasing levels of contributions, eventually taking on leadership roles by the time the candidate requests action for promotion and/or tenure. The DRTPC will also consider the candidate's contributions in areas related to effective supervision that is not classified as

advising (advising is categorized under teaching), as appropriate such as supervising the Early Childhood Studies Student Club.

C. Criteria for Tenure

A request for tenure occurs when a probationary faculty member has begun the 6th year of service, at which time the request is obligatory. Teaching ability and scholarly activities are the primary considerations for granting tenure. Service to the department, college, university, early childhood agencies, community, and/or the profession is expected and will be taken into consideration.

The DRTPC will consider the candidate's contributions as appropriate to the candidate's assignment and rank. The candidate should articulate what was accomplished and the significance of those accomplishments. The DRTPC will determine whether the accomplishments are significant enough to warrant a recommendation for tenure.

- 3 *Teaching:* In review of student course evaluation scores (in which a pattern where most of the scores fall between 1.0 and 2.0), peer observations of teaching that include observations of each modality the candidate uses to teach (ie., face-to-face, hybrid, and online) and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching, supervision and advising when determining a candidate's teaching in relation to tenure. The areas the candidate selects should document outcomes related to effective teaching, supervision, and advising. A pattern of evaluation items higher than 2.0 (e.g., 2-5) on student course evaluations or unsatisfactory on peer evaluations may result in a candidate not receiving a recommendation for tenure.

Scholarly & Creative Activity: In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has an established record of scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2. It is expected that candidates under consideration for reappointment will provide evidence of scholarly and creativity activity, including at least two (a) publications, (b) national or international refereed presentations that require a full paper in order to be accepted, and/or (c) externally funded grants, falling within the level of "highly valued." Evidence of additional scholarship, other national and international presentations, and internal grants in the "valued" level further supports the candidate's case for tenure.

In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has a record of sustained scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2 by the time the candidate requests action for promotion and/or tenure.

- 4 *Service:* In review of the candidate's service contributions, the DRTPC will consider evidence of activity in a variety of areas (department, college, university, ccommunity, and/or profession). The DRTPC looks for evidence of leadership, impact of the work, and/or time-intensive responsibilities through committee work in these areas for recommendation for tenure. The DRTPC will also consider the candidate's contributions in areas related to effective supervision that is not classified as advising

(advising is categorized under teaching), as appropriate such as supervising the Early Childhood Studies Student Club.

D. Criteria for Promotion to Associate Professor

A request for promotion to associate professor is never obligatory, but shall typically be considered for promotion at the same time a candidate is considered for tenure in the sixth year of service, if the candidate original position was as an assistant professor. Teaching ability and scholarly activities are the primary considerations for granting promotion to associate professor. Service to the department, college, university, education agencies, community, and/or profession is expected and will also be taken into consideration.

The DRTPC will consider the candidate's contributions as appropriate to the candidate's assignment and the standards for promotion to associate professor. The candidate should articulate what was accomplished and the significance of those accomplishments. The DRTPC will determine whether the accomplishments are significant enough to warrant promotion to associate professor.

1 *Teaching:* In review of student course evaluation scores (in which a pattern where most of the scores fall between 1.0 and 2.0), peer observations of teaching that include observations of each modality the candidate uses to teach (ie., face-to-face, hybrid, and online) and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching, supervision and advising when determining a candidate's teaching in relation to tenure. The areas the candidate selects should document outcomes related to effective teaching, supervision, and advising. A pattern of evaluation items higher than 2.0 (e.g., 2-5) on student course evaluations or unsatisfactory on peer evaluations may result in a candidate not receiving a recommendation for promotion to associate professor.

2 *Scholarly and/or Creative Activity:*

In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has an established record of scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2. It is expected that candidates under consideration for reappointment will provide evidence of scholarly and creativity activity, including at least two publications, national or international refereed presentations that require a full paper in order to be accepted, and/or externally funded grants, falling within the level of "highly valued." Evidence of additional scholarship, other national and international presentations, and internal grants in the "valued" level further supports the candidate's case for promotion to associate professor.

In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has a record of sustained scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2 by the time the candidate requests action for promotion and/or tenure

3 *Service:* In review of the candidate's service contributions, the DRTPC will consider evidence of activity in a variety of areas (department, college, university, ccommunity,

and/or profession). The DRTPC looks for evidence of leadership, impact of the work, and/or time-intensive responsibilities through committee work in these areas for recommendation for reappointment to associate professor. The DRTPC will also consider the candidate's contributions in areas related to effective supervision that is not classified as advising (advising is categorized under teaching), as appropriate such as supervising the Early Childhood Studies Student Club.

E. Criteria for Promotion to Professor

A request for promotion to professor is never obligatory, but will be considered only if the candidate has served at least four years of service in the rank of associate professor. Furthermore, promotion to professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion. Consistently strong teaching, sustained scholarly and creative activities, and impactful sustained service are the primary considerations for granting promotion to professor.

The DRTPC will consider the candidate's contributions as appropriate to the candidate's assignment and the standards for promotion to professor. The candidate should articulate what was accomplished and the significance of those accomplishments. The DRTPC will determine whether the accomplishments are significant enough to warrant promotion to professor.

- 1 *Teaching:* In review of student course evaluation scores (in which a pattern most of scores fall between 1.0 and 2.0), peer observations of teaching that include observations of each modality the candidate uses to teach (ie., face-to-face, hybrid, and online) and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching, supervision and advising when determining a candidate's teaching in relation to promotion to full professor. The areas the candidate selects should document outcomes related to effective teaching, supervision, advising and student success. In addition, the candidate should demonstrate their knowledge or expertise and changes based on years of reflection. Most course evaluation scores must fall between 1.0 and 2.0 and peer observations must be above average or higher.

2 *Scholarly and/or Creative Activity:* In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has an established record of scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2. The candidate should show documentation of systematic, sustained activity related to their areas of research and creative work. Documentation should also demonstrate the candidate's expertise and leadership in the field, and processes of change based on the candidate's continual reflection. It is expected that candidates under consideration for promotion to full professor will provide evidence of scholarly and creativity activity, including at least three publications, national or international refereed presentations that require a full paper in order to be accepted, and/or externally funded grants, falling within the level of "highly valued." Evidence of additional scholarship, other national and international presentations, and internal grants in the "valued" level further supports the candidate's case for promotion to full professor.

These need to be work completed (e.g., publication after previous promotion however can use data from previous work) since the previous action of promotion, tenure, or initial hire if hired as an associate professor.

3 *Service*: In review of the candidate's contributions in the area of service, the DRTPC will consider a consistent record of activity in a variety of areas (department, college, university, state, early childhood agencies, community, and profession). The candidate needs to show leadership at the university, community, and/or state/national level. The DRTPC is looking for consistent and effective leadership, time-intensive responsibilities through committee work, impact, and/or sustained contributions to program development in these areas. The DRTPC will also consider the candidate's contributions in areas related to effective supervision that is not classified as advising (advising is categorized under teaching), as appropriate such as supervising the Early Childhood Studies Student Club.

F. Criteria for Early Tenure

The department expects all tenure-track hires will follow the normal cycle of requesting tenure in their 6th probationary year. Early tenure is reserved for those special circumstances where a candidate is so exceptional and exemplary that early tenure benefits the university (reputation, public persona, etc.) and profession as well as the candidate. The DRTPC will assess the exceptionality of the totality of teaching, scholarly and creative activity, and service to determine a candidate's recommendation for early tenure.

A request for early tenure is never obligatory, requires that a recipient has completed two years of full-time service at Cal Poly Pomona, and will be recommended for candidates who have not completed a full six years of academic experience at Cal Poly Pomona only in exceptional cases. Therefore, it is recommended that the candidate consult with the DRTPC chairperson and Dean before pursuing an early action request.

For the purposes of this section, the following criteria are required to be considered exceptional and exemplary:

- 1 Average of student course evaluation ratings falls between 1.0 and 1.5 with few outliers and peer observations are all above average.
- 2 Evidence of scholarly and creativity activity, including at least three (a) publications, (b) national or international refereed presentations that require a full paper in order to be accepted, and/or (c) externally funded grants, within the levels of "highly valued." Evidence of additional scholarship, other national and international presentations, and internal grants in the "valued" level further supports the candidate's case for early tenure.
- 3 An ongoing and balanced distribution of group leadership and/or time-intensive work in department, college, and university service activities/programs/committees with a high impact to early childhood,
- 4 Leadership in a standing college and/or university committee and/or leadership in professional organizations.

The above required criteria are not intended to be all inclusive and the DTRPC may consider additional information that is relevant and important to the candidate's professional qualifications such as special contributions, recognitions, and awards from state, national, and/or international professional organizations (e.g., scholarship, teaching, or service).

G. Criteria for Early Promotion to Associate Professor

A request for early promotion to associate professor is never obligatory. Teaching and scholarly activities are the primary considerations for granting early promotion to associate professor. Service to the department, college, university, education agencies, community, and/or profession is expected and will also be taken into consideration.

The department expects every candidate will follow the normal cycle for obtaining promotion to associate professor. A request for early promotion to associate professor is never obligatory, requires that a recipient has completed two years of full-time service at Cal Poly Pomona, and will be recommended for candidates who have not completed a full six years of academic experience only in exceptional cases. Therefore, it is recommended that the candidate consult with the DRTPC chairperson and Dean before pursuing early action request.

Early promotion is reserved for those special circumstances where a candidate is so exceptional and exemplary that early promotion benefits the university (reputation, public persona, etc.) and profession as well as the candidate. The DRTPC will assess the exceptionality of the totality of teaching, scholarly and creative activity, and service to determine a candidate's recommendation for early tenure.

For the purposes of this section, the following criteria are required to be considered exceptional and exemplary:

- 1 Average of student course evaluation ratings falls between 1.0 and 1.5 with few outliers and peer observations are all above average.
- 2 Evidence of scholarly and creativity activity, including at least three (a) publications, (b) national or international refereed presentations that require a full paper in order to be accepted, and/or (c) externally funded grants, within the levels of "highly valued." Evidence of additional scholarship, other national and international presentations, and internal grants in the "valued" level further supports the candidate's case for early tenure.
- 3 An ongoing and balanced distribution of group leadership and/or time-intensive work in department, college, and university service activities/programs/committees with a high impact to early childhood,
- 4 Leadership in a standing college and/or university committee and/or leadership in professional organizations.

The above required criteria are not intended to be all inclusive and the DTRPC may consider additional information that is relevant and important to the candidate's professional qualifications such as special contributions, recognitions, and awards from state, national, and/or international professional organizations (e.g., scholarship, teaching, or service).

H. Criteria for Early Promotion to Professor

A request for early promotion to professor is never obligatory. Teaching ability and scholarly activities are the primary considerations for granting early promotion to professor. Service to the department, college, university, early childhood agencies, community, and/or profession is expected and will also be taken into consideration. Furthermore, promotion to professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion.

The department expects every candidate will follow the normal cycle for obtaining promotion to professor. A request for early promotion to professor is never obligatory, requires that a recipient has completed two years of full-time service at Cal Poly Pomona in the rank of associate professor and will be recommended for candidates who have not completed a full four years of academic experience at the associate rank only in exceptional cases. Therefore, it is recommended that the candidate consult with the DRTPC chairperson and Dean before pursuing early action request.

Early promotion is reserved for those special circumstances where a candidate is so exceptional and exemplary that early promotion benefits the university (reputation, public persona, etc.) and profession as well as the candidate. The DRTPC will assess the exceptionality of the totality of teaching, scholarly and/or creative activity, and service to determine a candidate's recommendation for early tenure.

For the purposes of this section, the following criteria are required to be considered exceptional and exemplary:

- 1 Average of student course evaluation ratings falls between 1.0 and 1.5 with few outliers and peer observations are all above average.
- 2 Evidence of scholarly and creativity activity, including at least four (a) publications, (b) national or international refereed presentations that require a full paper in order to be accepted, and/or (c) externally funded grants, within the levels of "highly valued," since the previous action of promotion, being hired, and/or tenure, Evidence of additional scholarship, other national and international presentations, and internal grants in the "valued" level further supports the candidate's case for early tenure.
- 3 An ongoing and balanced distribution of group leadership and/or time-intensive work in department, college, and university service activities/programs/committees that have a high impact
- 4 Leadership in a standing college and/or university committee and/or Leadership in professional organizations

The above required criteria are not intended to be all inclusive and the DRTPC may consider additional information that is relevant and important to the candidate's professional qualifications such as:

1. Special contributions, recognitions, and awards from state, national, and/or international professional organizations (e.g., scholarship, teaching, or service),
2. Contributions to the university that advance the university's core goals and mission.

IV. Professional Development Plan

- A.** By the candidate's second year of service, they should present to the DRTPC a professional development plan indicating the goals in teaching, scholarly and creative activity, and service that the candidate expects to accomplish prior to requesting tenure and/or promotion. This Professional Development Plan is considered part of the "future work plans" discussion under the Reflective Critique section of the candidate's self-evaluation narrative (III.A.e).
- B.** The DRTPC will make recommendations based on the candidate's accomplishment of this plan (which will include a consideration of the candidate's reflective analysis of the factors

that either advanced or inhibited his/her accomplishment of the plan and its component goals). The DRTPC will weigh these factors against the department's expectations for tenure and/or promotion.

Appendix A - Peer-observation of Teaching Criteria

Peer reviews of teaching performance have at least equal weight in evaluating the candidate's teaching effectiveness. Peer-reviewers may include in the written report observations made or information gathered on one or more of the following:

1. *Candidate's command of the subject content.* Candidate demonstrates mastery of relevant subject area through classroom activities and instruction. Related ideas/knowledge that reinforce topic or question under discussion are provided when appropriate. Ability to emphasize and highlight central ideas of significance is demonstrated. Class assignments reflect candidate's choice of pertinent material for student consideration. Scholarly references are identified when appropriate.
2. *Continuous Growth in the Subject Field.* Candidate demonstrates a critical understanding of current scholarship in area under discussion through course design, assignments, and/or teaching methods. Instruction demonstrates knowledge of current scholarship and the nature of contemporary educational issues.
3. *Candidate creates an Environment of Critical Thinking.* Candidate demonstrates the ability to organize course content—assignments, lectures, activities, discussions, etc.—in such a way that students develop a critical perspective on the field of education.
4. *Candidate creates an Environment for Inquiry.* Candidate demonstrates the ability to organize course content— assignments, lectures, activities, discussions, etc.—in such a way that students explore the field of education (or a sub-area within the field) from an inquiry perspective. Students find themselves posing questions and finding complex answers. They raise issues to challenge one another. They do their own research to better their understanding.
5. *Candidate creates an Environment for Engaging and Supporting All Students in Learning.* Candidate connects learning to student backgrounds and prior knowledge, and to meaningful, real-life educational context. Candidate uses a variety of instructional strategies and resources, including technology, to meet the diverse learning needs of students.
6. Candidate creates and maintains Effective Environments for Student Learning. *Candidate promotes a caring community where all students are treated fairly and respectfully. Candidate creates a physical or virtual learning environment that respects diverse perspectives and encourages constructive interactions. They develop, communicate, and maintain high standards for professional and individual and group conduct.*
7. *Candidate Creates and Integrates Course Content with Examples & Applications for the Students.* Candidate may demonstrate integration of theory into practice by providing concrete examples of the application of course materials to classroom instruction in

public education when appropriate, designing field-based assignments that encourage application of theory, allowing for class discussion on implementing theory into practice.

8. *Candidate activates Pedagogy that Reflects Standards Contained in Course for Students.* Candidate demonstrates, in the organization of learning activities and professional behavior, the same standards of pedagogical excellence that are recommended for students to develop in their future careers as early childhood professionals.
9. *Candidate Organizes and Presents Material Clearly.* Candidate displays continuity and coherence in the development of ideas and topics that are evident by the student showing an understanding of the offered material. Diversity of instructional methods related to the nature of content should be evident. Verbal communication skills should effectively convey the meaning and significance of material under discussion.
10. *Expertise in Making Content Relevant to Students.* Candidate provides curricular content that is organized and presented so that students can understand the relationship of material to future professional needs. Teaching and content recognizes and utilizes the cultural diversity of students in a multicultural society so that course content contains references and shows examples that reflect this cultural diversity.
11. *Innovation and Experimentation in Active Student Learning.* Candidate demonstrates skills in organized innovative teaching and learning activities such as: classroom community building, cooperative student learning, small group work, independent projects, student simulations and presentations, field investigations, discovery and inquiry approaches, learning assignments and experiences that reflect multicultural diversity, and interactive exchanges that allow student initiative in the active engagement of interpretative and analytical learning.
12. *An Awareness of Relationship of Content to Realities of Early Childhood development and Early Childhood Education.* Candidate displays awareness and knowledge of the significant issues in early childhood development and early childhood education, and scholarly research that responds to such issues. Content is offered as the context in which specific issues can be better understood. The relationship between scholarship and practice should be explicit.
13. *Display of Investment and Enthusiasm.* Candidate models investment and enthusiasm in the improvement of professional practice and the possibilities and potential of students to learn under appropriate educational environments. This behavior should allow a diversity of expressive possibilities so long as students are able to perceive the instructor's devotion and dedication to the profession, and respond with their own enthusiasm and heightened investment.
14. *Instill in Students a Lifelong Enthusiasm for Learning.* Candidate represents and models the traits and behavior of an active learner. Course content or organization reflects education and learning as a dynamic and continuing process that has implication for lifelong enrichment.
15. *Effectively Evaluates Students.* Candidate organizes and conducts an evaluation procedure that encourages the intrinsic motivation of students for further learning.

Qualitative evaluation procedures provide a diagnostic critique for further student learning. The evaluation procedures should reflect current scholarly literature in this area and those practices we wish students to emulate in their future educational practice.

16. *Provides Advisement to Students that Demonstrates Positive Interpersonal Relationships.* Candidate provides and models an affirmative and invested approach to the progress and welfare of students. This responsibility is a positive effort to attend to the human and learning needs of students within the professional responsibilities of instruction and advisement. The behavior of students in response to this approach will be reflected in the positive learning environment of the classroom.
17. *Has an Effective Capacity for Self-Evaluation.* Critical self-reflection and the development of self-organized plans for future growth are essential features of continued professional development. The ability to receive and positively act upon recommendations for professional growth, by student evaluation, peer input, RTP evaluation, and administrator assessment are features of that capacity for self - evaluation.
18. *Collegiality or Willingness to Assume One's Fair Share in Teaching and Concomitant Professional Responsibilities.* Candidate displays an energy and investment in assuming an equitable share in the distribution of professional responsibilities in the department. The Department recognizes the ability to teach in multidisciplinary situations that show a breadth of preparation, working cooperatively, and reflecting team teaching approaches.

Appendix B – Student Evaluation of Courses

QUESTIONS ON INSTRUCTIONAL ASSESSMENTS (STUDENT EVALUATIONS)

Because the questions can change from time to time, be sure to obtain a copy of the department's current student evaluation form from the ECS Administrative Support Coordinator. The form will be available no later than 14 days after the beginning of classes for a specific term.