

University of Central Florida

Department of Criminal Justice

Criteria for Instructor and Lecturer Evaluation and Promotion

Evaluation

Accomplishments in the areas of teaching, service, and scholarly or creative work are weighed in the evaluation of Instructor/Lecturer's performance. Scholarly profiles will vary depending on an individual Instructor/Lecturer's area of emphasis. The weight to be given factors relevant to the determination of promotion, and merit necessarily varies with the individual Instructor/Lecturer's determined role. One must recognize that teaching, scholarship, and community service often overlap.

Evaluation of the instructor/lecturer for promotion will be assessed by a faculty committee, the Department Chair and when appropriate, input provided by the Regional Campus administrator responsible for their home campus.

A. Evaluation of Teaching

A significant factor in determining an Instructor/Lecturer's merit is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the Instructor/Lecturer's responsibilities. Teaching activities include functions that directly service learners within or outside the university. Instructors/Lecturers who teach must be intellectually engaged and must demonstrate mastery of knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and promote curiosity, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to encourage students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all aspects of excellence in teaching.

Instructor/Lecturers often study pedagogical methods that improve student learning. Evaluation of performance in this area should consider creative and effective use of innovative teaching methods, curricular innovations, and materials development.

Evaluation of teaching and curricular contributions should not be limited to classroom activities. It also should focus on an Instructor/Lecturer's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of the discipline, general education or interdisciplinary components of the curriculum). In addition, we recognize that student mentoring and academic advising are important departmental functions. Faculty may take on differential mentoring responsibilities as part of their personal expertise and these mentoring responsibilities are

*Approved by Faculty Excellence April 2016
Available for first use 2017-18*

considered an extension of teaching.

Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the following expressions of scholarship. Specifically, the Department values:

1. The development of new courses, the improvement of existing courses, and contributions to the ongoing development of the overall curriculum;
2. Development of new, or modification of current, degree, certificate, honors, or scholar's programs;
3. Demonstrate creative approaches to teaching, including the development and use of technologies that advance student learning (may be evidenced by self-reporting on the annual faculty activity report (eFAR), Student Perception of Instruction (SPIs) scores and student comments on the SPIs, peer evaluations of teaching, participation in campus teaching technology workshops, manuscripts and journal articles that highlight the utilization of creative approaches, etc.);
4. Active participation in the development and delivery of distance education courses given the growing importance of distance education to the mission of the department and university;
5. Demonstrate accessibility to students and faculty; as well as the ability to work within a diverse environment (may be evidenced by self-reporting on the annual faculty activity report (eFAR), Student Perception of Instruction (SPIs) scores and student comments on the SPIs, peer evaluations of teaching, participation in campus teaching diversity workshops, manuscripts and journal articles that highlight diversity in the classroom, etc.);
6. Participation in the achievement of departmental goals, such as contributions to student retention and faculty development;
7. Contributions to program assessment; and
8. Participation in the achievement of larger university goals, such as contribution to interdisciplinary courses of study and experience based learning.

Evidence of excellence in teaching may include (but is not limited to):

1. documentation of the number and type of classes taught, new class preparations, the relative difficulty of preparing a class outside of an Instructor/Lecturer's normal expertise, and the significant time and creative effort required to design and deliver distance and mixed-mode education courses;

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Available for first use 2017-18*

2. the results of formal student evaluation of the course and instructor;
3. the results of peer evaluation;
4. evidence of participation in faculty development activities;
5. evidence of mentoring activity to colleagues within the Department;
6. documentation reflecting the level of informal advising that occurs in an ad hoc fashion;
7. documentation of involvement with undergraduate honors theses, McNair students and similar activities;
8. honors and awards for teaching; and
9. development and implementation of innovative teaching methods.

Teaching Evaluation Procedures

See Department of Criminal Justice, Annual Evaluation Standards and Procedures (Attached)

B. Evaluation of Scholarly or Creative Activities

Scholarship is conducted at the discretion of the individual Instructor/Lecturer as it **is not an expected aspect** within their departmental responsibilities. This includes published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the Instructor/Lecturer's responsibilities. Understanding that scholarship often overlaps with teaching and community service, contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship.

Instructor/Lecturers may engage in scholarly or creative work that contributes to the field of criminal justice or other related fields. Specifically, the Department values scholarly or creative work that:

1. advances the field of criminal justice or other related fields;
2. involves the collection and analysis of primary or secondary data;
3. involves research that includes application, critique, development, and, testing; or
4. results in publication in relevant peer reviewed journals;

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5. results in publication in relevant professional journals;
6. results in the dissemination of the results of research activity at professional conferences, invited speaking engagements (e.g., local police agency), or other public events (e.g., local community forum);
7. increases the resource base of the department, resulting in funding for students; and
8. involves students in the research process.

Evidence of scholarly or creative activities and accomplishments may include (but is not limited to):

1. research/technical reports and presentations to the community, government agencies, and academic audiences;
2. scholarly journal articles, book chapters, encyclopedia entries, and (co)edited or (co)authored books and monographs that are published or formally accepted for publication;
3. grant proposals and funded grants;
4. publishing scholarly materials in web pages or other alternative formats; and
5. other activities, not mentioned above, that are clearly consistent with the scholarship principles outlined in this document.

Scholarly or Creative Activities Evaluation Procedures

See Department of Criminal Justice, Annual Evaluation Standards and Procedures (Attached)

C. Evaluation of Service

Active participation in Departmental service is expected and required of all Instructor/Lecturers.

A factor in determining an Instructor/Lecturer's advancement is the individual's accomplishments in service that are consistent with an Instructor/Lecturer's responsibilities.

Specifically, the Department values:

1. collegiality, mutual respect, and honesty;
2. responsible and active departmental citizenship;

*Approved by Faculty Excellence April 2016
Available for first use 2017-18*

3. contributions to the department, college, and university in carrying out its mission;
4. working to improve the college and university;
5. contributions to the academic community beyond UCF; and
6. contributions to the larger community, state, and society.

Evidence of Service contributions may include (but is not limited to):

1. membership on department committees;
2. membership on college and university committees;
3. coordinating department programs;
4. serving as an reviewer or editor for scholarly journals;
5. serving on committees or directing professional organizations;
6. documented contributions, or influence on, public policy or professional practice;
7. developing service oriented grants for the university and larger community;
8. membership on community board;
9. community presentations;
10. pro bono consultation and public service;
11. providing role modeling and mentoring at any educational level related to service or leadership activities;
12. serving as an elected officer of a community organization;
13. volunteer activities in the community; and
14. contributions to diversity.
15. Regional Campus Instructors/Lecturers have an obligation to serve as departmental ambassadors of the relevant programs at their campus of residence. The Chair will assess participation in these and other service obligations with appropriate input by the Regional Campus administrator of their home campus.

Service Evaluation Procedures

See Department of Criminal Justice, Annual Evaluation Standards and Procedures (Attached)

*Approved by Faculty Excellence April 2016
Available for first use 2017-18*

Promotion Rank

Instructor/Lecturers have the right to review and respond to the final written evaluations of both the Promotion Committee and the Department Head.

1. ***Promotion to the rank of Associate Instructor/Lecturer*** requires the successful candidate to demonstrate an ongoing commitment to the educational programs in the Department, while maintaining effective teaching performance. The successful candidate will provide documentation to show they are participating in various activities that enhance the Department's education activities such as (a) contributions to the curriculum, (b) the ability to stimulate student learning, (c) mentoring students, (d) use of innovative teaching strategies, (e) participation on honors, thesis, or dissertation committees, (f) participation in community service, (g) participation in governance and professionally-related service activities to the Department, College, and University.
2. ***Promotion to the rank of Senior Instructor/Lecturer*** requires the successful candidate to demonstrate an ongoing commitment to the educational program in the Department, while maintaining effective teaching performance. The successful candidate will provide documentation to show they are participating in various activities that significantly enhance the Department's education activities such as (a) continued contributions to the curriculum, (b) the ability to stimulate student learning with new and innovative pedagogical and assessment techniques, (c) continued participation on honors thesis, or dissertation committees, (d) continued participation in community service as consultants and educators, (e) continued professional development, and/or (f) the documentation of leadership roles in the governance and professionally-related service activities to the Department, College, and University.