

Temporary Criminology and Criminal Justice Expectations Document (for transition period)

The Criminology and Criminal Justice Department requests the approval of the following as their temporary expectations document during this transition period:

1. Faculty are expected to meet the educational background and teaching experience as specified in the bylaws (5.223).
2. Faculty are expected to meet the performance levels for promotion and tenure recommended in the proposed revision across teaching performance, scholarship, and service (see table right).
3. Performance tables in the areas of teaching effectiveness are drawn from the performance levels in correspondence to the bylaws (5.260).
4. Service is also measured from the performance levels in correspondence to the bylaws (5.226(c)).
5. The performance table in the area of scholarship was developed by the department to reflect current practice.
6. All tables are built assuming the description for each area of a faculty member's work. Like the proposal, professional development and collegiality are subsumed within the tables.

Teaching Performance Table

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area.

Performance Levels for Promotion and/or Tenure			
	Min Acceptable	Min Preferred	Min Exceptional
SR Instructor 1	1	1	
SR Instructor 2 (if approved)	1	2	
Associate	2	—OR—	1
Tenure	1	2	—OR—
Professor	2	3	—OR—
	1	1	1

Acceptable	Preferred	Exceptional
Student evaluations <ul style="list-style-type: none"> Rate instructor's teaching effectiveness "very good" or higher (see section 5.260) <ul style="list-style-type: none"> (see section 5.261.1.b) "Very Good": 50 percent of all students responding to the evaluation give the individual a rating in the top three boxes of the seven box scale, with no less than 30 percent of all responses in the top two boxes.. Classroom Instruction <ul style="list-style-type: none"> Evidence of a commitment to improve instruction, such as Professional development activities work with colleagues that impacted instruction Evidence of effective practices, such as Reflection and self-improvement Engaging teaching methods Curricular Development <ul style="list-style-type: none"> Integrates courses into departmental programs, such as Effectively prepares students for subsequent courses Effectively builds on students prior learning Effectively addresses departmental learning outcomes Departmental Needs <ul style="list-style-type: none"> Cooperates with program in meeting departmental loading needs 	Student evaluations <ul style="list-style-type: none"> Rate instructor's teaching effectiveness at or near "Outstanding" or better (see section 5.260) <ul style="list-style-type: none"> (see section 5.261.1.c) "Outstanding": 50 percent of all students responding to the evaluation give the individual a rating in the top two boxes, with no more than ten percent of all responses in the bottom three boxes on the scale. Classroom Instruction <ul style="list-style-type: none"> (see acceptable column) Beyond evidence of effective practices (see acceptable column), also shares successful and/or innovative practices with colleagues Curricular Development <ul style="list-style-type: none"> Beyond integrating courses into departmental programs (see acceptable column), also assists as an effective partner in curricular and program design and delivery Mentoring <ul style="list-style-type: none"> Actively involved in some student mentoring activities Departmental Needs (see acceptable column)	Student evaluations <ul style="list-style-type: none"> Rate instructor's teaching effectiveness well into the "Outstanding" category (see section 5.260) <ul style="list-style-type: none"> (see section 5.261.1.c) "Outstanding": 50 percent of all students responding to the evaluation give the individual a rating in the top two boxes, with no more than ten percent of all responses in the bottom three boxes on the scale. Classroom Instruction <ul style="list-style-type: none"> Recognized by colleagues as a highly skilled and knowledgeable instructor Models excellent teaching Curricular Development (see preferred column)
		Mentoring <ul style="list-style-type: none"> Significant student mentoring activities (either in quantity or quality of work with students) Mentors colleagues to develop their instructional abilities (assessment, curricular design, effective delivery, etc.) Departmental Needs (see acceptable column)

[Department Expectations take the form of added bullets (solid circles) under any or all of the headings above as well as added bullets (open circles) under any or all of the existing bullets above.]

Scholarship Performance Table

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area. The criteria below refer to an accumulation of evidence across a 5-year timespan. *[When evaluating faculty performance in this area during any portion of a 5-year evaluation period (such as annual evaluation or mid-cycle review), consider both the faculty member's progress-to-date and any anticipated publications, presentations, and/or grant applications during the remainder of the 5-year timespan.]*

Acceptable	Preferred	Exceptional
Originality <ul style="list-style-type: none"> Each publication, presentation, and/or grant application cited included some original content from this faculty member Promotion to Associate or for Tenure <ul style="list-style-type: none"> Must have one peer-reviewed publication Must have at least one presentation (outside of the scope of SOU) or grant (outside of the scope of SOU), or other departmentally approved appropriate materials (see below) Promotion to Full Professor <ul style="list-style-type: none"> Must have two peer-reviewed publications Must have at least a combination of two presentations (outside of the scope of SOU) and/or grants (outside of the scope of SOU) and/or other departmentally approved appropriate materials (see below) Meaningfulness <ul style="list-style-type: none"> (see example explanations below table) Dissemination <ul style="list-style-type: none"> Publications must be from peer-reviewed journals Presentations, and/or grant applications cited received at least multi-state dissemination 	Originality <ul style="list-style-type: none"> Each publication, presentation, and/or grant application cited included some original content from this faculty member Promotion to Associate or for Tenure <ul style="list-style-type: none"> Must have two peer-reviewed publications Must have at least a combination of two presentations (outside of the scope of SOU) and/or grants (outside of the scope of SOU) and/or other departmentally approved appropriate materials (see below) Promotion to Full Professor <ul style="list-style-type: none"> Must have three peer-reviewed publications Must have at least a combination of three presentations (outside of the scope of SOU) and/or grants (outside of the scope of SOU) and/or other departmentally approved appropriate materials (see below) Meaningfulness <ul style="list-style-type: none"> (see example explanations below table) Dissemination <ul style="list-style-type: none"> Publications must be from peer-reviewed journals Presentations, and/or grant applications cited received at least multi-state dissemination 	Originality <ul style="list-style-type: none"> The quantity and/or quality of publications, presentations, and/or grant applications cited were well above average, with significant original content from this faculty member, some as lead author, or as sole author Promotion to Associate or for Tenure <ul style="list-style-type: none"> Must have three peer-reviewed publications Must have at least a combination of three presentations (outside of the scope of SOU) and/or grants (outside of the scope of SOU) and/or other departmentally approved appropriate materials (see below) Promotion to Full Professor <ul style="list-style-type: none"> Must have four peer-reviewed publications Must have at least a combination of four presentations (outside of the scope of SOU) and/or grants (outside of the scope of SOU) and/or other departmentally approved appropriate materials (see below) Meaningfulness <ul style="list-style-type: none"> Recognized as a scholar/expert in field (either in a multi-state region or nationally) National publication Invited speaker at major conference Consultant for significant State or national body Sizeable external grant award(s) (e.g. multi-year grant in excess of \$500K) See examples listed under originality regarding quantity and/or quality of publications, presentations, and/or grant applications cited Dissemination <ul style="list-style-type: none"> Publications must be from peer-reviewed journals Presentations, and/or grant applications cited received at least multi-state dissemination

The following lists are not intended to be comprehensive, but representative to guide CCJ faculty in evaluating potential venues:

- The **determination of multi-state versus national** is based on the breadth of audience reached. In some cases, multiple regional activities may result in a national reach.
- Examples of regional or multi-state venues** (or the equivalent thereof): presentations at regional conferences such as Western Criminological Society (WSC), The Western Association of Criminal Justice (WACJ) presentations at the state level for state agencies
- Examples of national or international venues** (or equivalent thereof): presentations at national conferences such as American Society of Criminology (ASC), The academy of Criminal Justice Sciences (ACJS), American Corrections Association (ACA), American Psychological Association (APA), American Sociological Association (ASA), European Society of Criminology (ESC)
- Examples of Journals with a peer-review process**: the following link represents numerous CCJ journals <http://www.asc41.com/links/journals.html>. Not all of the journals listed in the hyperlink are peer-reviewed. Thus, each publication should be noted (when cited) whether it is published in a peer-reviewed journal. Additionally, this list is not meant to be an all-inclusive list. In most cases, publishing on a CCJ-related topic in journals outside of the specific discipline listed journals suffices for a peer-reviewed publication, as long as the journal is a peer-reviewed journal
- Examples of other departmentally approved materials**: presentations or reports at the state level for state agencies, non-peer-reviewed materials such as texts or expository CCJ books, or other items published by a reputable professional organization at the regional, state, federal, national, or international levels. Presentations: conference participation as a panelist or speaker, invited presentations, keynotes, or other professional speaking engagements. Funded Grant Reporting: Reports generated for the purpose of reporting on an awarded grant to the regional, state, federal, national, or international level

Service Performance Table

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area.

Acceptable	Preferred	Exceptional
Departmental Service <ul style="list-style-type: none"> o Active participant in departmental work: o Advising students in departmental programs; writing letters of recommendation; assisting at preview days, registration and orientation activities; and other advising related activities o Effective contributor on his/her fair share of departmental committees o Effectively carrying out his/her fair share of individual departmental tasks University/Professional Service <ul style="list-style-type: none"> o Some activity beyond department or program (e.g. serve on an active University committee most years under review). Active service in professional organization or capacity may substitute for a University committee.	Departmental Service (see acceptable column) University/Professional Service <ul style="list-style-type: none"> o University service on active committees (at least one committee every year under review, more if committee(s) is not very active). Active service in professional organization or capacity may substitute for a University committee. o Effective partner in accomplishing assignments Leadership <ul style="list-style-type: none"> o Some documentable accomplishment in a leadership role at the departmental, institutional or professional level during period under review (department chair, program coordinator, faculty program director, chair active committee, lead taskforce, significant individual task, etc.). • Serving on multiple university committees should be considered as taking an active role in the leadership of the university. 	Departmental Service (see acceptable column) University/Professional Service (see preferred column) Leadership <ul style="list-style-type: none"> o Recognized as a faculty leader on campus o Served in multiple leadership roles o Significant accomplishments at the institutional level as a faculty leader (either multiple committees or taskforces, as a program director, as a department chair, or other significant leadership responsibilities resulting in multiple documentable achievements that furthered the institutional mission)

