Criminal Justice: Appointment, Promotion, and Tenure Documentation

The College at Brockport
DEPARTMENT OF CRIMINAL JUSTICE

Guidelines for APT Decisions:
Renewal, Continuing Appointment, and Promotion

School of Education and Human Services
The College at Brockport
State University of New York

(Approved by the Faculty on May 15, 2013)
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I. INTRODUCTION

Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department's system of weighting the relative importance of teaching, scholarship and service (although as a general rule, teaching must always be weighed at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost & Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. *The guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation.* Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate's potential for achieving and/or performing at, the highest academic rank. [Taken from the *Faculty Guide* (with one minor edit)]

The Department of Criminal Justice at The College at Brockport's Guidelines for Appointment, Promotion and Tenure are to implement the department's mission as follows:

1) Department of Criminal Justice is committed to providing a comprehensive undergraduate professional education, grounded in the liberal arts, that fosters critical and creative thinking skills, focusing on the theory and practice of American justice systems designed to deal with the causes and consequences of criminal behavior.

2) The Department is committed to providing a variety of classroom, internship, and extracurricular opportunities designed to enhance the probability that able and motivated students can successfully achieve their learning goals and career objectives in a culturally diverse and globally interdependent community.

3) The Department is committed to helping a large, diverse student population, whether having come to Brockport as freshman or transfers and whether taking courses full or part time, with varying interests and needs, complete the baccalaureate requirements in criminal justice in an expeditious manner consistent with high academic and professional standards.

4) The Department maintains academic excellence through the teaching, research, and service of its faculty in ways that model for students the ethical value system inherent in public service.
II. APT COMMITTEE EVALUATION PROCEDURES

A. Academic Policy Practice on Department APT Committees

1. This policy applies to APT committees addressing actions on reappointments, continuing appointment, and promotions. Departmental APT committees will adhere to the following voting rights and procedures:

2. APT Committee Voting Rights and Procedures
   a. Academic credentials and performance should be reviewed by those with similar knowledge and experience.
   b. All members of departmental APT committees should have continuing appointment.
   c. In the case of promotion, only those who have attained the rank of Associate Professor or higher may serve on the committee. In the case of promotion to Full Professor, the APT committee must include at least one full professor. If a full professor is not available amongst the members of the department, the Dean, after consulting the Chair and the members of the faculty in the department, will appoint a professor from another department or an emeritus professor from the department, to the APT committee for the purpose of reviewing the promotion to professor.
   d. APT committees consist of at least three (3) members. If the department cannot constitute an APT Committee of at least three members in accordance with these policies, the Dean, in consultation with the Chair of the department, shall appoint additional members from other departments within the school to the departmental APT committee to constitute a committee of at least three members.
   e. When circumstances necessitate that a department depart from these policies, the Chair and members of the department shall consult with the Dean to implement department-specific policies or membership that best serve the needs of the department.
   f. If a department decides that professional staff members assigned to the department should also serve on the APT committee, the department Chair will request approval of these members from the School Dean, in accordance with #e above.

(Approved by Academic Council, October 20, 1998. Referred to Faculty Senate, October 26, 1998.)

B. Re-appointment Procedures

Candidates for re-appointment will submit all required materials (as described below in Section III, Evaluation and Criteria and as requested by the Chairperson and/or the APT Committee) to the APT Committee in accordance with timelines published annually by the College. The committee will review and assess these materials based on the criteria in this document, develop a written report and recommendation, and will forward all materials to the Chair. The Chair will review the recommendation and all accompanying material, develop a recommendation and
forward the Chair's recommendation with appropriate materials to the Dean. If the candidate is the Chair, the committee's report, recommendation and materials are to go directly to the Dean.

C. Promotion Procedures

Candidates for promotion will submit all required materials (as described below in Section III, Evaluation and Criteria and as requested by the Chairperson and/or the APT Committee) to the APT Committee in accordance with timelines published annually by the College. The committee will review and assess these materials based on the criteria in this document, develop a written report and recommendation, and forward its recommendation and all materials to the Chair. The Chair will review all materials, develop a recommendation, and forward the Chair's recommendation and all materials to the Dean. If the candidate is the Chair, the committee's report, recommendation and materials are to go directly to the Dean.

D. Tenure Procedures

Candidates for tenure will submit all required materials (as described below in Section III, Evaluation and Criteria and as requested by the Chairperson and/or the APT Committee) to the APT Committee in accordance with timelines published annually by the College. The committee will review these materials based on the criteria in this document, develop a written report and recommendation, and forward its report and all materials to the Chair. The Chair will review all materials, develop a recommendation, and forward the Chair's recommendation and other materials to the Dean. If the candidate is the Chair, the committee's report, recommendation and materials are to go directly to the Dean.

III. EVALUATION AND CRITERIA

A. Application Contents

Candidates for re-appointment, tenure, and promotion should prepare an application for submission to the Departmental APT Committee comprised of the following organized material:

- Letter of application
- Table of contents
- Curriculum vitae
- Teaching portfolio and peer evaluation (as described below in section III. B.)
- Narrative and supporting documents related to scholarship (as described below in Section III. C)
- Narrative and supporting documents related to service (as described below in Section III. D.)
- All annual reports, including comment and signature pages, for the period under review
- All contract letters (if applicable)
B. Teaching

1. Standards for evaluation of teaching

Providing a comprehensive professional education grounded in liberal arts that fosters critical and creative thinking skills focusing on the theory and practice of criminal justice systems is the Department’s most important mission. Competency in teaching must be met by all members of the department. Faculty must demonstrate continued successful teaching, which includes consideration of student learning outcomes. All candidates for re-appointment, promotion and tenure will be assessed for competency in teaching, primarily through a teaching portfolio submitted by the candidate.

2. Departmental criteria for determining competency in teaching

- Demonstrated knowledge of the discipline/profession
- Genuine interest in student needs and concerns
- Skill in conceptual and theoretical analysis
- Class presentations, exercises, and materials of respectable substance, organization and coherence
- Clear explanation of course goals, requirements, evaluation devices and teaching methods to students, particularly in the course syllabus
- Encouraging students to think critically about professional ethical issues
- Willingness to entertain divergent views
- Course development, updating, and revision as appropriate
- Ability to maintain student interest
- Encouragement of writing skills
- Appropriate integration of technology
- Develop capabilities with Internet-based technologies
- Effective feedback to students regarding progress in courses
- Participation in and development of distance learning alternatives
- Effective contribution to project paper direction
- Fair share of student advisement
- Appropriate student workload
- Very good attendance and office hours
- Professional development to remain current in field

3. Candidates for re-appointment, promotion and tenure should prepare a portfolio of teaching materials comprising the following sections:

a. Statement of Teaching Philosophy and Focus, which explains the candidate’s educational values, ideals, and goals. The statement should also include a reflective statement comprising a 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 should also include for the period under review:
• A list of courses taught and the number of students enrolled in each course
• Copies of all syllabi
• Copies of all exams for these courses

This section may also include other pertinent information directly related to teaching and advisement (e.g., samples of student work such as papers or projects).

b. **A section on Student Evaluation**, which includes a summary table of IAS ratings (or any instrument which replaces the IAS) on the four core items for all courses taught during the period under review, and a copy of the complete computer printout of IAS scores (or any replacement instrument) for all courses taught during the period under review.

This section may also include:
• Written comments and/or personal assessment of ratings on other items
• Instructor developed feedback
• APT Committee-solicited letters of support or comment about teaching

c. **A section on Student Outcomes and Accomplishments.** The portfolio should include a table of grade distributions for each course/section taught during the period under review, including personal interpretation of distributions in light of the candidate’s teaching philosophy.

This section may also include other documentation, such as student employment and success in the workplace, and student accomplishments and student involvement in scholarship, publication, and/or presentations resulting from student-faculty collaboration and other professionally-related activities (e.g., conference presentations, published papers, awards, performances, exhibitions, student-faculty research projects).

d. **A section on Improvement of and Innovations in Teaching.** Documentation should include:
• Steps taken regarding professional development as a teacher (workshops, conferences, etc. attended)
• Efforts to remain current in the field
• New applications of technology to teaching
• Revision of course instructional approach
• Improvements and innovations in teaching, alternative scheduling of instruction (e.g., weekends), and innovative uses of technology, including online instruction

e. **A section on Teaching-Related Activity beyond the Classroom.** Faculty members are expected to provide assistance to students beyond the classroom (e.g., professional advice, advisement, mentoring, and encouraging their involvement in various forms of scholarship). Faculty members can provide this assistance in a variety of ways,
including through regular (published) office hours, appointments and through other means such as through email.

Candidates for re-appointment, promotion, and tenure are expected to have a fair share of advisees, and to be available as appropriate for students. Documentation presented should include the number of advisees during the period under review.

This section may also include documentation regarding evidences of advising quality (surveys, letters, etc.)

f. A section on Peer Evaluation. The section is prepared by the APT Committee, and should include results from classroom observation, and peer review of course syllabi, assignments, examinations, and appropriate integration of technology. The review of these materials will look for skills of pedagogy, including clear and precise communication and methods of instruction, interest in the educational achievement of students, the demonstration of the use of contemporary sources, and good correlation of content, method, and student interest and need.

Peer evaluation may also include:
- Contributions to curriculum and course development or revision
- Interviews of current students and/or alumni
- Awards or recognition related to teaching
- Evidence of mentoring new faculty
- Videotape review

Each of these six areas is evaluated based on the following qualitative scale:
- Very weak evidence of support provided
- Weak evidence of support provided
- Neither weak nor strong evidence of support provided
  (Meets minimum acceptable criteria at rank)
- Strong evidence of support provided
- Very strong evidence of support provided

4. Candidates for promotion and tenure must show strong or very strong evidence of accomplishment in each of these six to be considered for tenure and/or promotion; and candidates for re-appointment must show evidence of minimally acceptable accomplishment in each of these six areas.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Strong or Very strong evidence of accomplishment in each of these six categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor/Tenure</td>
<td>Strong or Very strong evidence of accomplishment in each of these six categories</td>
</tr>
<tr>
<td>Re-appointment (Assistant Professor)</td>
<td>Neither weak nor strong evidence of support provided (Minimally acceptable accomplishment)</td>
</tr>
</tbody>
</table>
C. Scholarship

1. Standards for Evaluation of Scholarship
   Faculty must demonstrate continued successful scholarship. Consistent with the Faculty Roles and Rewards Final Report, and the Department's mission, scholarship/creativity consists of identifiable projects subject to systematic internal and external evaluation by professional peers and resulting from "discovery," "integration," and "application."

   a. Discovery: The creation of new knowledge within the discipline. Examples of identifiable products include but are not limited to: original research as reported in articles, books, and presentation of papers; performances; grant proposals; inventions and patents; software development

   b. Integration. The synthesizing of existing knowledge or creative work within one or more disciplines into new patterns and/or for new audiences. Examples of identifiable products include but are not limited to: publication of interpretative studies or criticism; critical reviews or editing of scholarly work; development of criminal justice policies or of interdisciplinary programs.

   c. Application. The utilization of discipline-based knowledge to solve problems. Examples of identifiable products include but are not limited to: development and implementation of innovative governmental or nonprofit programs; environmental impact analyses; consultant work in the public, nonprofit, or private sector based on the faculty member's discipline-based knowledge and expertise.

2. Scholarship Defined
   An active program of scholarship in the Department of Criminal Justice is defined as continuous engagement in the process of doing scholarship, reflecting on scholarship, and the development of scholarly products to be shared with the academic and professional community at large. Scholarship may include, but not limited to, scholarly book, journal article, scholarly treatise, book chapter, funded grant, monograph, desk edited work, grant application, design and authorship of electronic or software publications, scholarly review, academic presentation, consultation report, and technical report. There is a need to value the new forms of scholarship as described in The College at Brockport's "Faculty Roles and Rewards" document in addition to some of the more traditional forms.
   We recognize that there are stages involved in scholarly pursuit including: designing studies, data collection, drafting and editing findings, and final completion of the scholarly endeavor. While we do not want to lock any faculty into a certain scholarly linear design protocol, often the judgment comes with the final submission of a document for publication in an appropriate and respected academic venue. The ultimate point of scholarship is that a final product is expected to be shared with members of the broader academic and professional community. An active scholarly agenda can be documented by providing evidence of work in progress and by providing scholarly reflection as a member of an intellectual community. Proper documentation reflects the effort a faculty member is making to contribute to the body of knowledge in one's field.
3. Scholarship requirements for promotion and tenure

Candidates for re-appointment, promotion and tenure must achieve at least the following scholarly products to be considered for tenure and/or promotion:

<table>
<thead>
<tr>
<th>Professor</th>
<th>4 peer reviewed scholarly products* after promotion to Associate (minimum 3 articles plus 1 equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor/Tenure</td>
<td>4 peer reviewed scholarly products* during the period under review (minimum 3 articles plus 1 equivalent)</td>
</tr>
<tr>
<td>Re-appointment (Assistant Professor)</td>
<td>Substantial evidence of sequential progress toward achievement of expectations for continuing appointment at each renewal</td>
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</tbody>
</table>

*If the scholarly products are collaborative efforts the candidate should have participated sufficiently in the work and taken responsibility for appropriate portions of the content. Authorship credit, when the candidate is not the first or second author, should be demonstrated and based on (1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; and (2) drafting the article or revising it critically for important intellectual content; and (3) final approval of the published version. The candidate should completely and clearly identify his/her contributions in a collaboratively published scholarly product.

4. Candidates for re-appointment, promotion and tenure should prepare a Scholarship Focus and Summary which should include the following components:

a. An overview of the area of scholarship or research agenda
b. A list of each scholarly product with a brief description of the peer review process and reputation of each product
c. A description of the contribution of the faculty to each of the scholarly products
d. A brief reflective critique

D. Service

1. Service encompasses governance and other program-related activities supporting the mission of the department, the school, the college, the university, or the profession, as well as discipline-based or department/college mission-oriented contributions to the community. Faculty must demonstrate continued successful service, as defined by the Department in this document.

2. The assumption of an appropriate level of service must be met by all candidates for re-appointment, promotion and tenure. Service may be in one or more of the following areas--the Department, School, College, University, Community and Profession.
3. Candidates for re-appointment, promotion and tenure will prepare a statement of all relevant service activities with a brief description of the candidate’s responsibilities, participation, and any product developed. The candidate’s performance with regard to service will be assessed in light of his/her years in academic life as well as whether the candidate has assumed a fair share of the program’s responsibilities. All appropriate information documenting service includes but is not limited to:

- A listing of all activities, and any products developed
- Peer evaluations
- Letters and other materials commenting on performance, from parties who are knowledgeable about the candidate’s performance in this area
- Any other relevant information

Examples of service are:

<table>
<thead>
<tr>
<th>Domain</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td>Leadership roles in Department/Departmental committees</td>
</tr>
<tr>
<td></td>
<td>Administrative roles in Department/Departmental committees</td>
</tr>
<tr>
<td></td>
<td>Department representative at official functions</td>
</tr>
<tr>
<td></td>
<td>Involvement in service activities beyond committee role</td>
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<tr>
<td></td>
<td>Development of identifiable policies or products for the department</td>
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<td></td>
<td>Supervisory roles in student organizations</td>
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<td></td>
<td>Summer/Winter Services</td>
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<td></td>
<td>Mentoring Service for professional development</td>
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<tr>
<td></td>
<td>Student Job References; Recommendations beyond teaching area</td>
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<tr>
<td></td>
<td>Others with supporting document</td>
</tr>
<tr>
<td><strong>School/College/University</strong></td>
<td>Leadership roles in School/College/University committees</td>
</tr>
<tr>
<td></td>
<td>Administrative roles/membership in School/College/University committees</td>
</tr>
<tr>
<td></td>
<td>Involvement in service activities beyond committee role</td>
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<tr>
<td></td>
<td>Development of identifiable policies or products for the School or College or University</td>
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<tr>
<td></td>
<td>Peer review for other department/program</td>
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<td></td>
<td>Open house participation</td>
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<td></td>
<td>SOAR &amp; Open Registration participation</td>
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<td></td>
<td>School/College/University wide representative at official functions</td>
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<td></td>
<td>Involvement with campus wide organizations or programs</td>
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<td></td>
<td>Participation in student affairs</td>
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<tr>
<td></td>
<td>Participation in School/College/University wide ceremonies (e.g. convocation, graduation)</td>
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<tr>
<td></td>
<td>Others with supporting document</td>
</tr>
<tr>
<td><strong>Profession</strong></td>
<td>Leadership roles in Professional committees</td>
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<tr>
<td>Administrative roles/membership in Professional committees</td>
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<tr>
<td>Leadership roles in Professional organizations</td>
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<tr>
<td>Administrative roles in Professional organizations</td>
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<tr>
<td>Consultation/evaluation service to professional organization</td>
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<tr>
<td>Involvement in entities related to field</td>
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<tr>
<td>Review of journal/book proposal manuscripts</td>
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<tr>
<td>Representation on task forces or governmental study groups</td>
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<tr>
<td>Others with supporting document</td>
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| Community |
| Community service representations |
| Community board membership |
| Consultation/evaluation service to the community |
| Involvement in entities beneficial to the community |
| Others with supporting document |

4. Candidates for re-appointment, promotion and tenure must contribute the following levels of service to be considered for tenure and/or promotion:

| Professor | 1) Leadership role on department/departmental committee and in one other domain, and  
2) Active participation in service activities beyond previous two domains, and  
3) The excellence of candidate’s contributions to the committees should be testified to by colleagues within and/or outside department and can be illustrated in tangible ways. |
| Associate Professor /Tenure | 1) Leadership role on department/departmental committee, and  
2) Active participation in service activities in one other domain beyond the department |
| Re-appointment (Assistant Professor) | Initial involvement in departmental service and service in at least one other domain |

IV. PERFORMANCE AT RANK & ANNUAL REVIEW

The College at Brockport, State University of New York 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 beyond assistant professor is achieved. The College at Brockport policy (workload policy for faculty) assigns to the department chair
the responsibility for balancing faculty workload among all three categories. Tenured faculty who have an active profile of scholarship will normally be assigned a 3/3 teaching course load. A faculty member who has not maintained an active profile of scholarship, and plans to reactivate a scholarly agenda, will submit a research plan to the department chair. The plan should include a description of the proposed scholarship and a two-year timeline, which reflects the faculty member’s involvement in the work over that time and a description of how the faculty member anticipates that the scholarly work reflects the forms of scholarship previously described. Tenured faculty who do not demonstrate an active profile of scholarship will be asked to contribute more in teaching or service as determined by the department chair in consultation with the appropriate school dean. The main goal of annual review is to create equitable assignments among teaching, scholarship, and service responsibilities within the unit and to encourage faculty to meet the expected performance at rank.