



CALIFORNIA STATE UNIVERSITY, STANISLAUS
DEPARTMENT OF CRIMINAL JUSTICE

DATE: September 4, 2013
TO: Dr. Steven Filling
Chair U.R.P.T.C.
FROM: Dr. Gregory Morris
Associate Professor, CJ Department R.P.T. Chair
SUBJECT: Submission of Departmental R.P.T. Elaborations

The following R.P.T. elaborations for the Department of Criminal Justice are submitted for consideration of approval by the University Retention, Promotion and Tenure Committee, 2013 – 2014. These elaborations have been reviewed and approved by all tenure track and tenured faculty members of the Department.

I. Teaching:

- A. Statement of Criteria: The Department faculty values the requirements of teaching, scholarship, and service that are central to the tradition and mission of the California State University faculty. In each step of the R.P.T. process, however, teaching effectiveness is the primary criterion for retention, tenure, and promotion. Departmental faculty recognizes the fact that the members have different approaches and techniques in teaching. Notwithstanding, one or more of the following guidelines will be given close consideration in evaluating the development and standard in evaluating one's teaching competence:

Performance of traditional classroom responsibilities such as the preparation of syllabi, instructional materials, and teaching;

The use and introduction of new and creative teaching approaches;

The number and diversity of course preparations and new material development (e.g., creative materials, use of the World Wide Web);

Participation on graduate student thesis committees, individual and group student projects at the university;

Outstanding student achievement under faculty supervision (e.g., students presenting their research and/or paper at conference; students' receipt of academic awards or honors);

Completion of new university course proposals and modification of existing courses.

B. Methods of Evaluation: There are various methods for evaluating faculty teaching effectiveness. They are

Use of standardized University mandated student evaluations in at least 50% of each semester's courses (e.g., IDEA forms) (mandatory).

Voluntary student input received by the Department (mandatory).

Other evidence of teaching effectiveness such as instructor created evaluations (individual faculty member's option to include or not include).

II. Scholarly and Creative Activities:

The following are examples of evidence for scholarly and creative activities:

Publication of scholarly books, books chapters, and monographs as sole or co-author (includes in press / forthcoming works);

Publication of research reports and/or peer reviewed articles in professional journals as sole or co-author (includes in press / forthcoming works);

Proposal writing, receipt of and/or completion of research-oriented grants and/or contracts, and/or completion of research projects (as Principal Investigator or Co-Investigator);

Documented progress towards completing in-progress research projects (as Principal Investigator or Co-Investigator);

Presentation of solo authored or co-authored scholarly papers or posters at professional meetings;

Presentation of lectures, addresses, speeches, or talks at professional workshops, conferences, or seminars;

Receipt of discipline honors from international, national, state, or regional organizations, and/or the California State University system for scholarly accomplishments (e.g., outstanding scholar award, outstanding book award);

Serving as a peer reviewer of pre- and post-publication books, book chapters, monographs, research reports and journal articles;

Using established or innovative qualitative, quantitative, or mixed research methods to assess internal (i.e., departmental, college-, or university-level) or external programs or organizations with the assessment's findings and/or description of innovative assessment

methodologies published (including in press or forthcoming) in scholarly outlets such as peer reviewed journals, books, or book chapters. Publications can be solo or co-authored;

Consulting in fields in which faculty have expertise. Consulting activities include the collection and analysis of data, and submission of findings to the relevant organizations with possible publication (including in press or forthcoming) in scholarly outlets such as peer reviewed journals, books, and book chapters. Consultants whose work contributed to any subsequent scholarly publications, if listed as an author, will be considered here to be an author of the respective publication(s);

Contributing to the design and/or implementation of innovative internal (i.e., departmental, college-, or university-level) or external programs or projects;

Creation of instructional materials such as study guides and test banks, computer-based teaching technologies / products;

Creation of computer-based technologies / products for public use.

III. Community and University Service: such service is defined as:

Committee membership or leadership positions in campus, student, community, and/or professional organizations;

Coordinator or principal investigator of departmental, college, or university programs or projects;

Proposal writing, receipt of and/or completion of non-research oriented grants and/or contracts, and/or completion of non-research oriented projects (as Principal Investigator or Co-Investigator) (e.g., grants or projects to improve institutional capacity);

Attendance at meetings of discipline-related organizations;

Public recognition in the form of fellowships, prizes, professional awards, invitational lectures / speeches at other universities, agencies, or other organizations;

Receipt of honors from international, national, state, or regional organizations, and/or the California State University system for service to the community or university (e.g., Outstanding Volunteer of the Year award, Outstanding Community Services Professor);

Providing training and/or seminars external to the university (e.g., police or corrections academy, not for profit organizations, public agencies) that are consistent with the University's mission and goals;

Providing training workshops and/or seminars at the departmental, college, or university level;

Collaboration with community organizations;

Assessment of internal (i.e., departmental, college-, university-level) or external programs, organizations, or activities using qualitative, quantitative, or mixed-methodologies;

Consulting in fields in which faculty have expertise. Consulting activities include the collection and analysis of data, and submission of findings to the relevant organizations (irrespective of findings being published in scholarly outlets such as peer reviewed journals, books, or book chapters);

Contributing to the implementation of internal (i.e., departmental, college-, or university-level) or external programs or projects;

Performing student outreach and advising.

IV. Extent and Appropriateness of Professional Preparation:

The extent and appropriateness of professional preparation shall normally include the doctorate or equivalent attainment (California Administrative Code, Title 5, Section 42711).

V. Differential criteria for promotion from Assistant to Associate Professor, and from Associate to Full Professor

In comparison with Assistant Professors seeking tenure and promotion to Associate Professor, the Department expects greater Departmental, University, and/or Community service work by Associate Professors seeking promotion to Full Professor.