CRITERIA FOR ACADEMIC RANK
DEPARTMENT OF CRIMINAL JUSTICE AND SOCIOLOGY

PREFACE

The promotion policy of the Department of Criminal Justice and Sociology is consistent with the University's Faculty Promotion Policy (Faculty Senate Bill 03-A-06) on academic rank. The Department's criteria address each area of faculty duties: teaching effectiveness, professional development, and service.

Candidates are responsible for documenting their levels of performance in teaching effectiveness, professional development, and service. In addition to written Record of Service, candidates must compile and provide supportive evidence to substantiate entries. The template for the Record of Service on the following pages in not intended to be all-inclusive. Candidates may include entries that are not specifically mentioned in the following listing. This allows candidates to include additional evidence that is supportive of their application for promotion. Candidates should write sufficient narrative descriptions to clarify the relevance and significance of entries in the Record of Service. Candidates must recognize that these narratives need to clarify and convince readers outside the candidate's discipline of the professional significance of their activities pertinent to promotion to the next rank. This is of special importance in the Teaching Effectiveness and Professional Development categories where the candidate must present a case for high quality or very high quality activities.

Performance standards under each are of faculty duties are graded as Unsatisfactory, Good, Superior, or Outstanding. Eligibility for each academic rank is based upon the performance under each level of the faculty performance standards. The minimum standards for each academic rank are as follows:

Assistant Professor: A rating of superior in teaching effectiveness and a rating of good in professional development and service.

Associate Professor: Two ratings of superior, one of which must be in teaching effectiveness, and one rating of good.

Professor: Two ratings of superior and one rating of outstanding.

A rating of unacceptable in any category will result in an overall rating of unacceptable.

Definitions

1. *Sustained* indicates that accomplishments are not single or isolated occurrences during the evaluative period. Sustained does not equate with "continuous" of "unrelenting" nor does sustained require that entries for each category be made every year. The candidate may choose to be evaluated over the entire time in service at the current rank or at minimum over the most recent four year period. The candidate should make such distinction on the cover page of the record of service.

2. *Significant* relates to a level of performance which is more closely defined in the Performance Standards for each of the areas to be evaluated.

3. *Effective teaching* involves the use of teaching strategies to achieve course objectives to the satisfaction of all those concerned with the academic process, consistent attempts to improve teaching content and communication with students while accommodating students of varying learning patterns, involvement in the process of curricular development through the examination of current curriculum. An expanded definition is presented at the start of the Teaching Effectiveness section of the template.

4. *Quality* in the area of Professional Development is to be determined by factors such as the level and extent of involvement in professional organizations and activities, the quality of journals in which one publishes (using criteria required in template), the extent of peer-review of presentations, the scope of the journals in which one publishes, the nature of the setting at which one presents research (national v. regional; discipline specific v. out of discipline), competitiveness of grants received, etc.

Tenure

The same template is to be used in preparation of the Record of Service for Tenure. In accordance with the Faculty Handbook decisions regarding tenure shall essentially conform to departmental standards for promotion from assistant to associate professor (Faculty Senate Bill 03-A-05). Candidates should consult the Faculty Handbook for the calendar for tenure consideration, evaluation procedures, appeal processes, and a definition of tenure. Candidates are encouraged to familiarize themselves with this procedure prior to applying for tenure consideration.

RECORD OF SERVICE

The Record of Service will include a cover page in the following format:

Record of Service for (Promotion/Tenure)*

Name_____ **Department**_____

Present Rank_____ **Length of service at University**_____

Years of Service at Each Rank:

Instructor_____ **Assistant Professor**_____

Associate Professor_____ **Professor**_____

Academic years being evaluated_____

Degrees Held_____

Institutions_____

Date_____

*Candidate will indicate if document is intended as Record of Service for Tenure or Promotion. If the Record of Service is for Promotion the header should indicate the rank for which the candidate is applying (i.e., Record of Service for Promotion to the Rank of Associate Professor). Candidate must also include page numbers and a running head which includes the candidate's surname (i.e. Smith Record of Service for Promotion).

EVIDENCE OF TEACHING EFFECTIVENESS

Effective teaching involves the use of teaching strategies to achieve course objectives to the satisfaction of all those concerned with the academic process: students, faculty peers, institutional administrators, and the instructor. An effective teacher is one who consistently improves teaching content and communication with students while accommodating students of varying learning patterns through the use of a variety of teaching methods. Faculty members should also be involved in the process of curricular development through the examination of current curriculum as it meets the requirements of external reviewers (e.g., accreditation boards, program review boards) and those with an interest locally, such as students, employers, and internship supervisors.

Effective Teaching as Evidenced By:

A. Evaluative Support for Teaching (must include 1-4)

1. A summary of systematic, quantified student evaluations over a period of time, including at least four semesters in current rank with at least one semester during their last instructional year.

   In accordance with Chapter 2 (F.) and Chapter 3 (C.)(10.) of the *Faculty Handbook* (Faculty Senate Bill 10-A-13), faculty are not required to provide traditional classroom evaluations. The candidate is encouraged to supply student evaluation data using the departmentally approved instrument. In addition to narrative, the candidate shall provide data in a form that is easily referenced, such as in a summary table of student evaluations.

2. Peer evaluations of teaching effectiveness since attaining present rank. The evaluations should include, but not be limited to:

   a. Classroom observation from up to three colleagues of equal or higher rank whose qualifications and experience lend validity to the candidate's assessment.
   b. Effective course planning activities such as course syllabi, course outlines, and student assignments.

3. Chairperson's evaluation of teaching effectiveness using the same criteria as those included in the peer evaluations and/or a written evaluation of candidate's teaching after classroom observation and/or through examination of Web course contents.

4. Self evaluation of teaching effectiveness: In this section the candidate presents information that is reflective in nature. The candidate will discuss weaknesses and or shortcomings that have been identified in previous evaluations and identify how these issues have been addressed. The candidate should also highlight strengths and attempts which have been made to meet student needs, including accommodations for students of varying learning styles.

B. Curricular Involvement

1. New courses developed and/or taught.

   Indicate if candidate was primary, secondary, or a contributor in the development of the course. In addition, if final course approval has been achieved the dates of approval need to be identified.

2. Revision of established course. Include syllabi where appropriate. Indicate if candidate was primary, secondary, or a contributor in the revision of the course;

the degree to which revisions were required (e.g., a change of course description would be considered minor while a change of 50% of course content and the order of presentation would be considered major); and the significances of the revision (e.g., accreditation, addressing perceived weaknesses in program, etc.).

3. Evidence of involvement in curriculum development.
   Indicate if candidate was primary, secondary, or a contributor in the activity. Describe each activity and its significance. In addition, if final approval of the curriculum has been achieved the dates of approval need to be identified.

4. Development of Web course or other alternative methods of instruction.

5. Other
   Any other accomplishment(s) in the area of curricular involvement that the candidate does not feel fits into any of the above categories.

C. Teaching Responsibilities

1. Courses taught (course numbers and titles).

2. Chairing graduate thesis or internship projects.

3. Teaching of interdisciplinary courses.

4. Efforts at improvement of teaching (conferences, seminars, workshops, etc., directly related to teaching effectiveness).

   Identify workshops, symposia, etc. which were designed to improve instruction or approaches to teaching (e.g., CSTL Workshops). The candidate must identify the purpose of the activity and its significance. The candidate may also discuss innovations to courses that have improved learning of concepts, addressed different learning styles of students, access to information (course web sites), enhanced experiential learning, assessment, etc.

5. Effective integration of technology into the classroom, including but not limited to, class assignments and efforts to integrate computer literacy into the curriculum.

6. Additional evaluative material.

The Dean will provide the evaluation of teaching effectiveness for the chairperson.

Performance Standards (outstanding, superior, good, and unacceptable):

Outstanding: A sustained record of effective teaching in all evaluation categories in Category A (Items A1-A4) and evidence of involvement in Category B and C.

Superior: A sustained record of effective teaching in three of the four categories in Category A (A1 through A4) and evidence of involvement in Category B and C.

Good: A sustained record of effective teaching in two of four categories in Category A (A1 through A4) and involvement in Category C.

Unacceptable: Does not meet criteria for performance standard of Good.

EVIDENCE OF PROFESSIONAL GROWTH

A faculty member in the Department of Criminal Justice and Sociology is expected to focus on scholarly or creative agenda that demonstrates progress from the initial inquiry to a distinct product that is tangible, public and/or peer reviewed. Professional development may be demonstrated by contributing to new knowledge, professional and scholarly involvement within the professional field or expertise, continued education and/or recognition of expertise. In addition, the faculty member is expected to actively seek opportunities to enhance his/her knowledge as a teacher-scholar in ways that relate to teaching, learning, and dissemination of knowledge, critical thinking skills, and creative activities.

A. Professional Development

1. Advanced study beyond doctorate.

2. Presentation of scholarly papers to national, regional and/or local conferences.

3. Professional recognition for contribution in field of expertise (e.g., awards, honors, etc.).

4. Active in professional organizations as elected officer, committee member, consultant, advisor, etc.

5. Honors received, including fellowships awarded, research support, and professional listings.

6. Additional supportive material.

B. Scholarly Activities

In this category those activities that are peer-reviewed are considered to be of greater value than are others. While premium is place on peer-reviewed periodical publications and professional presentations, other activities that demonstrate that the candidate successfully competed for space/time with other professionals are of similar value. Ultimately, it is the candidate's responsibility to present an argument on the value of their research and publications.

1. Professional publications
   a. Books
      Indicate if book is peer-reviewed and the process (blinded/non-blinded) for the review including the number of reviewers.
   b. Book Chapters
      Indicate if book chapter or book is peer-reviewed and the process (blinded/non-blinded) for the review including the number of reviewers.
   c. Peer-reviewed periodical publications (include descriptive information such as journal circulation, rejection rate, review process [refereed, # of reviewers], author contribution to the article [conception and design; acquisition, analysis, and interpretation of data; drafting, critical revision, and approval of article]).
   d. Law Reviews and Professional Journals
      Include descriptive information such as journal circulation, rejection rate, review and editing process [refereed, # of reviewers, type of reviewers], author contribution to the article [conception and design; acquisition, analysis, and interpretation of data; drafting, critical revision, and approval of article]).
   e. Proceedings
      Indicate if peer-reviewed and the review process.
   f. Professional Reports
      Indicate if peer-reviewed and the review process.
   g. Book reviews
      Indicate if peer-reviewed and the review process.
   h. Abstracts
      Indicate if peer-reviewed and the review process.
   i. Non-peer reviewed periodical publications (magazine, newsletter, newspaper).

2. Creative/Scholarly activities
   a. Professional Presentations (arrange into appropriate categories [national, regional, state, local] [invited, oral, poster] and include review process).
   b. Grants, research funding, internal and external funding and reported results.
   c. Production of scholarly media material.

3. Organization of professional workshops, seminars or the like.

4. Identify work in progress.

5. Review of articles and/or books.

6. Discussant and/or chair at conference, symposium or the like.

7. Professional experience contributing to effectiveness as a faculty member and/or travel which is related to academic expertise and contributes to faculty member's knowledge.

8. Attendance at professional meetings, seminars and workshops.

9. Additional supportive material.

Performance Standards (outstanding, superior, good, and unacceptable):

Outstanding: A sustained significant record of development in two areas of Categories A and four areas of Category B for a total of six areas.

Superior: A sustained significant record of professional growth in two areas of Category A and three areas from Category B, for a total of five areas.

Good: A sustained significant record of professional growth in any three areas listed under the two categories for a total of three areas.

Unacceptable: A lack of sustained record of quality in professional growth.

EVIDENCE OF SERVICE

While each faculty member is accountable for their own professional development, they are also entrusted with gifts and talents to be shared with others.   As part of the university mission, candidates should engage in an active service commitment to the university, their department, discipline, students and the community at large. Although there is no excellent measure of service and commitment, candidates are still responsible for documenting their service in several areas: university, department, and community.

Evaluative Data (each category is considered of equal importance):

A. University Service

1. Serving on or chairing university committees.

2. Contributions to disciplinary and/or interdisciplinary classes (e.g., lectures, exhibitions, etc.).

3. Professional presentations to university community (e.g., lecture series dissemination of scholarly topics, etc.).

4. Additional supportive material.

B. Department/College Service

1. Departmental activities, membership in departmental committees.

2. Services in extra-curricular departmental activities (seminars, lectures, Criminal Justice association meetings and activities).

3. Serving on or chairing college committee and/or study groups.

4. Advising of undergraduate majors/minors in a faculty member's discipline.

   Academic advising of undergraduate and graduate students; Indicate number of advisees and any special activities (i.e., group advising sessions) in which the candidate was involved. Also to be included in this category is activities such as participation in First-Step and Transfer Orientation.

5. Active involvement in college programs such as Parent's Day, Show-Me Days, First Step and Next Step, graduations and other formal ceremonies, open house, seminars, lectures, and other programs designed for the improvement of the college.

6. Sponsorship of campus academic organizations (e.g., Criminal Justice Association).

7. Service as a member of academic distinction committee and/or internship or thesis graduate committees.

8. Additional supportive material.

C. Community Service

1. Professional contributions to off-campus groups on the basis of faculty member's professional knowledge and professional service to public agencies.

2. Professional consulting and/or training for special interest groups and/or private business.

3. Development and/or administration of ongoing professional service organizations/programs.

4. Awards/recognition from the community and/or professional groups.

5. Appearances on television or radio for community service.

6. Additional supportive material.

Performance Standards (outstanding, superior, good and unacceptable):

Outstanding: A sustained record of service in at least three areas in each of the three categories.

Superior: A sustained record of service in at least three areas for one of the categories and two areas of the remaining two categories.

Good: A sustained record of service in at least two categories in either A, B, and C.

Unacceptable: A lack of sustained record of quality in service.