

2001

Criminal Justice: Appointment, Promotion, and Tenure Documentation

The College at Brockport

Follow this and additional works at: <http://digitalcommons.brockport.edu/apt>



Part of the [Higher Education Commons](#)

Repository Citation

The College at Brockport, "Criminal Justice: Appointment, Promotion, and Tenure Documentation" (2001). *Appointment, Promotion, and Tenure Documentation*. 39.

<http://digitalcommons.brockport.edu/apt/39>

This Document is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in Appointment, Promotion, and Tenure Documentation by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

APT GUIDELINES

DEPARTMENT OF CRIMINAL JUSTICE

THE STATE UNIVERSITY OF NEW YORK

COLLEGE AT BROCKPORT

Effective January 1, 2001

Acting Chair, Richard G. Frey

Department Faculty - Larry Bassi
Jeff Magers
Roger McNally
Christine Plumeri
Tom Tremer

The policy accepted by Paul Yu on 9/20/00 entitled, Procedural Requirements for Academic Personnel Decisions, will be in effect pending Senate Review and any changes resulting from the review.

(Revised 12/20/00)

I. Guidelines for Faculty Renewal, Tenure Continuing Appointment, Promotion and Performance at Rank for Criminal Justice Faculty

A. Renewal

B. Continuing Appointment

C. Performance at Rank and Promotion

- 1) Promotion to Rank of Assistant Professor**
- 2) Promotion to Rank of Associate Professor**
- 3) Promotion to Rank of Professor**
- 4) Promotion to the Ranks of Distinguished Professor**

II. Guidelines for Sabbatical Leave Proposals

I. GUIDELINES FOR FACULTY RENEWAL, TENURE CONTINUING APPOINTMENT), PROMOTION AND PERFORMANCE AT RANK FOR CRIMINAL JUSTICE FACULTY

SUNY College at Brockport uses the SUNY Board of Trustees' Policies to define the professional obligation for faculty.

Traditionally, the College has considered three primary categories as the basis for review in all personnel actions:

- ◆ teaching effectiveness
- ◆ scholarship, research, and creative work*
- ◆ college, community, and professional service.

The Department of Criminal Justice wholeheartedly and unequivocally supports the determination that teaching effectiveness and excellence is an a priori condition for continuing appointment and promotion. Teaching excellence is our primary review criteria. Next in importance is the function and record of scholarship. Finally, the Department rank orders the remaining criteria for continuing appointment, promotion and tenure to be service. The Department fully recognizes that the present institutional mission of student success requires that its faculty excel in the classroom environment. The other two criteria, Mastery of Subject Matter and Continued Growth, are reflected by sustained contributions and demonstrated excellence in the above-noted three categories.

SUNY Brockport supports the interrelationships of teaching, scholarship, and service. Involvement in the discipline, usually through an active program of scholarship, enhances faculty effectiveness in the instructional setting. Teaching and service are interrelated in many disciplines where involvement in professional settings and agencies enhances teaching effectiveness. College service is also vital to the functioning of the institution.

Since SUNY Brockport places value on all aspects of the professional obligation, each faculty member is expected to provide quality contributions in all three areas. The quantity of the expected contribution may vary, depending on institutional need in the primary categories.

The normal teaching expectation for faculty members is 9 credit hours or the equivalent per semester, consistent with guidelines announced by the University in the 1998-1999 academic year. While all faculty are expected to be effective teachers, the teaching portfolio for those on the equivalent of a 9-credit hour load will be weighted more heavily in personnel reviews.

Expectations for scholarship and service are delineated for those seeking tenure or promotion and for continued performance at rank after tenure or promotion. The College recognizes that there may be faculty with tenure who, with approval of their department chair, undertake workload readjustment to reflect short-term individual professional priorities for productivity.

(*In this document, the work “scholarship” is used as the generic referent for scholarship, research, and creative work.)

A. RENEWAL

Faculty appointed at the rank of Instructor or Assistant Professor are generally reviewed at least two times between their date of appointment and their review for continuing appointment. At each review, candidates are evaluated on their performance in the period since the last review. Candidates should demonstrate sequential progress toward achievement of expectations for continuing appointment.

B. CONTINUING APPOINTMENT

Definition

SUNY Policy, Article XI, Title B, “Continuing Appointment” states:

A continuing appointment shall be an appointment to a position of academic rank which shall not be affected by changes in such rank and shall continue until resignation, retirement, or termination.

Eligibility

Continuing Appointment as Professor, Associate Professor, Librarian or Associate Librarian. Few initial appointments at Brockport are at senior ranks. However, if an initial appointment is at the rank Professor, Associate Professor, Librarian or Associate Librarian, continuing appointment must occur after the third consecutive year of service.

Continuing Appointment as Assistant Professor, Instructor, Senior Assistant Librarian or Assistant Librarian. Faculty members appointed at these ranks are eligible for consideration for continuing appointment when they have completed a total of seven years of service in a position of academic rank. At least three of these years must be in academic rank at Brockport.

Prior Service Credit. At the time of appointment, a new appointee may request a maximum of three years of prior service credit for satisfactory full-time prior service in tenure-track positions at other accredited academic institutions of high education. Waiver of all or part of this service credit will be granted upon written request by the employee to the chief administrative officer not later than six months after the date of initial application.

Criteria

Recommendations for continuing appointment for SUNY Brockport faculty are based primarily on an evaluation of 1) performance at Brockport in each category identified by the Board of Trustees and 2) on programmatic considerations. Past performance at other institutions is only a secondary consideration.

Candidates for continuing appointment should demonstrate potential for promotion to the next academic rank. A positive recommendation for continuing appointment reflects the expectations that the person has the potential for attaining the highest rank in the department and that the person's contribution to the program will be significant and necessary in the future.

Review for continuing appointment may also take Programmatic Considerations into account. Such considerations may include enrollment patterns, the need for the faculty position in degree or curricular offerings or requirements, and the addition, reduction or elimination of programs or courses.

C. PERFORMANCE AT RANK AND PROMOTION

Performance at Rank

SUNY Brockport values the individual and unique contributions of each faculty member in each of the three categories of the professional obligation. All faculty members are therefore expected to continue performance at rank once continuing appointment or a promotion is achieved. An individual faculty member's talents may affect the balance among the three categories.

SUNY Brockport policy assigns to the department chair the responsibility for balancing faculty workload among all three categories. The Annual Report reflects achievements during a given academic year. If the performance is not evenly distributed across the three major categories of the professional obligation, department chairs may realign assignments. The goal is to create equitable assignments within the unit; workload assignment assures that teaching, scholarship, and service responsibilities are met.

Promotion

Most new faculty at SUNY Brockport are appointed at the rank of Assistant Professor. In those cases where the doctoral dissertation is not complete, a faculty member may receive an initial appointment as Instructor or Visiting Assistant Professor. The former is a tenure-accruing rank; the latter is not. Appointment to Instructor or Assistant Professor generally depends on how near the candidate is to degree completion.

1. Promotion to Rank of Assistant Professor

Achievement of the appropriate terminal degree, e.g., M.F.A., Ph.D., Ed.D., D.S.W., J.D., D.P.A., M.D., D.B.A. establishes a person as qualified in the discipline/profession. Curricular expertise is an essential consideration in a determination of the appropriate terminal degree. In addition, there is the expectation that the person has the potential for achieving excellence in the discipline/profession and for attaining the highest rank in the department.

Teaching

The candidate will provide a portfolio of teaching materials that addresses the multiple aspects of the instructional role. Asterisks (*) mark required documentation; other information should be included if available. This includes demonstration of knowledge of the discipline/profession, skills of pedagogy, including clear and precise communication methods of instruction, and interest in the educational achievements of students. Demonstration will include course syllabi and materials. Reviewers of these materials will look for demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need; and relationship to the academic standards of the institution and one's teaching assignments.

- A. Statement of Teaching Philosophy and Focus*** will begin the section on teaching. This statement will address the candidate's educational values, ideals, and goals. The statement will also include self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness. This section will also:
- ◆ List courses taught including contact hours and the number of students enrolled in each*
 - ◆ Include other pertinent information directly related to teaching and advisement.
- B. Student Evaluation** is one aspect of teaching evaluation. The portfolio should include:
- ◆ Summary table of IAS ratings or other institutionally approved quantitative measure on the four core items for all courses taught during the period under review*
 - ◆ Written comments and/or personal assessment of ratings on other items
 - ◆ Written external evaluation
 - ◆ Instructor-developed feedback
 - ◆ Department-solicited letters about teaching as requested by APT and/or chair.
 - ◆ Interviews of current students and/or alumni
- C. Student Outcomes and Accomplishments** are a reflection of one aspect of instructor effectiveness. The portfolio should include:
- ◆ Table of grade distribution for each course/section including personal interpretation of distributions in light of teaching philosophy*
 - ◆ Student performance on standardized tests related to instructor's expertise
 - ◆ Student entrance into graduate school
 - ◆ Student employment rates in the field and success in the workplace
 - ◆ Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects.
- D. Improvement of Teaching** is an ongoing and individualized process for every teacher. Documentation should include:
- ◆ Professional development as a teacher (workshops, conferences, etc.)*
 - ◆ Efforts to remain current in the field required and documented*
 - ◆ New applications of technology to teaching where appropriate
 - ◆ Revision of course(s) as appropriate

E. Teaching-Related Activity Beyond the Classroom varies by discipline and individual faculty load. Documentation presented should include:

- ◆ Number of advisees (undergraduate, graduate)*
- ◆ Independent study and/or thesis supervision
- ◆ Mentoring of students
- ◆ Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration
- ◆ Service on student organization and/or advisory committees.

F. Peer Evaluation takes many forms but should include review of a representative sample of instructional materials. The process should include the following:

- ◆ Review of course syllabi, assignments, and examinations by colleagues*
- ◆ Observation review by peers within current or previous academic year*
- ◆ Appropriate integration of technology as appropriate
- ◆ Contributions to curriculum and course development or revision
- ◆ Awards or recognition related to teaching.

G. Advisement of students is central to the Brockport missions. Since student success is the primary aim of the academic delivery system, the department grants significant credit to those instructors who advise for their student in a professional, caring and competent way. Student success depends on many factors- none more important than faculty/student interaction. As a result, the committee expects some evidence, in each of the rank designations to follow, of proper and effective advisement. The committee will weigh these variables as proof of successful advisement:

- ◆ number of advisees
- ◆ type of advisees: freshman versus upper division
- ◆ sufficiency of office hours
- ◆ accessibility of faculty member
- ◆ career advisement
- ◆ attendance at departmental events for students
- ◆ Moderator or Supervisory Roles in Student Organizations
- ◆ Special skills made available to students
- ◆ Research activities with students

- ◆ Graduate and law school advisement
- ◆ Willingness to enter into independent studies for special cases
- ◆ Involvement with campus wide organizations
- ◆ Committee participation in student affairs
- ◆ Assistance with departmental activities.

Advisement is a continuous departmental expectation for continuing appointment, promotion to advanced rank or tenure. The committee and the department expect consistent and dependable performance in this area. The candidate will demonstrate these competencies using the scale within.

Scholarship

In the area of scholarship, successful completion of a doctoral dissertation or project required for the terminal degree demonstrates competence. In addition, evidence of a commitment to continued scholarly or creative productivity is necessary. The extraordinary diversity of our program precludes one model of roles and rewards. We recognize that the proportion of time and energy each faculty member devotes to teaching, scholarship, and service varies from discipline to discipline, individual to individual, and changes over an individual's career. In accordance with the Final Report of the Faculty Roles and Rewards Committee, dated 12/7/98 and approved by the Faculty Senate, scholarship is fundamentally an exercise in discovery, integration, and application. The Faculty Roles and Rewards Committee permits various avenues for candidates to consider as they carry out their scholarly lives..¹

Scholarship is broadly defined and includes discovery, integration, and application and may include, any or all of the following products: books; articles; journal articles; performance, exhibition, or design; book chapter; conference presentation; panel discussion involving a critique; and published media or software materials. Grant development may be considered as scholarship if it relates directly to research activity and/or results in a product to new areas of investigation. The demonstration of scholarship must include a product/performance that is subject to external peer review and contributes to the body of knowledge in the field. The Faculty Roles and Rewards Committee Report affords the candidate for promotion, tenure and continuing appointment a wide array of scholarly avenues:

Discovery including, but not limited to: articles, books, presentation of papers, performances, grant proposals, inventions, patents and software development.

¹ Faculty Roles and Rewards, page 2

Integration including, but not limited to: publication of interpretive studies or criticism, critical reviews or editing of scholarly work, development of public policies or interdisciplinary programs.

Application including, but not limited to: development and implementation of innovative clinical practices or public school programs; environmental impact analyses; Consultant work in the public or private sector based on the faculty member's discipline-based knowledge and expertise.

Expectations for scholarship vary according to stage of career, quality of the research undertaken and competing demand and expectations imposed upon the candidate such as additional service or governance responsibilities or enhanced or increased teaching responsibilities. Hence, these general definitions of scholarship will be interpreted and evaluated in light of rank and historical record. What is clear, is that the department concurs with the Faculty Roles and Rewards Committee Report that "sustained scholarship is essential to quality teaching. It adds to the body of knowledge within the discipline, keeps us current in our field, exemplifies for our students the intellectual skills we want them to learn, and provides them with the opportunity to participate in intellectual discovery as they prepare for the world of work and advanced studies".²

Expectations for scholarly production increase as the candidate moves through the academic ranks. A candidate for promotion to the rank of assistant professor must provide the APT Committee with evidence of one, some, or all of the following research forms:

- ◆ Books
- ◆ Texts
- ◆ Treatises
- ◆ Monographs
- ◆ Journal, periodicals, and professional literature
- ◆ Book chapters
- ◆ Edited readings texts
- ◆ Grant application and design with dissemination results
- ◆ Design and authorship of electronic or software publications

² Faculty Roles and Rewards, page 2

- ◆ Edited works
- ◆ Scholarly reviews
- ◆ Presentations
- ◆ Panel or discussant membership
- ◆ Editorial review of manuscript
- ◆ Editorial review of article manuscript
- ◆ Editorial service to a scholarly production
- ◆ Consultation report of finding
- ◆ Popular publication piece of editorial
- ◆ Instructor's manual, answer key and test bank
- ◆ Newsletter production and editorial service

In each or any of the research types noted above, the candidate will provide evidence of how the product was externally reviewed by peers and the academic community at large. The method of proving peer assessment will depend upon the type of scholarship engaged in.

The candidate will prepare a Scholarship Focus and Summary. This statement will include the following components: a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece; and c) a brief reflective critique.

Public, University, and Professional Service

Service has an important role in the academic community and is an expectation within the total professional obligation. The candidate will prepare a statement of all relevant service activities with a brief description of the individual's responsibilities, participation, and any product developed. Service should have a direct relationship to the candidate's disciplinary expertise but not limited to it.

The faculty member's expected role is that of active participant on departmental committees. Involvement in Schools, College, community, and professional service related to one's field will also be recognized. Evidence of participation will be provided through several types of evaluation citing specific contributions to the work of the committee. Types of service expected during an academic career are:

- ◆ administrative and/or leadership roles in department committees
- ◆ administrative and/or leadership roles in College committees
- ◆ administrative and/or leadership roles in departmental committees
- ◆ administrative and/or leadership roles in professional committees
- ◆ participation in service activities beyond the department [some faculty may become focused in one area of service outside the department, e.g., professional association leadership, while others may participate at many levels
- ◆ evidence of participation and leadership may be provided through several types of evaluation
- ◆ peer review
- ◆ letters from committee chairs citing specific contributions to the work of the committee
- ◆ substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives
- ◆ active leadership in disciplinary professional organizations
- ◆ community service representation
- ◆ board memberships
- ◆ non-profit involvement in entities related to field
- ◆ non-profit involvement in entities that are beneficial to the community
- ◆ representation on task forces or governmental study groups
- ◆ development of specific, identifiable policies for department and institution
- ◆ SOAR participation
- ◆ Summer service
- ◆ Temporary Chair of Department
- ◆ College wide representative at official functions

Where a person has a 9-hour teaching load (or equivalent) more than one time in a review period, the expectations for annual productivity in this area may be adjusted accordingly. The department chairperson will establish such an adjustment in consultation with the faculty member and with the concurrence of the appropriate dean.

2. Promotion to Rank of Associate Professor

A person promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: Effectiveness in Teaching, Scholarship, and University Service. There must be evidence that the person has made sustained high quality contributions to the Department and the College as an Assistant Professor. The faculty member has established a commendable reputation beyond the campus for scholarly work in the field. In addition, there is the expectation that the person has made discernible progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department.

Teaching

The candidate will present a teaching portfolio that demonstrates growth and continued teaching excellence. Information marked with an asterisk (*) in the section on Assistant Professor will be included for the period since continuing appointment or the last review period, whichever is more recent. For promotion to the rank of Associate Professor, teaching excellence and commitment will extend beyond that demonstrated at the rank of Assistant Professor. For this purpose, the teaching portfolio will include evidence of achievement in two or more of the following areas:

- ◆ providing active mentoring of a new faculty member through a delineated program of activities
- ◆ revising courses to assure a continuous state of development and use of extensive and current resources*
- ◆ undertaking new course assignments
- ◆ providing student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor
- ◆ confirming teaching excellence by departmental colleagues, e.g., peer review of class

- ◆ demonstrating consistent, successful involvement with independent and directed studies, research projects, final major student works, and/or theses.

Advisement is an ongoing professional obligation in the department and the university life. Part of the teaching responsibility relates to advisement and student relations. Poor advisors are rarely exceptional teachers. Criminal Justice believes that advisement is a core responsibility for its faculty.

FACULTY ARE EXPECTED TO DEMONSTRATE THE ACQUISITION OF A MINIMUM OF 30 POINTS ACCRUED SINCE PROMOTION TO ASSISTANT PROFESSOR, 8 OF WHICH MUST BE FROM PART B OF THE FORM BELOW.

	Part A	Activity	Points (Each)
1.		Depth and breadth of courses taught	2
2.		IAS Data	2
3.		Written external evaluation	2
4.		Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects.	2
5.		Professional development as a teacher (workshops, conferences, etc.)*	2
6.		Efforts to remain current in the field required and documented*	2
7.		New applications of technology to teaching where appropriate	2
8.		Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration	2
9.		Observation review by peers within current or previous academic year*	2
10.		Contributions to curriculum and course development or revision	2
11.		Contact hours	1
12.		Number of students enrolled	1
13.		Written comments and/or personal assessment of ratings on other items	1
14.		Instructor-developed feedback	1
15.		Solicited or unsolicited letters attesting to teaching ability	1
16.		Interviews of current students and/or alumni	1

17.	Assistance with standardized tests relating to graduate or professional schools	1
18.	Student entrance into graduate school	1
19.	Student employment rates in the field and success in the workplace	1
20.	Revision of course(s) as appropriate	1
21.	Independent study and/or thesis supervision	1
22.	Mentoring of students	1
23.	Review of course syllabi, assignments, and examinations by colleagues*	1
	Part B	
24.	number of advisees	1
25.	type of advisees: freshman versus upper division	1
26.	sufficiency of office hours	1
27.	accessibility of faculty member	1
28.	career advisement	1
29.	attendance at departmental events for students	1
30.	Special skills made available to students	1
31.	Research activities with students	1
32.	Graduate and law school advisement	1
33.	Willingness to enter into independent studies for special cases	1
34.	Web site participation	1

Scholarship

For promotion, the person must show significant advancement in the area of scholarship beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results to new areas of investigation. The demonstration of scholarship when appropriate will include a product/performance that is subject to external peer review, which includes refereed journals, texts, and other scholarly products and contributes to the body of knowledge in the field. For the upper ranks of academic life, there is an increasing and progressive expectation that the product of scholarship match the intellectual growth of the candidate and his or her rank. Senior faculty

members are expected to do more than presentations at conferences or publish in non-refereed forums. **For the rank of Associate Professor, there must be evidence of new and more sophisticated levels of scholarly achievement.** Successful scholarship has led to publication or creative work that has been subject to traditional refereed scrutiny and peer review. **IN ORDER FOR THE COMMITTEE TO ACT FAVORABLY UPON AN APPLICATION FOR PROMOTION TO ASSOCIATE PROFESSOR, THE CANDIDATE MUST ACHIEVE A MINIMUM OF 40 POINTS ACCRUED SINCE PROMOTION TO ASSISTANT PROFESSOR, 20 OF WHICH MUST BE EARNED FROM PART A,**

	Activity	Points (Each)
	Part A	
1.	Books of original nature	20-25
2.	Textbooks	10-15
3.	Scholarly Treatises	7-10
4.	Journals/periodical publication from national/international journal	5-7
5.	Edited Readings Text	5-7
6.	Book Chapters	4-6
7.	Publications in Professional Literature	4-6
	Part B	
8.	Monographs	2-4
9.	Edited Works	2-4
10.	Grant application and design with disseminated results	2-4
11.	Design and authorship of electronic or software publications	2-4
12.	Instructor's manual, answer key and test bank	2-4
13.	Grant application without funding	2-3
14.	Scholarly reviews	2-3
15.	Presentations	1-2
16.	Panel or discussant membership	1-2
17.	Editorial review of manuscript	1-2
18.	Editorial review of article manuscript	1-2

19.	Editorial service to a scholarly production	1-2
20.	Consultation report or Finding	1-2
21.	Opinion or popular editorial	1-2
22.	Newsletter production and editorial service	1-2
23.	Externally reviewed unpublished manuscript	1-2

The candidate will prepare a Scholarship Focus and Summary. This statement will include the following components: a) an overview of the area of scholarship; b) a list of each scholarly product with a brief description of the peer review process and reputation of each product/piece; and c) a brief reflective critique.

Where a person has a 9 hour teaching load (or equivalent) more than one time in a review period, the expectation for annual productivity in this area may be adjusted accordingly. The department chairperson will establish such an adjustment in consultation with the faculty member and with the concurrence of the appropriate dean.

Public, University, and Professional Service

The candidate should demonstrate excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. The level and impact of service should have expanded significantly in at least one arena, i.e., campus, community, or profession. As noted earlier, community-based service must have direct relevance to the candidate’s area of disciplinary expertise.

The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed.
FOR PROMOTION TO ASSOCIATE PROFESSOR, ACHIEVEMENT OF A RAW SCORE OF 15 POINTS ACCRUED SINCE PROMOTION TO ASSISTANT PROFESSOR IS REQUIRED:

	Activity	Points (Each)
1.	administrative and/or leadership roles in department committees	2

2.	administrative and/or leadership roles in College committees	2
3.	Administrative and/or leadership roles in departmental committee	2
4.	administrative and/or leadership roles in professional committees	2
5.	participation in service activities beyond the department [some faculty may become focused on one area of service outside the department, e.g., professional association leadership, while others may participate at many levels	2
6.	active leadership in disciplinary professional organizations	2
7.	development of specific, identifiable policies for department and institution	2
8.	Moderator or supervisory roles in student organizations	2
9.	peer review activities	1
10.	Letters from committee chairs citing specific contributions to the work of the committee	1
11.	substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives	1
12.	community service representation	1
13.	board memberships	1
14.	non-profit involvement in entities related to field	1
15.	non-profit involvement in entities that are beneficial to the community	1
16.	representation on task forces or governmental study groups	1
17.	SOAR participation	1
18.	Summer service	1
19.	Temporary Chair of Department	1
20.	College wide representative at official functions	1
21.	Involvement with campus wide organizations	1
22.	Committee participation in student affairs	1

Where a person has a 9 hour teaching load (or equivalent) more than one time during the review period, the expectation for annual productivity in this area may be adjusted accordingly. The department chairperson will establish such an adjustment in consultation with the faculty member and with the concurrence of the appropriate dean.

3. Promotion to Rank of Professor

A person promoted to the rank of Professor has demonstrated growth and excellence on a continuous basis in the rank of Associate Professor in all three performance areas: Effectiveness in Teaching, Scholarship, and University Service. The evidence must clearly support the person's role as an established leader in the department and in the College and that his/her contributions are of high quality and have been sustained over a reasonable period of time as an Associate Professor. The faculty member now holds a national, and possibly international, reputation for scholarship in the field. All the following criteria will be met to warrant favorable consideration for promotion to the rank of Professor.

Teaching

The candidate will present a teaching portfolio that demonstrates teaching excellence. Information marked with an asterisk (*) in the section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent. For promotion to the rank of Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Associate Professor.

- ◆ demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources;*
- ◆ undertaking successfully new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings, and, if applicable, authoring proposals for new degree offerings within the Department whether joint, dual majors or a graduate program.
- ◆ providing whole class evaluations in a variety of courses since promotion to the rank of Associate Professor;*
- ◆ confirming teaching excellence by departmental colleagues who are directly familiar with the person's work;*
- ◆ evidence of a major contribution to the department or college-wide instructional program; *and
- ◆ external assessment or reviews of student and graduate accomplishments or creative works that have a direct link to the faculty member.*
- ◆ provide concrete evidence of how the candidate's reputation is national or international in design. Said evidence can include letters from recognized national and international associations; data on scholarly works and their usage in academic and professional circles, peer assessments and testimonials, and leadership roles in professional bodies and groups.

Advisement is an ongoing professional obligation in the department and the university life. Part of the teaching responsibility relates to advisement and student relations. Poor advisors are rarely exceptional teachers. Criminal Justice believes that advisement is a core responsibility for its faculty.

FACULTY ARE EXPECTED TO DEMONSTRATE THE ACQUISITION OF A MINIMUM OF 36 POINTS ACCRUED SINCE PROMOTION TO ASSOCIATED PROFESSOR, 8 OF WHICH MUST BE FROM PART B OF THE FORM BELOW.

	Part A	Activity	Points (Each)
1.		Depth and breadth of courses taught	2
2.		IAS Data	2
3.		Written external evaluation	2
4.		Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects.	2
5.		Professional development as a teacher (workshops, conferences, etc.)*	2
6.		Efforts to remain current in the field required and documented*	2
7.		New applications of technology to teaching where appropriate	2
8.		Student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration	2
9.		Observation review by peers within current or previous academic year*	2
10.		Contributions to curriculum and course development or revision	2
11.		Contact hours	1
12.		Number of students enrolled	1
13.		Written comments and/or personal assessment of ratings on other items	1
14.		Instructor-developed feedback	1
15.		Solicited or unsolicited letters attesting to teaching ability	1
16.		Interviews of current students and/or alumni	1
17.		Assistance with standardized tests relating to graduate or professional schools	1
18.		Student entrance into graduate school	1

19.	Student employment rates in the field and success in the workplace	1
20.	Revision of course(s) as appropriate	1
21.	Independent study and/or thesis supervision	1
22.	Mentoring of students	1
23.	Review of course syllabi, assignments, and examinations by colleagues*	1
	Part B	
24.	number of advisees	1
25.	type of advisees: freshman versus upper division	1
26.	sufficiency of office hours	1
27.	accessibility of faculty member	1
28.	Career advisement	1
29.	attendance at departmental events for students	1
30.	Special skills made available to students	1
31.	Research activities with students	1
32.	Graduate and law school advisement	1
33.	Willingness to enter into independent studies for special cases	1
34.	Web site participation	1

Scholarship

For the rank of Full Professor, there must be evidence of new and more sophisticated levels of scholarly achievement.

A Full Professorship is the apex of the academic ranks and the candidate must convince the committee that the candidate's evolution in intellectual activity is progressively upward. The position of Full Professor is comfortable and compatible with the highest academic rigor. The demonstration of scholarship when appropriate will include a product/performance that is subject to external peer review, which includes refereed journals, texts, and other scholarly products and contributes to the body of knowledge in the field. For the upper ranks of academic life, there is an increasing and progressive expectation that the product of scholarship match the intellectual growth of the candidate and his or her rank. Senior faculty members are expected to do more than presentations at conferences or publish in non-

refereed forums. **IN ORDER FOR THE COMMITTEE TO ACT FAVORABLY UPON AN APPLICATION FOR PROMOTION TO FULL PROFESSOR, THE CANDIDATE MUST ATTAIN A MINIMUM OF 40 POINTS ACCRUED SINCE PROMOTION TO ASSISTANT PROFESSOR WITH 20 POINTS FROM PART A.**

	Activity	Points (Each)
	Part A	
1.	Books of original nature	20-25
2.	Textbooks	10-15
3.	Scholarly Treatises	7-10
4.	Journals/periodical publication from national/international journal	5-7
5.	Edited Readings Text	5-7
6.	Book Chapters	4-6
7.	Publications in Professional Literature	4-6
	Part B	
8.	Monographs	2-4
9.	Edited Works	2-4
10.	Grant application and design with disseminated results	2-4
11.	Design and authorship of electronic or software publications	2-4
12.	Instructor's manual, answer key and test bank	2-4
13.	Grant application without funding	2-3
14.	Scholarly rviews	2-3
15.	Presentations	1-2
16.	Panel or discussant membership	1-2
17.	Editorial review of manuscript	1-2
18.	Editorial review of article manuscript	1-2
19.	Editorial service to a scholarly production	1-2
20.	Consultation report or Finding	1-2
21.	Opinion or popular editorial	1-2

22.	Newsletter production and editorial service	1-2
23.	Externally reviewed unpublished manuscript	1-2

In addition, the candidate for the Full Professorship is encouraged to engage in other types of research activities that are consistent with advancement in rank including:

- ◆ grant application and design,
- ◆ dissemination of grant findings in a suitable forum
- ◆ design and authorship of electronic or software publications
- ◆ media participation at the local, state and national level
- ◆ critiques and reviews of scholarly materials, professional literature, and issues significant to the justice community

Furthermore, the significance of the person's accomplishment is attested to by peers and reputable figures in the field away from campus:

- ◆ Recognition of the quality of the work will be made evident and available in the form of reviews, comments and citations in the works of others, direct letters of recognized authorities off-campus solicited by the department, and invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, etc.
- ◆ Reputation of the source where works have appeared will be an important consideration, as will be the publishers or sponsors.
- ◆ Honors or awards that serve to recognize the person's contributions for long term work in the field and/or new interpretations and applications of scholarship.
- ◆ Consistent involvement in the production and generation of scholarship.

Where a person has a 9-hour teaching load (or equivalent) more than one time during the review period, the expectation for annual productivity in this area may be adjusted accordingly. The department chairperson will establish such an adjustment in consultation with the faculty member and with the concurrence of the appropriate dean.

Public, University, and Professional Service

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. Not only has the person played consistently a constructive role in departmental meetings, committees, academic advisement and college-wide faculty governance since the last promotion, he or she is now an acknowledged leader in the Department, the College, and the profession.

FOR PROMOTION TO FULL PROFESSOR, ACHIEVEMENT OF 20 POINTS ACCRUED SINCE PROMOTION TO ASSOCIATE PROFESSOR IS REQUIRED:

	Activity	Points (Each)
1.	administrative and/or leadership roles in department committees	2
2.	administrative and/or leadership roles in College committees	2
3.	Administrative and/or leadership roles in departmental committee	2
4.	administrative and/or leadership roles in professional committees	2
5.	participation in service activities beyond the department [some faculty may become focused on one area of service outside the department, e.g., professional association leadership, while others may participate at many levels	2
6.	active leadership in disciplinary professional organizations	2
7.	development of specific, identifiable policies for department and institution	2
8.	Moderator or supervisory roles in student organizations	2
9.	peer review activities	1
10.	Letters from committee chairs citing specific contributions to the work of the committee	1
11.	substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives	1
12.	community service representation	1
13.	board memberships	1
14.	non-profit involvement in entities related to field	1
15.	non-profit involvement in entities that are beneficial to the community	1
16.	representation on task forces or governmental study groups	1
17.	SOAR participation	1

18.	Summer service	1
19.	Temporary Chair of Department	1
20.	College wide representative at official functions	1
21.	Involvement with campus wide organizations	1
22.	Committee participation in student affairs	1

The evaluation of the Full Professor will consider these variables in light of::

- ◆ increased complexity in administrative duties; (for example, the person has chaired a variety of committees both inside and outside the department);
- ◆ the excellence of his or her contributions to the committees is testified to by colleagues and can be illustrated in tangible ways; and
- ◆ The work/product of the committees is exemplary and significant to the College or organization.

Where a person has a 9-hour teaching load (or equivalent) more than one time during the review period, the expectation for annual productivity in this area may be adjusted accordingly. The department chairperson will establish such an adjustment in consultation with the faculty member and with the concurrence of the appropriate dean.

4. PROMOTION TO THE RANKS OF DISTINGUISHED PROFESSOR

Promotion to the highest ranks – Distinguished Teaching Professor, Distinguished Service Professor, and Distinguished Professor – is governed by the Policies of the SUNY Board of Trustees. These awards are a rank above full professor and only one award in each category – our campus can give Distinguished Teaching and Distinguished Service Professorship each year. Guidelines are available for each of these programs and successful nomination packages from previous years can also be reviewed, contact Colleen Donaldson at 395-5118. A campus committee is convened each January to review nominations for each award. Nomination packages must have the approval of the departmental APT Committee and Chair and Dean prior to being sent to the review committee. Packages are due to Academic Affairs by January 4, 1999.

II. GUIDELINES FOR SABBATICAL LEAVE PROPOSALS

PURPOSE OF LEAVES

The sabbatical leave is the most valuable of all of the forms of professional development that higher education offers faculty. The awarding of such leaves is a procedure that is frequently and strictly audited by state agencies. The steps for letters of application must be followed, and the criteria for review of sabbatical proposals developed in the Faculty Senate Resolution printed below must be responded to in such applications. Please note that full disclosure in advance of all forms of remunerative employment is required with all sabbatical applications. This includes outside employment that has been approved in other years such as consulting, the acceptance of honoraria, etc. Information about previous sabbatical performance for faculty who have had such is also required.

SUNY Policy, Article XIII, Title E, “Sabbatical Leave” (pp. 34-35 in 1981 edition), states:

Purpose

“The objective of such leave is to increase an employee’s value to the University and thereby improve and enrich its program. Such leave shall not be regarded as a reward for service nor as a vacation or rest period occurring automatically at stated intervals.”

“Sabbatical leaves shall be granted for planned travel, study, formal education, research, writing or other experience of professional value.”

Eligibility

“Academic employees having continuing appointments and college administrative officers not in a negotiating unit established pursuant to Article XIV of the Civil Service Law who have completed at least six consecutive years of service within the University or who, if they previously have had a sabbatical leave, have completed at least six consecutive years of service within the University from the date of return from their last sabbatical leave, shall be eligible for sabbatical leave. In computing consecutive years of service for the purpose of this section, periods of vacation leave and periods of sick leave with salary shall be included; period of leaves of absences, other than vacation

and sick leave with salary, and periods of part time service shall not be included but shall not be deemed an interruption of otherwise consecutive service.”

LETTER OF APPLICATION

Provide a detailed description of the project proposed, as follows:

1. Summary of the proposed project (if research, the relationship of proposed project to work done by others should also be included).
2. Relationship to previous work. If you have had previous sabbaticals you must include as part of your application the last sabbatical application and report as well as an update on the outcome of the sabbatical if the report does not demonstrate the completion of the project.
3. Significance of proposed project. How will the completion of the project increase your value to the College and thereby improve and enrich the program? If research, what will the proposed project contribute to your discipline; to the advancement of knowledge generally, and to the state of the arts, sciences, or literature, as appropriate?
4. Specific objectives and proposed work schedule. How is project effort distributed through time?
5. Identify plan of action or research methodology. Specifically and briefly outline what activities or research design will be implemented to achieve indicated outcomes.
6. Briefly specify the anticipated outcomes of the project and how you will evaluate the leave, including your benchmarks, criteria, etc.
7. Facilities (SUNY or non-SUNY) and/or resources needed and when and where available.
8. Identify prospective income, if any, during the period of sabbatical. This includes outside employment that has been approved in other years such as additional consulting, honoraria, etc. Any changes in employment and any remunerative activity whatsoever after a leave has been awarded must be approved in advance by the appropriate dean and the Vice President for Academic Affairs.
9. Affidavit: Remember to include a statement that you will continue as a member of the professional staff at Brockport for one year upon return from leave; that if changes are required in your approved sabbatical proposal that you will seek prior written approval from the dean for such changes; and that upon completion of your period of leave you will provide the chief administrative officer of the College a detailed, written report of your professional activities and accomplishments while on leave.

CRITERIA FOR REVIEW OF SABBATICAL PROPOSALS

1982-83 Faculty Senate Resolution #4

Approved October 26, 1982

A. Conceptualization and Presentation

1. Is the application complete and coherent?
2. Are the goals and expected outcomes well articulated?
3. Does the proposal include the necessary resources for completion of the project?
4. Does the proposal include firm arrangements?
5. Has the proposal been endorsed at the departmental level (with respect only to the merit of the proposal)?
6. Has the proposal been endorsed by outside reputable experts in the area of the proposed work?
7. Does the proposal comply well with the letter and spirit of the relevant provisions of the Board of Trustees Policies?
8. Has the applicant sought outside funding from appropriate sources?

B. Value to the Institution, Department and Individual

1. Does the proposal seem likely to increase the employee's value to the University?
2. Is the project a logical and appropriate continuation of previous professional work or is it a sensible, well-considered effort to move into a new area of value to the College?
3. Does the proposal successfully avoid a mere repetition of previous work undertaken by the applicant?
4. Does the proposal have relevance to the stated mission of the College?
5. Will the outcome of the project provide a new service or capability, or enhance existing capabilities?
6. Will the completion of the project result in a more effective faculty member?

C. Feasibility of the Proposal

1. Is the project clearly manageable in the time available with the means and resources specified?
2. Is the project designed realistically to result in a tangible product in the time specified?
3. Are the proposed time period, activities, and location for the project appropriate?
4. Does the project clearly lie within the applicant's field?
5. Does the applicant's past performance (including previous sabbatical leaves, if any, indicate likelihood of successful completion of the project?
6. Is there an acceptable methodology?

EXPLANATORY NOTES TO GUIDELINES AND CRITERIA

- A.1. **“Completeness”** means that the proposal includes all elements necessary for a departmental committee of faculty members to understand the proposed activities and the expectations of the applicant with respect to the substance and significance of the results. This should include detailed information on the activities, on the applicant's special qualifications and preparation to carry out those activities, and on the professional significance of the expected results of the activities.

Completeness includes:

- a. thorough explanation of project;
- b. if publications, an outline;
- c. if requires collaborative or commissioned work, letters of agreement;
- d. vita showing logical progression of project and/or continuous productivity in the field.

“Coherence” means that the proposal is presented in a form that makes clear that the applicant has given it careful thought and has worked it out in such detail that all reasonable preparations and precautions have been taken to ensure success. The application should proceed through its explanations in a way that makes clear to the non-specialist that the applicant is sufficiently master of the project to be able to execute it successfully.

- A.2. **“Goals”** refers to the amount of accomplishment expected to be carried out during the sabbatical as well as the amount expected in the completed project. **“Expected Outcome”** refers to the character of that accomplishment and of that completed project. To be “well articulated,” they should be spelled out sufficiently, clearly and concretely to provide a useful measure of eventual success.
- A.3. The application should describe in detail the **resources** required for successful completion of the project and how they will be provided. Resources should include sources of money. If the project to be completed (or to end in results as stated) needs financial backing from an institution or individual, evidence of such backing should be included. Resources should also include statement concerning needed facilities which evidence prior research from applicant.
- A.4. The application should show as concretely as possible that all necessary arrangements have been completed to ensure the provision of resources and to ensure such cooperation or collaboration as is required for successful execution of the project.
- A.5. **“Firm arrangements”** includes some prior investigation of travel, room and board possibilities where applicable. Firm arrangements also include investigations showing interest in subject matter or publishing houses, galleries, or arrangements for performance of sabbatical work (i.e., music, theatre, dance) where applicable.
- A.6. If possible and appropriate, confidential **evaluations** of the project from experts in the discipline outside the College should supplement that of the department. Outside reputable experts include publishers, grant agencies, and experts in the field.
- A.7. The applicant should report, with appropriate documentation, on efforts made to obtain outside funding for the proposed project or explain why no such efforts have been made.
- A.8. If project is dependent on such funding, evidence should be included as to the investigation of appropriate sources. Arrangements might be final or ongoing.

B.1. The application should show as directly and concretely as possible the relationship between the project and appropriate aspects of the College's mission and the applicant's responsibilities and academic specialization, specifying in appropriate detail how successful completion of the project would increase the applicant's professional effectiveness and value.

"Value" includes degree to which applicant's reputation would be enhanced locally, nationally, internationally and also degree to which Brockport's reputation would be enhanced locally, nationally, internationally.

"Effectiveness" would include ways in which the sabbatical project would give depth and breadth to the knowledge and experience of the applicant so that his/her offerings to students might become more compelling.

B.2. If the project lies within the applicant's present area of professional work, the application should explain how they are related in such a way as to make clear that the former builds on the latter and carries it forward. If the project lies in another area, the application should explain why the change is appropriate, justifiable, and well prepared. The proposal should successfully avoid a mere repetition of previous work.

B.3. If the project is similar to previous work of the applicant, the application should explain clearly and specifically how and to what extent it differs. In the Studio Arts, "repetition" has no risk, no personal ground-breaking. This does not mean one must do something "new" in order to avoid repetition, but ought to be dealing with the unknown in a significant way, either by going deeper into the familiar or through departure in experimentation.

B.4. The application should explain clearly and fully any concrete contributions the successfully completed project would make to the College's programs.

C.1. The application should include a detailed work schedule that will provide reviewers with a basis for reaching a judgement on the feasibility of completing the project in the time available. The work schedule should describe concretely the outcomes from each phase of the work.

C.2. Proposals should be written with accurate representation of semester or year-long goals. For example, if the project says "to publish a book," the applicant must follow that goal through within time period.

If the plan is to research a subject for eventual publication, then the proposal should be written accordingly and evaluated on the appropriateness and quality of research.

- C.3. In presenting that work schedule, the applicant should make clear the appropriateness to the project. Also, in describing the activities to be undertaken and in identifying the location at which the work is to be done, the application should explain how they are appropriate.
- C.4. The curriculum vita that accompanies the application should present the applicant's relevant previous work in such a way as to make clear to reviewers its degree of success and its relationship, if any, to previous sabbatical leaves.
- C.5. **Past performance** ought to include the applicant's record. Consistency of performance may be demonstrated by vita, annual reports, and, where the applicant has previously been awarded a sabbatical, the last sabbatical application and report; if the report does not demonstrate the completion of the project, an update on the outcome of the sabbatical should be included.

FILING REPORTS ON SABBATICAL LEAVE

The faculty member is responsible for the preparation and submission of a report of their sabbatical leave. This report is due December 1 for those who have Spring semester and full-year sabbaticals and April 1 with Fall semester sabbaticals. One copy of the report should be forwarded with the cover signature page through the appropriate administrative channels (to Department Chair, Dean, Vice President for Academic Affairs). The Vice President for Academic Affairs will submit the report to the President for acceptance.