

**DEPARTMENT OF LEGAL STUDIES
COLLEGE OF COMMUNITY INNOVATION
AND EDUCATION
UNIVERSITY OF CENTRAL FLORIDA**

CRITERIA FOR PROMOTION AND TENURE

I. Introduction

The Promotion and Tenure Committee reviews faculty credentials for promotion and tenure and submits its recommendation as one level of the university review process. The granting of tenure and promotion are two separate decisions. The former represents a commitment by the University to continued employment of faculty members, and the latter represents recognition of significant scholarly and professional achievements in an academic discipline congruent with the rank being sought by the applicant. This document should be read in conjunction with the Department Criteria for Annual Evaluation (AESPs).

II. Policy Statements:

The following Policy Statements clarify the standards that apply to Legal Studies Promotion and Tenure Candidates.

A. The Nature of Legal Scholarship

Legal scholarship is published in law reviews, peer-reviewed or refereed journals, and academic and scholarly book projects. The typical law reviews are journals published by law schools with the editorial function carried out by top students at the institution and under the supervision of a faculty advisor. Two categories of law reviews exist: (1) the school's main, or flagship, law review, which accepts articles on a wide scope of legal subjects, and (2) specialty journals that focus on particular areas of law.

Legal Studies tenure and promotion candidates are expected to publish their scholarship in the above-described outlets. Examples of other avenues for dissemination of legal studies scholarship are referenced *infra* at Section III ("Performance Categories for Tenure and Promotion"), subsection B ("Scholarship Activities").

B. Journal Ranking

Although there is no uniform agreement in the legal academy on journal rankings, the acceptance rate at the top ranked law schools can be less than 1%, and eminent scholars from prestigious law schools compete for placement in these publications. Therefore, publication in the most highly ranked journals may not represent a realistic outlet, particularly for junior faculty in an undergraduate program.

The Committee will consider current rankings and the quality of the journals, but greater emphasis will be placed on the quality of scholarship itself. Candidates may provide information relevant to the quality of particular journals in which the candidate has published scholarly work, if that information would be helpful. As further evidence of the quality of the scholarship and irrespective of publication forum, candidates may offer evidence of citation frequency, impact, and/or positive references by other scholars in the field.

C. Co-Authorship

Co-authorship is encouraged. When an article is published in a law journal or other legal publication, the assumption is that scholarly contribution is roughly equal to the number of co-authors involved. If a candidate publishes relevant work in the journal of a different discipline, the assumption is that contribution will roughly reflect the authorship conventions of that field. Candidates shall provide evidence when their contribution diverges from these assumptions. Tenure track faculty should become lead or sole author on articles as evidence of maturation in the field of scholarship.

D. Grant Activity

Funded research activity, although reflecting positively on the candidate, is not required to achieve tenure or promotion.

III. Performance Categories for Tenure and Promotion

The mission of the Department is to create, enhance, preserve, and transmit knowledge, information, understanding, and ideas through teaching, scholarship, creative activity, service, and professional development. Three basic categories of activities are essential to the promotion and tenure process: teaching, scholarship, and service. The typical, but non-exhaustive list of activities for each area include:

A. Teaching Activities

1. Excellence and rigor in classroom instruction.
2. Development and instruction of online or mixed mode instruction.
3. Direction of independent studies, student scholarship projects, internships, theses, and dissertations.
4. Presentations or contributions at workshops, seminars, and other forums, which have as their principal themes or foci curricular interests, teaching, or the learning process.
5. Development of programs or courses.

B. Scholarship Activities

1. The types of publications (books, peer reviewed journal articles, law review articles, et cetera) and the approximate weight of such scholarly activity are delineated in the Department's Annual Evaluation Criteria under Scholarship—and those weights will be considered by reviewers in evaluating candidates' scholarship

for tenure and/or promotion.

2. Publications and Scholarly Activity (in order of greatest to least weighted contributions) include:
 - a) The greatest weight in promotion and tenure decisions will be given to publications in academic law reviews (in paper or electronic format), refereed journals, and original scholarly and/or academic books. The quality of the individual articles and the journal or law review will be considered in evaluating scholarship.
 - b) The quality of book chapters, bar journal articles, scholarship monographs, anthologies, peer reviewed technical reports, refereed conference proceedings, book reviews, technical reports, and articles published in outlets that do not target a scholarly audience will be considered in evaluating scholarship.
 - c) Although not required, receipt of competitive grants or contracts by an international, national, state, or local government, agency or organization to conduct research is evidence of scholarship activity for promotion and tenure decisions.
 - d) Non-competitive research grants and contracts will receive less weight as evidence of scholarship activity.
3. Regardless of the quality of the scholarship and irrespective of the publication forum, candidates may offer evidence of the frequency of citation of the work, its positive reference by other scholars in the field, and/or its impact on the field and profession.
4. Scholarship activity and productivity may be demonstrated by presentations at international, national and regional meetings, invited lectures, and citations by others. These activities may demonstrate involvement and recognition in the discipline, but will receive less weight than the types of scholarship delineated in III(B)(2)(a) above.

C. Service Activities

1. Service to the University, College, or Department is activity devoted to or furthering the objective of the administrative function of the department, college, or university and includes:
 - a) Leadership on department, college, and university committees.
 - b) Membership and demonstrated active participation on department, college, and university committees.

- c) Participation in conferences, courses, workshops, seminars, and acquisition of academic degrees designed to enhance competence and understanding of academic or scholarly material.
2. Service to the scholarly discipline includes:
- a) Holding office or leadership positions in scholarly organizations
 - b) Serving on or chairing committees in scholarly organizations.
 - c) Reviews or other critical assessments of scholarly work, including reviews of journal articles, books, and grant applications.
 - d) Participation or service in professional organizations related to faculty members' disciplines or faculty role.
3. Activity that utilizes professional background and expertise in the community outside of the University includes:
- a) Service to bar associations.
 - b) Presentations to community groups.
 - c) Participation on boards or working groups that seek to improve or develop legal policy.
 - d) Service on or holding office in civic organizations.
 - e) Other service that demonstrates significant community engagement
4. Other activities may be recognized by the Chair or the Department P&T Committee.

IV. Guidelines for Tenure and Promotion for Associate Professors

Unless the person seeking tenure already holds the rank of Associate Professor or Professor, the process of seeking tenure and of seeking promotion to the rank of Associate Professor shall occur simultaneously. The Department of Legal Studies will not consider recommending tenure unless the candidate is eligible for promotion to the rank of Associate Professor. If the tenure candidate already holds the rank of Associate Professor, the criteria for recommending tenure shall be the criteria for promotion to that rank.

As with tenure criteria, there is a broad range of legitimate activities for faculty, which preclude extensive specification of criteria for promotion. Beyond the general criteria provided here, faculty will be considered on a case-by-case basis and are encouraged to consult with the Department Chair and Department Promotion and Tenure Committee for advice.

Tenure and promotion to the Associate rank requires that the record of teaching, scholarship, and service, when taken together and viewed as a whole, demonstrates a pattern of significant contributions, and provides strong evidence that contributions will continue and lead to significant scholarly recognition, exemplary teaching, and meritorious service in the future. Evidence of academic performance shall be consistent with experience and opportunities, and shall meet University, College, and Department expectations. To acquire tenure and be promoted, faculty members must demonstrate the potential for making a significant positive contribution to their discipline, Department, College, and University. The department evaluation will take into account the entire file including the outside review letters.

Guidance for promotion and tenure is provided through the annual Cumulative Progress Evaluation process. As part of this annual process, the Department's tenured faculty will provide practical and precise directives to individual tenure earning faculty regarding their progress toward tenure. These directives will clearly communicate the specific expectations that he/she must achieve in the reporting period and across the entire tenure-earning period. In turn, tenure earning faculty must document the quality of their scholarship, teaching, and service in their CPE dossier. General expectations for candidates are the same across all candidates, but the advice each person receives each year as part of the annual Cumulative Progress Evaluation is commensurate with the individual situation.

A. Teaching Performance

To obtain tenure, the overall quality of instruction must be at least at expectation based on Annual Evaluation ratings (i.e., Chair's Annual Evaluation) and from the Department P&T Committee (i.e., Cumulative Progress Evaluations). These assessments may be considered by the Committee, but the quality of teaching performance ultimately will be judged holistically on accomplishments throughout the years of teaching, not on single indicators or performance in discrete years. Evidence of quality teaching must include student evaluations for all courses taught at the University, unless those are unavailable.

Other documentation includes course syllabi, course examinations, grade distributions of courses taught, special reviews, peer visits, evidence of learning outcomes, teaching awards or other information that reflects the quality of instruction provided by the faculty member. The evidence provided will be interpreted in terms of the type of courses taught, the level of the students, instructor familiarity with the subject matter (new preparation), new course development, and other relevant information. In evaluating the quality of teaching, the Department Tenure and Promotion Committee may consider evidence of the candidate's command of the subject matter, ability to organize subject matter in a logical and meaningful manner, performance in relating effectively with students, rigor, and use of creative and student-centered pedagogical techniques.

Demonstrated teaching effectiveness is a necessary condition for the granting of tenure and promotion. Tenure and promotion will not be granted unless there is evidence of high quality teaching. Evaluation of teaching effectiveness will 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, and indication of ability to stimulate students' academic development. Student evaluation of instruction will be taken into account but will not be the sole basis for judging teaching effectiveness.

B. Scholarship Performance

The faculty member must provide evidence of success in scholarship in order to acquire tenure. The conventional method is the publication of scholarship in law reviews; indexed, refereed journals; monographs; books; and other literary forums within the legal discipline. Faculty members must be able to demonstrate several publications in such academic forums and an established scholarship agenda in order to be eligible for tenure consideration. Typically, a candidate should have a significant number of solely authored publications to be eligible for consideration. In addition, tenure seeking faculty are expected to demonstrate senior authorship for a significant portion of the manuscripts. The quality of the scholarship demonstrated by tenure earning faculty must be above satisfactory. Annual Evaluation ratings (i.e., Chair's Annual Evaluation) and from the Department P&T Committee (i.e., Cumulative Progress Evaluation) may be considered by the Committee, but the quality of scholarship ultimately will be judged holistically on accomplishments throughout the years of service, not single indicators or performance in discrete years. The norm for the legal discipline is approximately the equivalent of 1 to 2 well placed and/or impactful law review articles per year, but successful candidates for promotion and tenure have published the equivalent of in the 8 to 10 to 12 law review article range over the tenure earning period. The weight of any given item of scholarship will also be considered in conjunction with the Department's Annual Evaluation Criteria, which, for example, equate a book to multiple law review articles.

It is important for tenure and promotion that a candidate's record demonstrate independent scholarship. Should much of a candidate's work be co-authored, scrutiny must be given to the question of the candidate's individual contribution. In addition, books, textbooks, book chapters, and other types of publications are indicators of scholarly activity. Externally funded research grants, although not required, are additional indicators of scholarly recognition and achievement. Candidates are also expected to present their scholarship at national or international professional conferences, typically one or more per year during the tenure-earning period.

C. Service Performance

It is appropriate that candidates for tenure and promotion to Associate Professor share in the service work of the department by satisfactorily performing their assigned duties on departmental and university committees. Candidates are also expected to participate in other appropriate professional service, such as acting as a reviewer for scholarly journals or other germane professional service. This may take the form of service to the discipline, Department, College, University, or community. However, extensive service contributions are not expected of junior faculty.

In service, tenure-earning faculty should provide evidence of continuous service activity, particularly for the Department, but also for the College and University. The overall quality of service must be at least at expectation based on Annual Evaluation ratings (i.e., Chair's Annual Evaluation) and the Department P&T Committee (i.e., Cumulative Progress Evaluation), but the quality of service contributions ultimately will be judged holistically on accomplishments throughout the years of service, not single indicators or performance in discrete years.

V. Guidelines for Promotion to Full Professor

Promotion to the rank of Professor considers candidates' overall record and evidence of enduring effectiveness in teaching, documented, sustained upward trajectory of meritorious scholarship, and recognized, significant contributions to service as defined more fully below. Those moving to the rank of Professor must demonstrate a record of high-quality scholarship and leadership resulting in national recognition among the scholarly community, clearly distinguishing them from faculty of other ranks, and reflecting the potential for continued excellence.

In scholarship, faculty must demonstrate significant and successful productivity. The level of productivity of one applying for Full professor should be one that illustrates a continued upward trajectory in terms of scholarship and national reputation. Conventional evidence includes publications as well as citations by other legal scholars and/or proven impact on governmental practice, policy or judicial decisions. Both quality and quantity of publications are important, and precise numbers are impossible to establish in advance. However, a significant number of publications since promotion to Associate Professor is required. "A significant number" is defined as number (and type) of scholarship and publication endeavors delineated and weighted by the Department's Annual Evaluation Criteria that would consistently earn the faculty member an outstanding for scholarship on most annual evaluations.

It is important for promotion to Professor that candidates document a record of independent scholarship. Such documentation might include, for example, evidence of lead authorship, single-authored work, or clear evidence of significant contributions to collaborative scholarship. Externally funded research grants, although not required, are additional indicators of scholarly recognition and achievement. Candidates must document recognition in the discipline, such as proven impact of the faculty member's scholarship on government practices or policies, international recognition of the faculty's work by other international scholars, awards from national associations, invited talks, keynote speeches, or other indicators of national and/or international recognition.

In service, faculty must have a strong record of excellence. This may take the form of service to the discipline, Department, College, and University. The department expects senior faculty to show leadership in mentoring students by chairing honors in the major thesis committees, and leadership roles in service to the department, the university, the profession, and/or the community.

For example, senior faculty should demonstrate commitment by chairing important

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departmental committees, service on College and University committees, organizing conference sections, chairing conference committees, or serving on editorial boards—all of these are evidence of leadership in service.