

RTP Guidelines
Department of Child and Adolescent Development (ChAD)

	<p>Example of baselineCandidate has demonstrated adequate quality of instruction (indicated by steps taken to correct problems, supportive observations and student evaluations within norm) in assigned courses teaching in alignment with the course curriculum established by the department (noting there is no departmental expectation that faculty independently design courses)In alignment with the departmental expectation that faculty teach a range of courses, tenure track faculty should demonstrate movement toward breadth in types of courses taught prior to tenureby demonstrating adequate quality of instructionat least 3 courses prior to tenure and promotionTenured faculty should demonstrate continued breadth in teaching over the period under review by demonstrating adequate quality of instruction (updating content and pedagogical approaches as well as reflecting current research) in at least 3 courses over the period of review.</p>
Good	<p>“In addition to the baseline as described above, the candidate has documented a degree of innovation within the teaching assignment. This could mean that the candidate has effectively taught an unusually wide range of courses, or that the candidate has created one or more new courses to fill important curricular needs, or that the candidate has documented the use of high impact practices in teaching. Candidates meeting this level of achievement have at least some student evaluations above the norms, when taken in context of the nature, subject, and level of classes taught.”</p> <p>Example of G7 Te.3 (t)212.1 (.3d()T007 Tw 0 Tr -6.241 0 Td -4 (g)4402)-12.1 (.d-12.1 (s -0.006 TTc</p>

In line with existing University policy, the department expects that tenured faculty should have developed a consistent and coherent body of research, though this expectation is balanced with the recognition that areas of scholarship will evolve and change over the course of a career. Indicators of scholarly productivity may include (but are not limited to) conference presentations, book chapters, books, edited volumes, contributions to encyclopedia or handbooks, successful grant applications and/or peer reviewed publications. In line with the field of Child and Adolescent Development, the department values research that meets the standards of peer review. This may include a range of scholarly works such as quantitative or qualitative studies, metaanalyses, theoretical work, edited book chapters, etc. in which there is evidence of a rigorous peer review process. Peer reviewed publications will be weighted more heavily in evaluations of scholarly productivity than other forms of scholarship. Conference presentations that have passed through peer review are also valued as an indicator of progress toward (estot

Finally, while service to the community is valued and encouraged when it aligns well with the candidate's interests and expertise, these forms of service are not required and are not meant to replace service to students, department, college. Service to the profession within Child and Adolescent Development is also valued, but given the limited opportunities for participation in professional associations, it is not required and should not replace service to students, department, college, and university.

The departmental guidelines for service align fully with the current University RTP policy to be interpreted in the context of departmental expectations outlined above. At all levels, where possible, candidates should provide documentation of service activities to illustrate their contributions.