

Department of Criminology and Criminal Justice Guidelines for Promotion and Tenure

This summary sheet is designed to provide a brief overview for putting together a portfolio for promotion and tenure and to offer minimum benchmarks for achieving tenure and expectations for promotion. The main emphasis is to provide information that is specific to the Criminology and Criminal Justice Department (hereinafter referred to as the department). It is not meant as a substitute for reading more detailed relevant documents related to the conditions of your employment or for face-to-face discussions with the Department Evaluation Committee Chairperson.

There are several important documents related to standards for promotion and tenure at CCSU. First is the *Collective Bargaining Agreement*, or contract, between members of the Connecticut State University American Association of University Professors and the Board of Trustees for the Connecticut State University System. The second is a Faculty Senate policy regarding promotion and tenure. It is strongly recommended that you review both. You should already have a copy of the *Collective Bargaining Agreement* and the information pertaining to tenure and promotion can be found in Article 4. The faculty senate policy can be found on the faculty senate web site which can be accessed from the University web page.

Each year, prior to achieving tenure, full-time tenure track faculty members are required to submit a portfolio to their Department Evaluation Committee (DEC) which will form the basis for mentoring junior faculty (see comments on mentoring process below). The portfolio is designed to show evidence of quality performance across four categories of service:

Load credit activity e.g., classroom teaching, administrative positions that receive load credit, and research release time

Creative activity e.g., publications, professional presentations, grants

Service to the department and university e.g., participation in departmental activities, work on university wide committees, and representing the department or university to the larger outside community

Professional activity e.g., memberships and service to professional organizations, participation in peer review activities, and collaborations with criminal justice organizations

The DEC chairperson can provide guidance on how to prepare, organize, and format your portfolio materials. In addition, the DEC chairperson will contact you with the relevant dates that review materials are due for each academic year.

Preparing Your Portfolio

The following are some tips to assist you in organizing your portfolio:

- *Familiarize yourself* with the Faculty Senate promotion and tenure policy. It provides a detailed structure for organizing your portfolio and lists the types of supporting materials that can be included

- *Seek examples* of how colleagues, who are familiar with the process, have organized and presented their materials
- *Attend* a promotion and tenure workshop held on campus
- *Create a filing system* that allows you to organize supporting materials (e.g., teaching evaluations, copies of a pages from convention presentations, invitations to peer review articles, a journal article that came out in print, etc.) as they come up during the course of the year. A simple way to start is to create a folder for each performance category. You want to avoid the situation where you cannot completely remember all the significant activities you did during the year or cannot find the relevant supporting materials.

Mentoring Plan

Following the yearly review from the DEC committee, the DEC chairperson will meet with each faculty member to discuss strengths and weaknesses. Mentoring steps will be identified, if needed, to address any areas of weakness. In addition, at the beginning of the third year, the Department chairperson will meet with the faculty member to review strengths and weaknesses and to collaboratively identify ways to address any potential areas of concern.

Expectations

The culture surrounding evaluation differs across departments. So, it is important to have an understanding of both university requirements and department traditions. The categories for evaluation according to the contract regarding CCSU Promotion and Tenure Policy for Tenure-track Teaching Faculty (Section IV D) state, "Department Evaluation Committees shall evaluate each candidate in each evaluative category as *exceeds expectations*, *meets expectations*, or *does not meet expectations*." As also noted in the contract, Tenure and Promotion must be determined as separate decisions. The following table highlights expectations and serves as a guide for DEC members to evaluate eligible faculty. It is not required that a faculty member achieve all expectations listed in the table below, but use the table as a guide for assessing the extent to which he/she is meeting or exceeding expectations in each performance category. The table below should not be viewed as a "checklist."

Promotion Expectations

To be considered for promotion from Assistant to Associate Professor, faculty members must exceed expectations for tenure in one or more performance categories, and must meet expectations in all remaining performance categories. To be considered for promotion from Associate to Full Professor, faculty members must exceed expectations in a minimum of two performance categories, and must meet expectations in all remaining performance categories.

Tenure Expectations

To be considered for tenure, faculty members must exceed expectations in one or more performance categories, and meet expectation in all remaining performance categories.

Performance Category	Expectations
Load Credit Activity	<p><i>For teaching load activities:</i></p> <ul style="list-style-type: none"> • Has received positive teaching evaluations and/or shown steady improvement in teaching evaluations • Has received positive classroom observations from the DEC • Has demonstrated organized course materials and rigorous methods of assessment • Has taught at least one core and one upper-level elective course at the undergraduate level • Has taught a <i>minimum</i> of one class at the graduate level • Has developed a <i>minimum</i> of one new course • Has supervised a <i>minimum</i> of three graduate capstone projects <p><i>For service load activities:</i></p> <ul style="list-style-type: none"> • Has contributed to the development and implementation of a <i>minimum</i> of one new departmental initiative while serving in an administrative role <p><i>For research load activities:</i></p> <ul style="list-style-type: none"> • Has generated a <i>minimum</i> of one product (e.g., technical report, journal article, conference presentation) from research reassigned time
Creative Activity	<p>Creative activity involves evidence of ongoing engagement in scholarly activity. It can be demonstrated through the following activities:</p> <ul style="list-style-type: none"> • Peer-reviewed publications • Scholarly books • Agency technical reports • Presentations at regional and national conferences • Serving as principal investigator or project manager on a research project, grant, or contract
Service to the Department & University	<ul style="list-style-type: none"> • Has participated in a <i>minimum</i> of three departmental service activities (e.g., faculty searches, Open Houses, CJ club activities, graduations) • Has served in a <i>minimum</i> of one leadership or administrative role in the department (e.g., Undergraduate, Graduate, or Internship Director; Chair of Faculty Search Committee, or CJ Club Advisor) • Has served on a <i>minimum</i> of one University wide committee • Has demonstrated the ability to work collaboratively and collegially with department faculty
Professional Activity	<ul style="list-style-type: none"> • Has maintained active membership in a <i>minimum</i> of one professional organization at the national level • Has participated in a <i>minimum</i> of one professional service activity (e.g., peer reviewer for journal or conference submissions, book reviewer, conference panel chair or discussant) • Has engaged in a collaborative relationship with a <i>minimum</i> of one CJ agency (e.g., conducted an evaluation, provided training, established an internship)