

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Department of Criminal Justice

RETENTION, TENURE, AND PROMOTION POLICY

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Approved by:

Department Faculty

College Dean

College RTP Committee

Vice President for Faculty and Staff Relations

____ 1/30/97 _____

California State University, Long Beach

Department of Criminal Justice
College of Health and Human Services

RETENTION, TENURE, AND PROMOTION POLICY

Preamble

The Department of Criminal Justice within the College of Health and Human Services is committed to providing an instructional program of high quality, that responds to the needs of its students, the community, and the criminal justice profession. The faculty are dedicated to excellence and support the mission of the University which focuses on excellence in teaching, service and scholarship. This document reflects the spirit of the University by encouraging the faculty to continue to develop a culture that values all aspects of faculty excellence and involvement in the department, college and university.

The Department of Criminal Justice Retention, Tenure and Promotion (RTP) policy is designed to articulate the academic and professional standards that all faculty are expected to meet, as well as the manner by which their work should be evaluated. Such a process depends heavily upon the evaluation of academic peers as well as other resources. RTP documents are a tool through which the RTP committees can evaluate the candidates.

The Department of Criminal Justice continually seeks to provide excellence in teaching, scholarship, creative activities, and service to the university community. Therefore, the process of evaluation, at all levels of review, takes into consideration the diversity of expertise within the department, which enables it to grow in strength and stature.

DEPARTMENT MISSION STATEMENT

The Department of Criminal Justice is distinguished in its commitment to provide excellence in applied and pure research, instruction, advising, mentoring, and leadership to students who pursue careers in criminal justice professions. A minor in criminal justice assists students who wish to integrate the concepts taught in the department into other professions. The ever changing demography of the Southern California region supplies to the department students who have a variety of cultural, religious, racial, linguistic, and gender heritage. In order to build upon such diversification, the department continually updates carefully planned curricular offerings combining theory and practice with critical thinking. Finally, the Department seeks to produce alumni who will pursue careers in criminal justices and become the future leaders of the twenty-first century.

1.0 GENERAL PRINCIPLES

1.1 Governing Documents

The basic governing documents are the CSU-CFA Collective Bargaining Agreement (CBA) and the University Retention, Tenure and Promotion policy statement (P.S.96-12). The College RTP document amplifies those documents and adds provisions applicable to the College of Health and Human Services and its academic units. Academic units are defined as stand-alone entities and include departments and programs.

1.2 Obligations

The candidate will be responsible for initiating the Department RTP process by following all published time frames for the handling of documents to be reviewed. The reputation, success, and future credibility of academic units are directly related to the quality of the candidates and the diligence with which department RTP committees discharge its responsibilities in evaluating and presenting the evidence to support its recommendations. Candidates are, therefore, expected to furnish all necessary and relevant documentation for evaluation.

1.3 Standards

Academic units have a need for persons of various talents and specialties. Recommendations from the Department RTP committee and Department Chair, if included, will summarize evidence of a candidate's strength and uniqueness under each of the established criteria. This presentation should include a qualitative analysis of the candidate's special role, performance and achievements. The record of the candidates will support the principle that the higher the rank, the greater for excellence in teaching effectiveness, scholarly achievement, and service.

1.4 Profiles of Academic Ranks

Candidates for retention, tenure, and promotion shall be evaluated based upon specific criteria. While candidates are considered on their own merits, the following will be used in the decision making process.

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|---------------|---|--|
| CANDIDATE | o | Earned doctorate or recognized terminal degree. |
| FOR ASSISTANT | o | Teaching evaluations by students and peers, as applicable. |
| PROFESSOR: | o | Scholarly and creative activities through published articles(s), funding proposal(s), and creative activities or demonstrated potential to accomplish such activities. |
| | o | Demonstrated willingness to provide service on department, college, or university committees(s). |
| | o | Membership in relevant professional, and/or community organizations. |

CANDIDATE
FOR ASSOCIATE

- PROFESSOR:
- o Normally recommended after six years of satisfactory performance as Assistant Professor, or equivalent
 - o Earned doctorate, or terminal degree
 - o Teaching evaluations by students and peers.
 - o A record of curriculum development.
 - o A record of scholarly activities with an ongoing record of activities such as grant proposals(s), articles in refereed and professional journals, conference papers, textbooks and chapters in textbooks.
 - o Activity in professional organizations beyond membership
 - o Increasing service to the department, college, university, and community.

- CANDIDATE performance FOR PROFESSOR
- o Normally recommended after four years of satisfactory as an Associate Professor or equivalent.
 - o A sustained record of effectiveness in teaching.
 - o Documentation of regular course revision or the development of new courses, and/or programs.
 - o A sustained record of positive peer evaluations for teaching and instructional-related work.
 - o Documentation of ongoing scholarly and related activities evidenced by articles in refereed and professional journals, book chapters, conference papers, funded grant proposals, texts or other books, and published research reports.
 - o Recognized contributions to department, college and university through active leadership position(s)
 - o Professional service through professional leadership activity
 - o Active continued and increasing service to department, college, and university committees, beyond that at the Associate level.

Possession of a doctorate or the appropriate terminal degree is a normal prerequisite for promotion. Exceptions may be made for uniquely qualified candidates who do not possess the doctorate or appropriate terminal degree provided that they present persuasive arguments and evidence of scholarly and creative activities that indicate that promotion is nevertheless deserved.

1.5. Evaluation of Criteria

A. Instruction and Instructional-Related Activities

Teaching is the primary and most essential academic responsibility of the university

professor. The goal of higher education is to help develop educated, ethical, and productive citizens, as well as capable criminal justice professionals in a variety of disciplines and fields. In a rapidly changing world, a university education must provide students with more than the knowledge needed for success in a specific profession. It also must provide them with skills and attitudes that facilitate adaptation and constructive response to societal needs and changes.

Quality teachers are those who possess expertise, as well as enthusiasm for their work and the process of learning. Most importantly, they have a desire to share these qualities with students. They do this by working for and with students and by demonstrating their belief in the power of knowledge. Quality teachers also continue to maintain currency in their subject matter, which requires ongoing scholarship through study, learning, and research. It is important, therefore, for faculty not only to disseminate knowledge but also to participate in its creation, integration, and application.

Instruction and Instructional Related Activities include teaching in the classroom setting, advising, supervision of student research and fieldwork, the development of curriculum, and related activities that involve students.

Essential Criteria. Essential criteria describe the nature and level of performance required of all faculty in the Department. Teaching is evaluated in terms of four dimensions: (1) Pedagogical Approach and Methods, (2) Student Response, (3) Ongoing Professional Development as a Teacher, and (4) Ongoing Professional Development in the Discipline as enumerated below.

(1) Pedagogical Approach and Methods:

- (a) Course materials should clearly convey to students, in behavioral terms, the learning goals of the course and the relationship of the course to the major and/or to general education.
- (b) Course requirements, including the semester schedule, assignments, and grading policies should be included in syllabi.
- (c) Course materials should identify the purposes for which a course may be meaningful to students, such as preparation for further courses, graduate school or employment or the intrinsic interest of the material, development of civic responsibilities and/or individual personal growth.
- (d) Grading practices, standards, and criteria should be articulated clearly.
- (e) Instructional methods should be appropriate to the courses taught, and materials should be up-to-date and appropriate to the topic.

(2) Student Response to Instruction:

- (a) Ratings should reflect a positive student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.
- (b) Student ratings of instruction should be favorable when compared to department, college and university averages.

(3) Ongoing Professional Development as a Teacher:

Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates, including but not limited to:

- (a) regular and ongoing interactions with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultation on course development, OR
- (b) A sustained record of involvement in programs of the CSULB Center for Faculty Development, OR
- (c) A sustained record of participation in teaching development seminars or conferences sponsored by the Department, College, University or professional organization, OR
- (d) A sustained record of giving or receiving formal or informal pedagogical coaching and/or other activities which contribute to professional development of teaching effectiveness

(4) Ongoing Professional Development in the Discipline.

All candidates are expected to keep abreast of discipline developments through participation in discipline specific conferences, and continuing education activities.

Enhancing Criteria. Enhancing criteria establish standards by which faculty, following diverse career paths, are evaluated beyond the Essential Criteria and include:

- (1) Developing innovative approaches to teaching or exemplary ways of fostering student learning in the classroom.
- (2) Involvement outside the classroom in such areas as academic advising, field trips, student mentoring, collaborative research projects with students, thesis supervision, support of student organizations and/or recruitment and retention activities.
- (3) New curriculum, instructional programs or materials may be developed, including electronic or multimedia software or new advising materials or programs.
- (4) Conducting assessment of one's instructional effectiveness
 - (a) Classroom peer visitations.
 - (b) Peer evaluations may include Department peers, the Department RTP Committee, Department Chair or individuals of high standing in the community and in the same profession as the individual being evaluated.

B. Scholarly and Creative Activities

Scholarly and creative activities represent efforts and evidence whereby the candidates establish professional status and contribute to their profession while being active professionally. These activities must be relevant to the candidate's assignment and support the mission of the university and college. Research and scholarly and creative activities are considered critical and beneficial components of the mission for several reasons:

- a. Advances in the discipline/professions are dependent on generating new information. Expanding one's knowledge has the potential for improving the quality education by keeping students abreast of current research findings specific to the discipline.
- b. Scholarly and creative activities bring prestige and visibility to the university. The most respected and successful universities support and encourage the acquisition of knowledge. This increases the likelihood that the university will attract high quality students and faculty. A successful university also is more likely to obtain grants, equipment, and other financial support from the community, industry, and government agencies.
- c. Scholarly and creative activities enhance teaching effectiveness and enrich the education of students. Training students in research methodology is essential and a major responsibility of faculty.
- d. Grants associated with scholarly and creative activities bring state of the art equipment and technology to departments. Their presence increases the likelihood that students will be well-trained and competitive when seeking employment.
- e. Professional survival requires that members generate a large portion of the knowledge upon which their profession is based. Scholarly and creative activities enable professions to shape their own destiny, rather than allowing others to dominate the course of events.

The evaluation of scholarly and creative activities is divided into two distinct categories: (1) essential criteria, and (2) enhancing criteria. Whereas the essential criteria describe the nature and level of performance required of all faculty, the enhancing criteria extend performance in quantity and in various directions depending on the individual's academic assignments and interests. The essential and enhancing criteria for scholarly and creative activities are listed in the following paragraphs.

Essential Criteria

1. Faculty are expected to be engaged in an ongoing program of scholarship or creative activity that demonstrates intellectual and professional growth in the discipline over time.
2. All faculty are expected to produce scholarly achievements that contribute to the advancement of the discipline. Specifically, articles in refereed journals. All articles will be judged on their merits irrespective of the journal in which they are published.

B. Enhancing Criteria

1. Such activities and products include books activities such as articles in professional journals, scholarly presentations, software and electronically

- published documents, and awarded grants and contracts.
2. Faculty may also enhance their scholarly and creative achievement with book revisions and editorial assignments in recognized professional publications, including books, journals, newsletters, or electronic media.
 3. Other achievements of this nature are appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, as are other adjudication assignments calling for professional expertise.
 4. Additional activities may be judged to enhance scholarly and creative achievements so long as these are peer reviewed, are disseminated to professional audiences, are appropriate to the mission of the department and make contributions to the discipline.
 5. Mentoring faculty members.

C. Professional Service

The size and complexity of the University places enormous demands on its governing bodies. While a central administration is responsible for directing some of the University's academic and business affairs, the faculty must direct others, thereby insuring that the goals of the University are grounded in an academic rather than administrative philosophy. In addition, the university has an obligation to provide service that results in tangible benefits in the community, fostering a positive relationship between it and the University.

The responsibilities of the faculty span from participation in University governance to serving on academic unit committees. Service to the University is required at three levels: the academic unit in which the faculty member resides, the College, and the University. The faculty member must be active at each level for the University to function properly. Faculty participation is also important to insure that certain rights and privileges unique to the University, such as academic freedom, are protected.

The University occupies a unique position in the community and thus, has an obligation to it. As faculty expertise is the primary asset of the University, there is an inherent responsibility to provide service to the community. This service may be to the professional lay community depending on the interest and attributes of the individual faculty member. Faculty members, as citizens of these communities, should contribute in some substantial way that is directly related to their professional expertise. Professional service may be contributed to the University, the community, and the discipline, but it must directly involve the academic expertise of the faculty member.

Essential Criteria

1. All faculty are expected to serve on Department, College and University committees. Whatever the level of service within the University environment the quality of service shall be used to judge effectively.
2. All faculty are expected to participate in professional organizations and provide their expertise to groups and agencies.

Enhancing Criteria

1. Faculty may enhance their University service through authorship of documents, reports and other materials pertinent to the University, College, or Department.
2. Enhancing criteria for professional service includes discipline-oriented activities such as committees; workshops; speeches; media interviews, articles, and/or editorials; performances; and/or displays; and/or elected professional offices.
3. Enhancing criteria for service to the community may include consultantships to public schools, local government, and community service organizations. Service contributions based on consultancies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the Department.

1.6 Annual Assessment

Each academic area shall perform a comprehensive assessment, at least once a year, of all candidates for reappointment leading to tenure. Probationary faculty members shall be informed in writing of areas which need strengthening.

In the event a faculty member holds a joint appointment, a separate RTP committee composed of an equal number of members of each academic unit shall be established. (See 3.6)

1.7 Candidate's Rights

Candidates may request a meeting to review recommendations with both the academic unit RTP committee or their academic unit chair. Candidates have the contractual right to respond in writing to these recommendations before they are forwarded from the academic unit.

1.8 Shared Evidence

Neither the College RTP Committee nor the Dean shall use any evidence bearing on decisions concerning a candidate unless that evidence was shared with the candidates, the academic unit RTP Committee and the department/program chair (when the chair participates in the process).

1.9 Professional and Ethical Behavior

It is expected that candidates recommended for reappointment and/or advancement have demonstrated positive qualities which reflect favorably on the individual, the Department, the College, and the University. These qualities include professional and ethical behavior and integrity, and are prerequisite to the RTP criteria established for the College of Health and Human Services. A negative decision utilizing this section must be supported by substantive evidence.

2.0 THE DEPARTMENT RTP COMMITTEE

2.1 The Department RTP Document

The content of this RTP document, belonging to the Department of Criminal Justice, specifies in writing the criteria and standards to be applied in evaluating teaching performance, scholarly and creative activity, and professional service. As administered by the Department the standards are equal to or in excess of the College and University standards, and must derive from and support the mission of the College and University as a whole.

2.2 Committee Selection

The RTP Committee of the Department of Criminal Justice is composed of a least three (3) tenured members elected by majority vote from their full-time faculty. Members shall be elected during the first three weeks of the Spring semester. Exceptions may be made for departments which require outside members. Membership on this Committee reflects, at a minimum, all requirements specified in the University and College RTP documents.

A. Membership Rank

Members of academic unit RTP Committees 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.

B. Committee Composition

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 academic unit 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.)

C. Committee Qualifications

Persons on leave, sabbatical or early retirement for any part of the academic year shall not serve on an academic unit RTP Committee.

D. Service Required

All faculty of eligible rank must serve on the RTP Committee of their academic unit, if elected, unless there are substantive reasons not to do so as determined by the academic unit.

E. Service Limitations

A faculty member may serve on only one (1) RTP Committee or ad hoc RTP Committee at any given time.

F. Ad Hoc Committees

If fewer than the required number of members, as specified in the academic unit RTP document or this document, are eligible from the academic unit, then additional members from outside the academic unit shall be nominated in accordance with the following procedure:

1. Nominees (who may be from any school or college within the University) shall be recommended to the College RTP Committee by the academic unit. Selection of people recommended in this way shall be by majority vote of the College RTP Committee, which shall immediately report its decision to the academic unit.
2. The academic unit shall obtain permission from each candidate selected to serve on the ad hoc RTP Committee prior to submitting their name to the College RTP Committee.
3. At the request of an academic unit, the College RTP Committee will provide a list of faculty within the College of Health and Human Services who are eligible to serve on an ad hoc RTP Committee of the academic unit.

2.3 Evaluation Review

Each academic unit RTP Committee shall evaluate their candidates for reappointment, tenure, and advancement. The committee will forward its recommendation with supporting materials to the College RTP Committee for review by the College Committee and the Dean.

2.4 Department Chair

The Department chair may be a member of their unit RTP Committee, if elected. However, if they serve as a member of the Department RTP Committee, they may not make a separate recommendation. A Department Chair who does not serve on the RTP Committee may write a recommendation for the candidate. This recommendation is optional.

2.5 Conflict of Interest

The Department Chair may not sit with the RTP Committee during the time that it is considering his/her reappointment, tenure appointment, or advancement. Further in

such case, the chair is restricted from submitting a separate recommendation for candidates being considered for promotion to the same rank for which the chair is being considered.

2.6 Accountability

The Department shall be held accountable for its recommendations by (1) supplying the College RTP Committee with substantive evidence to support its recommendations and (2) submitting the candidate's RTP portfolios and supporting documents on time and in accordance with establishment deadlines.

2.7 Burden of Responsibility

The initial burden of responsibility to ensure compliance with RTP policies and deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant evidence to support their applications, and to provide this information in accordance with established deadlines.

2.8 Inoperative Clause

If any provision or amendment to an academic unit document is in conflict with a provision within this document, that provision of the academic unit document shall be inoperative.

G. Vacancies

In the event that one or more vacancies occur in unexpired terms of the Department Committee, either a meeting of the Department faculty shall be called for the purpose of securing nominations or nominations shall be solicited via a nominating ballot executed by the Chair of the Department of Criminal Justice. If there are unexpired terms of differing lengths, the nominee(s) who receive(s) the most votes shall serve the longest term(s).

H. Chair

The chair shall be elected from among the members of the RTP Committee.

I. Informing Department Academic Personnel

The Department RTP Committee Chair shall inform Department personnel regarding deadlines, procedures, and other pertinent matters.

3.0 AMENDMENTS TO THE DEPARTMENT RTP DOCUMENT

3.1 Memorandum of Understanding

If any provision of this document is in conflict with the Memorandum of Understanding

or University Policy on Retention, Tenure and Promotion (PS 96-12) or its successor such provision will be superseded by the Memorandum of Understanding and/or PS 96-12 or its successor.

3.2 University Approval of this Document

The RTP policies and procedures of the academic units and the College are subject to the review and approval of the University Vice President for Academic Affairs for consistency with established policies of the CSU system and University and with acceptable professional standards.

3.3 Amendments

Amendments to the Department RTP document may be initiated by a petition signed by fifteen percent (15%) of the entire full-time tenure-track faculty of the Department of Criminal Justice. Upon receiving a petition so initiated, the Dean of the college shall communicate the proposed amendment(s) to the College faculty at least two weeks prior to voting.

3.4 Voting

Voting on amendments shall be by mail ballot prior to May 1 of the preceding academic year of adoption, and shall comply with the policy as identified in the CBA.

3.5 Majority Approval Required

To become effective, all proposed amendments shall require a majority of the ballots cast.

3.6 Voting Rights

Tenured and tenure-track faculty, including those on leave, in the Department of Criminal Justice are eligible to vote on RTP policy matters.

4.0 INTERPRETATION OF THE COLLEGE RTP DOCUMENT

4.1 College RTP Document

The Department RTP Committee shall be responsible for the interpretation of this document. Questions that cannot be answered by the Department RTP Committee shall be referred to the Vice President for Academic Affairs for decision. Questions of this nature shall be directed through the College RTP Committee.

5.0 APPEALS/GRIEVANCE

Appeals and grievances shall follow the policies and guidelines in the CBA.