

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
DEPARTMENT RTP DOCUMENT

I. Preamble

The Department of Family and Consumer Sciences is committed to providing an instructional program of high quality for all of its students. The Mission of the Department is to provide leaders for the family and consumer science professions and to develop undergraduate and graduate programs centered around the study of humans and their interaction with their environments.

- A. The Family and Consumer Sciences Department goals and objectives that relate to Retention, Tenure and Promotion include:
1. Promote and support an environment conducive to the intellectual and social growth of ethnically, culturally and linguistically diverse students.
 - a. Recruit high quality students, reflecting the diversity of the community in which CSULB resides.
 - b. Retain high quality students, reflecting the diversity of the community in which CSULB resides.
 - c. Sustain a high quality advising process.
 2. Promote and support creative and scholarly activities.
 - a. Provide research assistance, including travel support and faculty assigned time, to enable faculty to enhance their professional development.
 - b. Acquire internal support for development of grant proposals, including clerical support, graduate research assistance, duplication/printing/ mailing costs, and other expenses.
 - c. Provide opportunities for interdisciplinary research.
 - d. In addition to individual initiatives, establish research priority "themes" to support the potential for external funding for faculty and graduate student research.
 - e. Encourage collaborative and mentoring relationships.
 - f. Obtain grants and internal and external funding.
 3. Provide professional service to department, university, local, state, national and international communities.
 - a. Promote active participation by Family and Consumer Sciences Advisory Board members in the academic and service components of department operations.
 - b. Promote active involvement by faculty in service to the department and university as well as the local, state, national and international communities.
 - c. Promote university/department visibility and its tradition of excellence by publicizing its strengths and accomplishments.

- d. Promote and maintain relationships with business, industry, community agencies and organizations.
 - e. Enhance the FCS Alumni Association.
 - (1) Promote membership in the association.
 - (2) Initiate and maintain an Alumni Newsletter.
 - f. Initiate and maintain faculty development.
 - g. Develop ties with other universities to form faculty collaborations for research and teaching as well as student exchanges.
4. Initiate, maintain and revise accreditations available to the Family and Consumer Sciences Department and to areas of specializations.
- a. Maintain American Association of Family and Consumer Sciences (AAFCS) accreditation.
 - b. Support American Dietetic Association Dietetic Internship Program as it moves from approval to developmental accreditation.
 - c. Maintain American Dietetics Association approval of the Didactic Program in Dietetics.
 - d. Support efforts to obtain Institute of Food Technologies (IFT) accreditation.
 - e. Support efforts to obtain Council on Hotel Restaurant and Institution Education (CHRIE) accreditation.
 - f. Maintain National Association for the Education of Young Children (NAEYC) accreditation.
 - g. Obtain re-approval of the Family and Consumer Sciences Subject Matter Preparation for the Single Subject Teaching Credential in Home Economics by the California Commission on Teacher Credentialing.
5. Maintain contemporary curricula which reflect teaching and learning excellence.
- a. Incorporate modern technology as a part of teaching and learning such as distance education and computer tutorials.
 - b. Utilize multiple community resources in order to provide learning opportunities.

The Purpose of the Family and Consumer Sciences Department RTP document is to articulate the main professional standards all faculty are to meet at each level of the process and the manner in which their work will be evaluated. Family and Consumer Sciences colleagues have the primary responsibility for evaluating the work of the faculty and for making the expected standards clear to those being evaluated and consistent with the mission of the department, college and university.

II. General Principles

- A. Governing Documents. Governing documents for Retention, Tenure and Promotion include the candidate's individual position description, the Memorandum of Understanding and College and the University Retention, Tenure and Promotion Policy Statements. The Department of Family and Consumer Sciences document amplifies those documents and adds provisions applicable to the department.
- B.. Obligations. The initiative in Retention, Tenure and Promotion recommendations is the responsibility of the Family and Consumer Sciences Department.
- C. Annual Assessment. The Family and Consumer Sciences Department shall perform a yearly comprehensive assessment for reappointment leading to tenure.

- D. Candidate Response Options. The Family and Consumer Sciences Department RTP Committee shall invite the candidate to meet with the Department RTP Committee and the Department Chair, as appropriate, to clarify any part of the written recommendations. Candidates shall have a minimum of seven working days to respond in writing to these recommendations before all documents are forwarded from the department. ALL DEADLINES ARE FIRM AND FINAL.
- E. The Written Recommendation. The Family and Consumer Sciences Department RTP Committee's written recommendation shall include specific reference to the bases for its recommendation.
- F. RTP Committee
1. Selection. The Family and- Consumer Sciences Department RTP Committee shall consist of at least three (3) tenured members elected by a majority vote of the full-time, tenured/tenure-track faculty. The department RTP committee shall be elected during the preceding Spring semester prior to service and no later than the second week of the Fall semester of the academic year of service. A minimum of four (4) faculty will be nominated for the RTP committee with the three (3) top vote receivers forming the committee and the fourth nominee serving as the alternate. Should the Family and Consumer Sciences Department choose to have non-department faculty on the RTP committee, the following selection procedures should be used.
 - a. The Family and Consumer Sciences Department requests a list of eligible faculty from the CHHS College RTP Committee.
 - b. The Family and Consumer Department selects potential committee members and prepares a nomination list.
 - c. The Family and Consumer Department contacts the nominees and obtains permission to submit their names as possible department RTP committee members.
 - d. The external RTP Committee members are selected by a majority vote of the tenured and the tenure-track faculty of the Department of Family and Consumer Sciences.
 - e. The Department of Family and Consumer Sciences Department notifies external member of their selection.
 2. Membership Rank. Members of the Family and Consumer Sciences Department RTP Committee who participate in promotion recommendations must be tenured and must have a higher rank than the candidates being considered. They must not themselves be candidates for promotion.
 3. Committee Composition. Within the Family and Consumer Sciences Department, all recommendations for advancement (promotion) to a given rank, for tenure, or for reappointment, shall be considered by the same committee. However, there may be different committees for different kinds of RTP matters. (For example, one committee comprised of three faculty at the rank of associate professor might consider all candidates within the department who are eligible for reappointment, tenure and promotion to associate professor. A second committee comprised of three faculty with the rank of professor might consider only candidates eligible for promotion to the rank of professor.
 4. Committee Qualifications. Persons on leave, sabbatical or early retirement for any part of the academic year shall not serve on a Family and Consumer Sciences Department RTP Committee.
 5. Service Required. All faculty of eligible rank must serve on the department RTP committee, if elected, unless there are substantive reasons not to do so as determined by the department.

6. Service Limitation. A faculty member may serve on one or more RTP committees at the department level and one or more RTP committees at the college level but may not serve at both levels simultaneously.
 7. Department Chair. The Family and Consumer Sciences Department Chair may be a member of the Department RTP Committee, if elected. However, if the Chair serves as a member of the Department RTP Committee, the Chair may not make a separate recommendation. If, however, the Chair does not serve on the Department RTP Committee, the Chair may write a recommendation for the candidate. This recommendation is optional.
- G. Faculty with Administrative Duties. Faculty serving in administrative roles, whether or not they received assigned time, shall be evaluated on the basis of clear, comprehensive, and up-to-date position descriptions negotiated at the beginning of their service period with the Family and Consumer Sciences Department Chair (and the College of Health and Human Services Dean, when appropriate) and agreed to by the Family and Consumer Science Department faculty. Any intermediate changes in the position descriptions shall be negotiated by the candidate and Family and Consumer Sciences Department Chair (the College of Health and Human Services Dean, as appropriate), always in writing.
 - H. Joint Appointments. Joint appointments shall be evaluated by a committee composed of members of each department served by the person being evaluated. The joint appointment RTP committee shall be composed of members currently elected to each department's RTP committee. This committee shall use the existing criteria of each department to evaluate the candidate holding the joint appointment pursuant to item VI, Academic Senate Policy Statement 94-11.
 - I. Document Conflicts. If any provision of this document is in conflict with the RTP document of the College of Health and Human Services or the California State University, Long Beach or the University's Policy on University document, policy, or contract shall take precedence over the Family and Consumer Sciences Department RTP document.

III. Responsibilities

A. The candidate.

1. The candidate has the primary responsibility for collecting and presenting evidence of accomplishments by the specified deadline to those charged with the responsibility of reviewing and evaluating the faculty member. Specifically in the area of Scholarly and Creative activities, the candidate shall articulate to the Family and Consumer Science Department RTP Committee; 1) the candidate's role in relation to other co-authors in completion of the activity/paper; and 2) the contribution the activity/paper makes to the discipline, the department, and the university. The candidate is urged to seek advice and guidance on the RTP process from the Family and Consumer Sciences RTP Committee and the Family and Consumer Sciences Department Chair so that how criteria and standards are applied is understood.

B. The Family and Consumer Sciences Department Chair.

1. The Chair has the responsibility for a) maintaining the open file as specified in the Memorandum of Understanding, b) forwarding its contents to the Family and Consumer Sciences Department RTP Committee, and c) distributing a copy of its contents to the candidate.

2. The Chair has the responsibility, particularly with regard to probationary faculty, to act as a primary source of information regarding department procedures and deadlines. The Chair also will provide early and sustained guidance to candidates with a focus on consistency between performance and department expectations. Additionally, the Chair has the responsibility for clearly articulating department, college and university policies to candidates.
3. The Chair has the responsibility for informing the candidate as to whether the Chair will be preparing a separate recommendation or has been elected to the Family and Consumer Sciences Department RTP Committee and will be unable to prepare a separate recommendation. Should the Chair choose to prepare a separate recommendation, the Chair has the responsibility for ensuring that the recommendation shall summarize evidence of a candidate's strengths, weaknesses and uniqueness under each of the established criteria. This presentation should include a qualitative analysis of the candidate's special role, performance and achievement within the academic area. The record of the candidate must support the principle that the higher rank to be accorded, the stronger the evidence must be for teaching effectiveness, scholarly achievement, and service.

C. The Family and Consumer Sciences Department RTP Committee.

1. The Department RTP Committee has the primary responsibility for evaluating the work of the candidate and making the initial recommendation to the university regarding retention, tenure and promotion. Committee members, therefore, have the very serious responsibility of applying the criteria and standards of the department to the performance of their colleague in the RTP process. The department committee articulates family and consumer science specific criteria by which the candidate is being evaluated to other levels of review outside the department.

The candidate will be evaluated on how performance contributes to the mission and goals of the Department of Family and Consumer Sciences and other official assignments of the college and university.

2. Because the evaluation of teaching effectiveness by professional peers is so significant in this process, the Family and Consumer Sciences Department RTP Committee may choose to utilize a variety of techniques for acquiring evidence in determining the candidate's teaching accomplishments. Some examples include reviewing syllabi; and with the candidate's permission, observing and critiquing candidate's style and content in teaching; and evaluating the candidate as guest lecturer.
3. Although the candidate is responsible for presenting evidence of performance, the Family and Consumer Sciences Department RTP Committee may request additional information from the candidate to assist in its evaluation. The department committee may also seek the advice of colleagues at other universities if members determine they are not qualified to evaluate the professional work of the candidate or if the candidate believes that such consultation would be desirable. Such an action must be taken in consultation with the candidate and the Family and Consumer Sciences Department Chair, and must be consistent with the University Procedure for External Evaluators. (See M.O.U. Policy)
4. The Family and Consumer Sciences Department RTP Committee has the responsibility to ensure that recommendations from the committee shall summarize evidence of a candidate's strengths, weaknesses and uniquenesses under each of the established criteria. This presentation should include a qualitative analysis of the candidate's special

role, performance and achievements within the academic area. The record of the candidate must support the principle that the higher the rank to be accorded, the stronger the evidence must be for teaching effectiveness, scholarly achievement, and service.

D. The Department of Family and Consumer Sciences

1. The Department of Family and Consumer Sciences has responsibility for ensuring that the Family and Consumer Science RTP document shall specify in writing the standards to be applied in evaluating: a) Instruction and Instructionally Related Activities, b) Scholarly and Creative Activities and c). Professional Service. This evaluation shall be consistent with college and university criteria and with the mission of the Family and Consumer Sciences Department. The Family and Consumer Sciences Department RTP document is subject to ratification by a majority of tenured and probationary faculty members and approval by the College of Health and Human Services Faculty Council and Dean. The Family and Consumer Sciences Department RTP Document shall be subject to review every three years or earlier as necessary by the department faculty in order to maintain consistency with the department's mission and goals and the current state of family and consumer sciences.

IV. Criteria for Evaluation and the Evaluation Process

A. Criteria for Evaluation.

The criteria for evaluation of the candidate for Retention, Tenure and Promotion apply to three areas of professional review: Instructional and Instructionally Related Activities; Scholarly and Creative Activities; and Professional Service. Each area is assessed according to essential criteria, i.e., the established standards of level of performance required of all faculty in the department, and enhancing criteria, i.e., performance by the candidate that exceeds the established standards. It is recognized that there may be differing opportunities and/or emphases for Scholarly and Creative Activities and Professional Service related to individual faculty areas of expertise. While Retention, Tenure and Promotion review process is sensitive to these differences within the context of essential and enhancing criteria, it is up to the candidate under review to highlight these opportunities for productivity and growth to serve as additional information to the department, college, and university Retention, Tenure and Review process.

1. Instruction and Instructionally Related Activities.

a. Essential Criteria

- (1) Pedagogical Approach. The candidate should demonstrate currency and proficiency in preparation of assigned courses. Course material should meet faculty handbook requirements and describe the purpose, objectives and assignments for the course as well as provide a course calendar, grading criteria, and course and department policies.
- (2) Student Evaluations. Student ratings of instruction should be favorable when compared to the department, college and university averages. Further comparisons may be based on comparable courses, the identity of which will be established based on the following criteria: academic level (lower division, upper division or graduate), student composition (majors and minors), CS classification (lecture, discussion, seminar, activity, laboratory, independent study, directed study) and course type (major, minor, general education, or general education with HD or ICZ). The candidate must submit a minimum of two course evaluations per semester.

- (3) The peer evaluation report should be positive as compared to professional standards and may include reviewing syllabi; and with the candidate's permission, observing and critiquing candidate's style and content in teaching; and evaluating the candidate as guest lecturer.
- (4) On-Going Professional Development in the Discipline. The candidate shall provide evidence of consistent attendance at workshops and presentations as evidence of currency in the field.
- (5) Advising students. The candidate demonstrates availability to students for academic, career and program advising.

b. Enhancing Criteria

- (1) Pedagogical Approach. The candidate shall incorporate appropriate technologies to enhance learning. Creative application of currency for course enrichment may also be demonstrated.
- (2) Student Evaluations. Student ratings of instruction should be above the department, college and university averages.
- (3) Innovations in Instruction. The candidate is expected to demonstrate the development of innovations in teaching methods and development of new courses.
- (4) On-going Professional Development in the Discipline. The candidate shall demonstrate a continuous effort in professional development such as . attending workshops or presentations relevant to instruction.
- (5) Serving on thesis/project committees or comprehensive committees or chairing such committees.
- (6) Mentoring both undergraduate and graduate students including but not limited to supervising theses and internships.
- (7) Leadership and advising in student organizations.
- (8) Joint appointments in teaching.

2. Scholarly and Creative Activities

a. Essential Criteria The candidate shall be involved in on-going scholarly and/or creative activities in his/her chosen field of study. Scholarly and/or creative activities are divided into five weighted categories. Activities within each category are equally weighted. The categories, presented in order of priority, are:

- (1) Publication of juried endeavors including, but not limited to, the following: research publications, creative activities, books, monographs, review articles, book chapters, grant awards, computer software.
- (2) Publication of major nonjuried manuscripts such as books, book chapters, or review articles.
- (3) Presentation of juried papers at professional meetings; publication of abstracts from juried presentations.
- (4) Presentation of non-juried papers at professional meetings; publication of non-juried abstracts from nonjuried presentations.
- (5) Presentation at professional workshops.

Exceptions to this rank order may be made depending on the nature of the contributions.

b. Enhancing Criteria

The candidate may be involved in the following scholarly and creative activities:

- (1) collaborative research;

- (2) obtaining external funding;
- (3) mentoring faculty;
- (4) receiving awards and recognitions,
- (5) assisting graduate students to publish with clear documentation of co-authoring.
- (6) joint appointments in research

3. Professional Service

a. Essential Criteria

All candidates will participate in faculty governance at the department, college, and university levels, as well as participate in community and professional organizations and activities.

- (1) University service includes active participation in department governance, as well as college and/or university involvement.
- (2) Candidates have a responsibility to provide service to the community. This service may be to the profession or to the lay community, depending on the interests and attributes of the individual candidate. Contribution to the community should be directly related to the candidates professional expertise.
- (3) Community service achievements may be exhibited through such roles as 1) advisory boards/groups, 2) instructional/advisory services, 3) speeches and/or panels, 4) participation in academically-related consultancies, and 5) outside teaching assignments related to one's academic expertise.

b. Enhancing Criteria

The candidate may enhance his/her service achievements through more active participation on committees at the department, college and university levels as well as more active participation in community and professional organizations and activities. Authorship of documents or reports concerning the department, college, or university are considered enhancing activities. Leadership roles on committees, administrative activities, student group advisors, and recipient of awards and recognition signify enhancing criteria in professional service.

B. The Evaluation Process

1. General Principles

- a. The candidate will submit a professional data sheet and supporting documents along with a narrative addressing his/her competency in the three areas of evaluation. The format for the presentation of the documents will be defined by the department consistent with the college and university guidelines.
- b. The Family and Consumer Sciences RTP Committee will evaluate the candidate's materials in relation to the candidate's assignment, including assigned time duties, and the department mission.

2. Instruction and Instructionally Related Activities

- a. The evaluation of teaching shall be based on the overall teaching performance of the candidate during the evaluation period. Improvement over time will be taken into consideration.

3. Scholarly and Creative Activities

- a. The candidate's narrative shall include all evidence of scholarly and creative activity produced during the period of evaluation.

4. Professional Service

- a. The candidate's narrative shall include all evidence of professional service completed during the period of evaluation.

IV. Retention, Tenure, and Levels of Appointment and Promotion.

- A. Retention may be awarded to probationary faculty upon the completion of a performance review. The successful candidate will have performed competently in each area to be evaluated. Consideration will be given to the limited opportunities new appointees may have for professional service due to the need to integrate into the campus professional service network.

- B. Tenure is awarded to probationary faculty who demonstrate excellence in instruction and instructionally related activities, scholarly and creative activities and professional service. Both essential and enhancing criteria found in Section III shall be used in assessing the awarding of tenure. Tenure represents the University's long-term commitment to a faculty member and is only granted when there is a strong evidence that the individual has the potential to continue to make increasingly distinguished contributions to the University and its instructional program, the scholarly body of knowledge and to the academic and professional communities.

- C. Early Tenure and/or Promotion are granted only in exceptional circumstances and for compelling reasons.

1. Early Tenure. To receive a favorable recommendation for early tenure, a candidate must achieve an outstanding record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present increasingly distinguished contributions to instruction, research and service achievements as indicated in Section III. The substance of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.
2. Early Promotion. To receive a favorable recommendation for early promotion, a candidate must achieve an outstanding record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present increasingly distinguished contributions to instruction, research and service achievements as indicated in Section III. The substance of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

D. Profiles of Academic Ranks

1. Assistant Professor

- a. Earned doctorate or recognized terminal degree -appropriate to the field of specialization.
- b. Demonstrated effectiveness in instruction and instructionally related activities
- c. Demonstrated program of scholarly and creative activities.
- d. Become a participatory member of the campus and community.

- e. Participation in discipline related professional organizations. .
- f. Demonstrated contributions to the mission of the department, college and university.
- g. Emphasis on essential criteria in Section III.

2. Associate Professor

- a. All of the qualifications of Assistant Professor listed in IV.D.1.
- b. A record of demonstrated effectiveness in instruction and instructionally related activities as demonstrated through student ratings.
- c. Evidence of professional organization involvement beyond membership
- d. Evidence of progressive involvement in campus and community.
- e. Evidence of professional organization involvement beyond membership
- f. Participation in curriculum development activities
- g. Emphasis on enhancing criteria in Section III

3. Professor

- a. All of the qualification of Associate Professor listed in IV.D.2.
- b. Demonstrated expertise in instruction and instructionally related activities
- c. demonstrated maturity in the candidate's program of scholarly and creative activity expertise to include invited publications and presentations and texts or other books
- d. Recognized contributions to the department, college and university through leadership positions
- e. Professional service through professional leadership activity
- f. Leadership role in curriculum development activities

E. Joint Appointments. All information in this document applies to faculty appointed jointly to two or more departments. However, it is particularly important for the involved departments to negotiate a clear set of written requirements for tenure and advancement as applied to the joint appointee at the beginning of the appointment period. These requirement must be worked out though a process of consultation and collaboration with the departments and the candidate, with the approval of the dean(s) of the affected college(s).

F. Exceptional Assignments. Department member with a typical assignment (e.g., chair or program directors) shall have a written position description which shall be taken into account as part of the RTP evaluation process.