

**DEPARTMENT OF CRIMINAL JUSTICE  
UNIVERSITY OF CENTRAL FLORIDA**

**CRITERIA FOR TENURE AND PROMOTION (Tenure-track and tenured faculty only)**

**Table of Contents:**

<b>Introduction</b>	1
<b>Basic Assumptions</b>	1
<b>Standards and Expectations for Teaching</b>	2
Teaching Activities	2
<b>Standards and Expectations for Research</b>	3
Exemplary Scholarly Activity	3
Other Scholarly Activity	3
<b>Standards and Expectations for Service</b>	2
<b>Promotion</b>	3
Assistant to Associate Professor	3
Associate to Full Professor	4
<b>Promotion from Associate to Full Professor</b>	4
Research	5
Teaching	4
Service	5
Time in Rank	5
Continuing Performance Evaluations	6

**Introduction**

The mission of the Department is the development, preservation and transmission of knowledge, understanding, and ideas in the realm of criminal justice. The Department's mission is intended to serve students, the local community, and national and international audiences. To fulfill this broad mission, the Department recognizes three fundamental categories of activity, each of which are essential to the promotion and tenure process. They are teaching, research and service.

In considering progress toward tenure and promotion, it is acknowledged that faculty distinguish themselves in various ways. Faculty members bring to their programs different strengths, talents and interests, which may change and evolve over time. To assess the faculty member's progress toward achieving tenure and promotion, criteria have been developed and ratified by the tenured and tenure earning members of the Department. These criteria identify the standards and expectations of tenure and promotion so that they may be fully known and consistently applied.

Below are basic assumptions informing this document and criteria for tenure and promotion.

**Basic Assumptions**

- T & P criteria are developed and approved by a two-thirds vote of the faculty.
- Allocation of faculty responsibility with regard to teaching, research, and service is the decision of the Chair in conjunction with the faculty member.

- Tenured faculty are expected to provide feedback to candidates seeking tenure and promotion. This feedback is to be done informally and formally through written annual evaluations of progress towards tenure and promotion.
- Faculty are expected to take responsibility for their own professional development, consistent with department, college and university goals, and meet the applicable qualifications for tenure and promotion.
- An overall performance level of “meets or exceeds expectation” is required for teaching, research, and service as a minimal achievement for a possible positive recommendation.

The following sections detail specific criteria for tenure and promotion to Associate Professor. The typical activities expected to be performed by faculty are divided according to the areas of teaching, research, and service.

### **Standards and Expectations for Teaching**

Demonstrated teaching effectiveness is a necessary condition for the granting of promotion and tenure. Candidates should demonstrate the ability to teach across the diversity of programs (undergraduate, MSCJ, and/or Ph.D.) and formats (face-to-face, online, and/or mixed mode) offered by the Department. Evidence of quality teaching must include student evaluations of instruction for all courses taught for which the University provides while at the University. Student evaluation of instruction will not be the sole basis for judging teaching effectiveness. Other evidence may include course syllabi, examinations, grade distributions for courses taught, peer reviews, teaching awards, or other information that reflects the quality of instruction provided by the faculty member. Evaluation of teaching effectiveness may also be based on the quality and integrity of course design, continuing efforts to improve pedagogy including the use of evidence-based techniques, evidence of sufficient student learning, indication of ability to guide students’ intellectual growth (e.g., mentorship, co-authoring manuscripts), and indication of ability to stimulate students’ academic development and engagement.

### **Teaching Activities**

1. Classroom instruction
2. Online/Mixed Mode instruction
3. Direction of independent studies, directed research, theses, and dissertations
4. Participation in high impact teaching activities including for example, Quality Enhancement Plan (QEP) courses, Service-Learning, Research Intensive, Integrative-Learning Experience, Study Abroad)
5. Professional development of students/mentoring
6. Participating in or facilitating workshops, seminars, or other forums which foci include teaching, the learning process, or curricula activities.
7. Course or program modification and development

### **Standards and Expectations for Research**

Research evidence is evaluated holistically. That is, performance is judged according to various types of scholarly activity and cumulatively (i.e., not a single product or output in a given year). Performance in this area is also typically evaluated by the quantity and quality of scholarly

publications. With these assumptions in mind, two pieces of Exemplary Scholarly Activity, as defined below, published annually in outlets known to the field of criminal justice and criminology is expected.

Candidates must document indicators of the quality and impact of their research. Consistent publication in peer-reviewed journals with high impact factors, or in journals that are highly ranked, are strong indicators of reputational capital. Other indicators include journal acceptance rates. Candidates are expected to have citation counts consistent with or superior to discipline-wide norms for promotion to Professor (or Associate Professor) at peer institutions.

Top-tier articles are those published in journals with an impact factor or an h-index that would generally rank it among the top 20 criminology and criminal justice journals according to Google Scholar. The department recognizes that criminal justice faculty publish in diverse disciplinary outlets, as such we anticipate that faculty publications in these outlets that meet this criteria would be considered top-tier as well. Candidates publishing in a journal outside of criminology and criminal justice will demonstrate its impact factor or h-index that would make it comparable to the top criminology and criminal justice journals.

Additionally, two publications from this list must be sole or first-authored to demonstrate a candidate's ability to perform scholarship independently or in a lead role. Finally, it is expected that a candidate demonstrates a developing substantive area of research or a methodological expertise that is employed to benefit multiple areas of research.

The following is a list of what is considered to be exemplary and other scholarly activity that may be considered in the applicant's dossier. These items within each category are listed in no particular order.

### **Exemplary Scholarly Activity**

1. Publication of articles in peer-reviewed national or international journals.
  - a. Top-tier journal outlets are preferred.
  - b. Sole or first-authored articles are given greater weight.
  - c. Peer-Reviewed Law Journals.
2. Publication of an original scholarly book or monograph.
3. Editor or co-editor of an academic or scholarly book
4. Acquisition of external funding via grants and contracts.

### **Other Scholarly Activity**

1. Application for external funding. Seeking grants and contracts to support scholarly research is encouraged.
2. Preparation and submission/publication of technical reports.
3. Publication of monographs/book chapters.
4. Book reviews, essays or encyclopedia entries.

## **Standards and Expectations for Service**

Goal of Service: To enable the tenure-earning/tenured faculty member to be a contributing member of the Department, College, University, community organizations, and cognate discipline and/or professional associations.

### **Promotion**

#### **Assistant to Associate Professor:**

Assistant Professors should demonstrate annual activity and committee service at the Departmental level, progressing toward Department committee leadership roles and service on College-level committees; service to the community via voluntary service in activities or on non-profit committees and/or government agency advisory committees; disciplinary associations and/or professional associations through services ranging from committee membership to organizing activities.

#### **Associate to Full Professor:**

Associate Professors should demonstrate leadership roles in Departmental committees and activities and the College levels, and progress toward University-level service; service to the community should include leadership and advisory roles for non-profit and/or government agencies; achieving leadership roles in disciplinary associations/professional associations that raise the profile of the Department at the national level.

#### **Promotion from Associate to Full Professor**

To qualify for promotion from Associate Professor to Full Professor, faculty members must satisfy several criteria that reflect a consensus of the Department's values in research, teaching, and service. Importantly, these standards are to be applied independent of individual circumstances, such as an alternative or administrative assignment.

### **Research**

The Department of Criminal Justice expectation for performance in scholarship at all academic ranks represents two peer-reviewed journal articles per year on average, in addition to other performance indicators. Candidates for promotion to Professor should, therefore, always meet or exceed current research standards for promotion to the Associate Professor rank. The committee's assessment of the cumulative quality of journal articles, including the evaluation of multi-authored collaborative publications as well as the comparative impact of other disciplinary peer-reviewed publications, shall be consistent with the Department's written standard for Annual Evaluation Standards and Procedures (AESP).

Faculty seeking promotion to Professor must demonstrate lead scholarship. Faculty should therefore be first or sole author on at least eight peer-reviewed publications post tenure.

Promotion to Professor also involves evaluation of other traditional domains of research that distinguish Professors from earlier academic ranks. Candidates should demonstrate a successful grant/contract history, especially with accompanying publications, in the role of Principal Investigator or co-Principal Investigator. The Department also places specific value on scholarly books (not including textbooks) as an indicator of focused research when evaluating promotion to Professor. Evidence of external scholarly impact may be demonstrated with a combination of several common metrics, including citation counts, h-index, and i-10 index, as well as external reviewer comments regarding the candidate's scholarship relative to discipline norms and national/international reputation.

### **Teaching**

Although promotion to Professor primarily involves superior evaluation of published research and related scholarly activities, candidates should also have a demonstrable record of teaching.

Evidence for performance in both domains shall be consistent with "above average" category metrics documented in the Department's written standard for Annual Evaluation Standards and Procedures.

Faculty seeking promotion to Professor will demonstrate continued teaching effectiveness. Candidates should demonstrate the ability to teach across the diversity of programs (undergraduate, MSCJ, and/or Ph.D.) and formats (face-to-face, online, and/or mixed mode) offered by the Department. Continued evidence of quality teaching must include student evaluations of instruction for all courses taught for which the University provides while at the University. Student evaluation of instruction will not be the sole basis for judging teaching effectiveness. Other evidence may include course syllabi, examinations, grade distributions for courses taught, peer reviews, teaching awards, or other information that reflects the quality of instruction provided by the faculty member. Evaluation of teaching effectiveness may also be based on the continued quality and integrity of course design, continuing efforts to improve pedagogy including the use of evidence-based techniques, evidence of sufficient student learning, indication of ability to guide students' intellectual growth (e.g., mentorship of undergraduates, MSCJ, and/or Ph.D. students, co-authoring manuscripts), supporting graduate students through contracts and/or grants, and indication of ability to stimulate students' academic development and engagement.

### **Service**

Although promotion to Professor primarily involves superior evaluation of published research and related scholarly activities, candidates should also have a demonstrable record of service.

Evidence for performance in both domains shall be consistent with "above average" category metrics documented in the Department's written standard for Annual Evaluation Standards and Procedures.

Associate Professors should demonstrate leadership roles in Departmental committees and activities and the College levels, and progress toward University-level service; service to the community should include leadership and advisory roles for non-profit and/or government

agencies; achieving leadership roles in disciplinary associations/professional associations that raise the profile of the Department at the national level.

### **Time in Rank**

A candidate for promotion to Professor should have significant time in rank at Associate Professor. It is recommended that a candidate have approximately five years in rank as an Associate Professor. For candidates pursuing promotion to Professor after an extended period of limited productivity in teaching, research, and/or service, the Department recognizes the need for a “catch up” provision in their academic role. In this case, the committee will consider the entirety of the candidate’s teaching, research, and service record, but shall weight the five most recent years of academic activity more heavily. This trajectory shall be documented in the candidate’s prior CPEs, and the preference for emphasis on the last five years shall be self-selected by the candidate when applying for promotion to Professor. External reviewers will be instructed at the time of letter request.

### **Continuing Performance Evaluations**

Faculty members at the Associate Professor rank are encouraged to maintain regular participation in the CPE process in order to facilitate ongoing, tailored feedback for development in anticipation of application for promotion to Professor. It is recommended that Associate Professors seeking promotion to Professor have one CPE every three years. In cases involving a major transition leading to application for promotion to Professor, in addition to the one required CPE for associate professors, the candidate may seek (if they wish) additional CPE feedback prior to seeking promotion to Professor.