

CCJS Department
RTP Guidelines
Approved Oct. 8, 2008

GENERAL GUIDELINES

The CCJS Department values excellence in all areas of performance. These guidelines are intended to improve the quality of teaching, scholarship and service in CCJS. Following university-wide guidelines, teaching is given greatest weight, followed by scholarship, university and community service.

Faculty should demonstrate annual progress in all areas of evaluation. Some effort (e.g., grants or policy proposals, disciplinary service) may be applicable to more than one area of evaluation.

"Faculty" is intended to include adjuncts except where CBA provisions exempt the area in question (e.g., adjuncts are not required to advise).

TEACHING

Teaching shall be evaluated using quantitative and qualitative information (SETEs, open-ended comments, self-assessment, peer evaluation). Faculty should take steps to ensure that most or all of the students enrolled in their courses evaluate their teaching.

Course syllabi should follow campus syllabus policy guidelines and course content must be consistent with both catalog descriptions of courses and department course standards.

Faculty should respond to all suggested changes or improvements and document these in the self-assessment.

SCHOLARSHIP

Acceptable evidence of scholarship includes tangible contributions that demonstrate competence in our interdisciplinary field. Departures from these must be addressed in the self-assessment.

- Book; refereed scholarly journal or chapter in a non-refereed scholarly book; encyclopedia entry; non-refereed article; book review
- Proposals to conduct scholarship (e.g., books, research) or grants applied for or obtained to support such work
- Scholarly documents or reports presented at a disciplinary scholarly conference
- Participation in scholarly societies as an organizer, presider, discussant or related role that supports scholarship
- External awards or recognition for scholarly contributions

SERVICE

Meaningful service at the department and university levels is expected of all probationary and tenured faculty for a positive recommendation for tenure and promotion. New faculty should begin department service during their first semester; carry a full advising load by no later than their second semester; begin their community service

by no later than their first year; and begin university service no later than their second year.

Candidates should attempt to perform community service in an area related to their fields of expertise if opportunities are available.