

Criminology and Criminal Justice Faculty Performance Expectations

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The acceptable level describes the minimum performance expected for continued employment. Note: unacceptable performance is defined as below an acceptable level and may require a plan for correction (see 5.370).

The preferred level describes the average or typical performance level for a faculty member making good progress toward final promotion. The exceptional level would characterize and recognize faculty who demonstrated significant achievements, well beyond the preferred level.

All faculty members must have the educational background required and have completed the required years in rank prior to the effective date of promotion or the required years of service prior to the date of awarding of tenure or a three-year extendable appointment (see section 5.223).

In addition, the faculty member's performance portfolio must be reviewed and demonstrate that there are sufficient contributions in each of the areas appropriate to the faculty member's appointment. Faculty must meet or exceed the acceptable performance level in each area applicable to their appointment. The number of areas required to exceed the acceptable level gradually increases (see table below) until all areas must be at the preferred level for final promotion (Senior Instructor 2 or Full Professor). Note: exceptional performance is not expected, nor required for promotion to any rank, however faculty members may elect to replace preferred performance in two areas with acceptable performance in one area and exceptional performance in the other.

Minimum Promotion and Tenure Performance Requirements

	Min Acceptable	Min Preferred	Min Exceptional
SR Instructor 1 (3 year extendable appt.)	1	1	
SR Instructor 2		2 — OR —	
	1		1
Associate	2	1	
	1	2	
Tenure		— OR —	
	2		1
Professor		3 — OR —	
	1	1	1

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.

Teaching Performance Levels for Professorial Faculty

Acceptable	Preferred	Exceptional
Student Learning Experience Survey Reflection <ul style="list-style-type: none"> • Evidence of reflective review of Student Learning Experience Survey results, including evidence of responsive adaptation or improvement of instruction Classroom Instruction <ul style="list-style-type: none"> • Evidence of a commitment to improve instruction, such as <ul style="list-style-type: none"> ○ Professional development activities that impact instruction ○ Work with colleagues that impact instruction • Evidence of effective practices, including <ul style="list-style-type: none"> ○ Reflection and self-improvement ○ Engaging teaching methods ○ Providing meaningful classroom experiences Curricular Development <ul style="list-style-type: none"> • Integrates courses into academic programs that: <ul style="list-style-type: none"> ○ Effectively prepares students for subsequent courses ○ Effectively builds on students prior learning ○ Effectively address learning outcomes Secondary Academic Divisional Needs <ul style="list-style-type: none"> • Cooperates with program faculty in meeting loading needs 	Student Learning Experience Survey Reflection <ul style="list-style-type: none"> • Evidence of reflective review of Student Learning Experience Survey results, including evidence of responsive adaptation or improvement of instruction Classroom Instruction <ul style="list-style-type: none"> • Evidence of a commitment to improve instruction (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 academic programs (see acceptable column), also is an effective partner in curricular and program design and delivery Mentoring <ul style="list-style-type: none"> • Actively involved in some student mentoring activities, such as: <ul style="list-style-type: none"> • <i>reading and conference coursework</i> • <i>peer-led workshops</i> • <i>capstones</i> • <i>honors projects</i> • <i>community-based learning projects</i> • <i>practicums</i> • <i>professional licensure field experiences</i> • <i>undergraduate research projects</i> • <i>developmental advising regarding graduate studies or career goals</i> Secondary Academic Divisional Needs (see acceptable column)	Student Learning Experience Survey Reflection <ul style="list-style-type: none"> • Evidence of reflective review of Student Learning Experience Survey results, including evidence of responsive adaptation or improvement of instruction Classroom Instruction <ul style="list-style-type: none"> • Recognized by colleagues as a highly skilled and knowledgeable instructor • Models excellent teaching • Demonstrates attention and responsiveness to student needs Curricular Development <ul style="list-style-type: none"> • (see preferred column) Mentoring (see preferred column, plus) <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.) Secondary Academic Divisional 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.]

Service Performance Levels

Bylaw Criteria — Senior Instructors must have a current record of adequate and satisfactory participation in the life of the institution and colleague evaluation that indicates satisfactory service (see section 5.374). This should include service within the program and/or interdisciplinary program (such as academic mentoring, committee and/or individual assignments, etc.). In addition, effectively performs any significant assignments (such as Program Chair, Program Director, Program Coordinator, University Seminar instructor and other special assignments).

Acceptable	Preferred	Exceptional
Departmental Service <ul style="list-style-type: none"> Active participant in departmental work: Effective contributor on his/her fair share of departmental committees Effectively carrying out his/her fair share of individual departmental tasks Mentoring <ul style="list-style-type: none"> Mentoring students in departmental programs; writing letters of recommendation; assisting at preview days, registration and orientation activities; and other mentoring related activities University/Professional Service <ul style="list-style-type: none"> 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 or discipline-appropriate community service may substitute for a University committee. 	Departmental Service (see acceptable column) Mentoring <ul style="list-style-type: none"> (see acceptable column) Actively involved in some student mentoring activities University/Professional Service <ul style="list-style-type: none"> 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 or discipline-appropriate community service may substitute for a University committee. Effective partner in accomplishing assignments Leadership <ul style="list-style-type: none"> 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) Mentoring <ul style="list-style-type: none"> (see acceptable column) Significant student mentoring activities (either in quantity or quality of work with students) University/Professional Service (see preferred column) Leadership <ul style="list-style-type: none"> Recognized as a faculty leader on campus Served in multiple leadership roles 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)

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Scholarship Performance Levels

Acceptable	Preferred	Exceptional
<p>Originality</p> <ul style="list-style-type: none"> Each publication, presentation, and/or grant application cited included some original content from this faculty member <p>Promotion to Associate or for Tenure</p> <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) <p>Promotion to Full Professor</p> <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) <p>Meaningfulness</p> <ul style="list-style-type: none"> (see example explanations below table) <p>Review</p> <ul style="list-style-type: none"> See below for peer-review <p>Dissemination</p> <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 	<p>Originality</p> <ul style="list-style-type: none"> Each publication, presentation, and/or grant application cited included some original content from this faculty member <p>Promotion to Associate or for Tenure</p> <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) <p>Promotion to Full Professor</p> <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) <p>Meaningfulness</p> <ul style="list-style-type: none"> (see example explanations below table) <p>Review</p> <ul style="list-style-type: none"> See below for peer-review <p>Dissemination</p> <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 	<p>Originality</p> <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 <p>Promotion to Associate or for Tenure</p> <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) <p>Promotion to Full Professor</p> <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) <p>Meaningfulness</p> <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 Sizable 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 <p>Review</p> <ul style="list-style-type: none"> See below for peer-review <p>Dissemination</p> <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