

Criminology and Criminal Justice

**School of Public Affairs
University of Colorado Colorado Springs**

**Reappointment, Promotion and Tenure
Review Criteria**

July 1, 2020

Introduction

The award of tenure and/or promotion in rank are among the most important and far-reaching decisions made in higher education because an excellent faculty is an essential component of any outstanding institution of higher learning. Promotion and tenure decisions also have a profound effect on the lives and careers of faculty. Recommendations concerning promotion and tenure must be made carefully, based upon a thorough examination of the candidate's record and the impartial application of these criteria and procedures.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure at the University of Colorado Colorado Springs. The criteria are based on appropriate and current standards of professional performance within Criminology and Criminal Justice. Each candidate's case will be reviewed and judged on its individual merits and circumstances. Criminology and Criminal Justice is committed to strong research/creative work, quality teaching, and effective service to the university, the profession, and the community, and scholarly professional practice (where applicable).

The evaluation assumes: possession of a Ph.D. degree in Criminology, Sociology, Psychology, Economics, Political Science, or related social science area; competent education and training in the discipline(s); conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and professional responsibilities.

Reappointment, Promotion and Tenure Criteria General Considerations

The Criminology and Criminal Justice (CCJ) faculty will evaluate each candidate for reappointment, tenure and promotion based on their record of performance and achievements in the areas of scholarship and research, teaching, leadership and service to the university and profession, and community outreach.

Research/scholarship and teaching should normally be given primary consideration, but the particular weight to be accorded to each component of a faculty member's activities depends upon the responsibilities of the faculty member. The School of Public Affairs and CCJ have traditionally recognized the 40-40-20 formula for weighting research, teaching, and leadership and service.

Recommendations for reappointment, promotion and tenure will be based on the procedures and criteria in the Faculty Manual of the University of Colorado Colorado Springs, the School of Public Affairs procedures, and these CCJ Criteria. The general factors to be considered in the evaluation are as follows.

Criminology and Criminal Justice encourages collaborative research. Some collaborative research and publications are required to demonstrate the capacity to work with colleagues nationally and/or internationally. Co-authored papers will be considered as equivalent to sole-authored papers if the only other author(s) (including a first author) is/are student collaborators. Additionally, work with other collaborators (at UCCS or at other institutions) will be considered equivalent to sole-authored papers if the candidate provides clear evidence of a significant

contribution by the candidate to the paper (e.g., dissertation research with dissertation committee members as co-authors); otherwise, the collaborative work will still be counted as part of the candidate's overall record but will be weighted less heavily. All candidates for promotion should demonstrate that they have an independent research agenda as described in their research statement and reflected in their publication and grant record. Some individual research and publications are required to demonstrate the capacity to work independently including sole-authored research publications and/or grants. Sole-authored research, grants, and/or publications will also be given additional weight in the evaluation process.

Scholarship and Research

Criminology and Criminal Justice recognizes that scholarship can take many forms. Scholarly activity involves the formulation and dissemination of new knowledge, scholarly work integrating existing knowledge, and applied research. The successful candidate will provide sufficient documentation of achievements to demonstrate their promise in becoming a scholar with a national and/or international reputation for his/her contributions.

For research scholarship, the factors are productivity, quality, impact, and consistency in scholarly and research activity. A partial listing of items that demonstrate scholarly accomplishments is provided in Appendix A.

Productivity: Evidence of productivity is fundamentally quantitative: that is, how many written products have been generated.

- Number of peer-reviewed written products
- Number of sole authored written products
- Number of professionally reviewed written and oral products
- Number of written products with students
- Number of grant proposals funded and/or submitted

Quality: Review of scholarly work by peers and the public provides evidence of quality. This includes noteworthy intellectual achievements and conceptual/methodological rigor. Review may occur in many ways, and it is the responsibility of the faculty member to show that her/his work has undergone appropriate review.

- Publication in journals or by presses that employ a process of blind peer review
- Publication in journals to which many manuscripts are submitted and for which few are chosen (thus indicating the esteem in which they are held by professionals in a particular field)
- Publication in books for which chapters are peer-reviewed or reviewed by respected editors (but where the author's name is known to the reviewers)
- Scoring and funding of grant proposals (indicating that the granting authority is giving a favorable review)
- Book reviews of one's work or discussion of one's work in textbooks
- Reprinting of one's work in anthologies

- Honors and awards
- Positive judgments by academic and professional peers such as external reviewers solicited during review for tenure and/or promotion.

Impact: Evidence of impact is shown through the effect the work has on research and/or practice in the relevant field.

- “Major publications” encompass those published by peer-reviewed journals, university presses, and commercial book publishers that require critical scholarly peer review for publication. “Minor publications” are those published by book publishers or journals that do not require critical peer review for publication.
- Articles about the faculty member's work in professional or practitioner-oriented publications, journals, magazines, or other forms of media
- Reviews of the faculty member's work by other scholars in the field
- Evidence that policy or administrative practice makes use of theory or findings generated by a faculty member's research.
- Citations in publications such as the Social Science Citation Index

Consistency: Consistency is established by considering the continuous and sustained level of productivity of research and scholarship over time. Criminology and Criminal Justice faculty are encouraged to publish their work in recognized, peer-reviewed academic journals. Appendix B lists major and specialty journals within the disciplines. While the list of journals in Appendix B is not exhaustive, and faculty are not limited to publishing in those journals, the list is representative of the types of publication outlets that are expected. Faculty may also publish in other academic journals, and in particular within related social and behavioral science publications. The assessment of these publications will be based on the journal's peer review process, acceptance rate, and the impact factor of those journals. In all cases, it is for the faculty member to clearly articulate the impact of their academic work.

Disciplinary Scholarship: Recognizing that Criminology and Criminal Justice is an interdisciplinary field, publication in quality journals in other disciplines (e.g., Sociology, Public Policy, Public Health, Political Science, Economics, Psychology, Law, etc.) or in sub-disciplines (e.g., violence, victimization, drug/alcohol, corrections, juvenile delinquency, crime and public policy, policing, etc.) is equally valued in meeting the criteria for scholarship. A partial listing of Criminology and Criminal Justice and related Social Science Scholarship Outlets is provided in Appendix B.

Professional Practice as Scholarship: In unusual circumstances, a candidate may include legal, clinical, advocacy, counseling and/or student service/administrative activities as part of their research/scholarship workload. This will be considered on a case-by-case basis and will only be considered when it serves the needs of the UCCS campus, CU system, the School of Public Affairs, or Criminology and Criminal Justice. Similar to other research/scholarship activities, faculty will need to demonstrate meritorious and/or excellent performance in this area for promotion and reappointment decisions (depending on their performance within the teaching category).

These assignments and activities may include but are not restricted to the following: Counseling, Academic Administration, International Assignments, Information Services, Diagnostic and Analytical Facilitation, and Student Services. Generally, these assignments:

- Involve discipline specific work for which the faculty member was hired
- Requires expertise and training at the faculty level
- Are done at the behest of others
- Will vary, depending on the specific assignment, in the degree to which they produce scholarly or creative outcomes directly attributable to the faculty member.

The specific expectations (e.g. for scholarship) of these assignments must be described in the individualized research position description.

A faculty endeavor may be regarded as professional practice for purposes of tenure and promotion within the research category if all the following conditions are met: (1) there is a substantive link with significant human needs and societal problems, issues, or concerns; (2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; (3) there is utilization of the faculty member's academic, research, and/or professional expertise; (4) the ultimate purpose is for the public or common good; (5) new knowledge is generated for the discipline and/or the audience or clientele; and (6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission.

Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty member's success in achieving them. Documentation should include the number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and may be based on systematic surveys of, and assessments by, those who received the services, when signed by the evaluators.

Teaching

Teaching involves the dissemination of knowledge and includes activities such as curriculum development, classroom instruction and student mentoring. High quality teaching is serious intellectual work grounded in a deep knowledge and understanding of the field and includes the ability to convey that understanding in clear and engaging ways. For teaching, the factor is effectiveness. Effectiveness is established through demonstration of (a) contributions to the curriculum, (b) professional manner of student classroom instruction, and (c) support for educational/research programs within the Department through activities such as (c-1) mentoring and advising of undergraduate and graduate students and (c-2) participation in capstone, thesis and/or dissertation committees. A partial listing of items that demonstrate effective teaching is provided in Appendix C.

Leadership and Service

Service is an important responsibility of all faculty members that contributes to the University's performance of its larger mission. Although the nature of service activities will depend on a candidate's particular interests and abilities, service contributions are an essential part of being

a good citizen of the University. Criminology and Criminal Justice accepts and values scholarly service to the discipline or profession, service within CCJ, the School of Public Affairs the University, and public service at the local, state, national, or international level. Leadership and service involve an individual in a potentially broad range of support activities. For leadership and service, the factor to be considered is a demonstrated record of consistent engagement in service activities, either to the campus, units within the university community, or to the profession or the community at large. A partial listing of items that demonstrate effective leadership and service is provided in Appendix D.

Faculty Responsibility Statements

Generally, faculty in Criminology and Criminal Justice will have a work distribution of 40% research, 40% teaching, and 20% service. No written documentation is needed for this work distribution. When as joint split appointments are made, the affected faculty member must be informed in writing, prior to the appointment, of: 1) the duties and expectations as agreed upon by all primary units involved; and 2) which primary unit will be responsible for such personnel recommendations as tenure, reappointment, promotion, and salary.

Post-tenure faculty may have a differentiated work assignment that reflects a different distribution of research, teaching and service than the above norm, or to account for administrative duties. A differentiated workload will be delineated in the faculty member's responsibility statement. This statement will explain the workload distribution and provide guidance on how the tenure criteria will be weighted for such a differentiated load. Differentiated workloads may affect the quantity of work expected in a given area but not quality criteria. It is expected that all faculty will have research, teaching and service as part of their workload distribution, but the percentages in each area can change to meet the needs of the faculty member and the department. It is generally expected that no one would go below a minimum of 10% in any given category. However, exceptions may be made in extraordinary circumstances (e.g., a career research award).

In rare exceptions, pre-tenured faculty may be granted a differentiated workload to accommodate an increase in research activities, particularly those associated with a large research grant and course buy-outs. Differentiated workloads will not be granted to increase the proportion of teaching and/or service activities. It is assumed that the faculty member will only have a differentiated workload for a small proportion of the pre-tenure period (e.g., during a period where a major research grant award is received).

Initial Reappointment Review

The candidate's record in teaching, research, and leadership and service will each be evaluated separately as "not on track for tenure," "not yet on track for tenure but could meet standards for tenure with appropriate corrections," or "on track for tenure." The candidate must demonstrate sufficient progress toward tenure to justify the Committee's reappointment recommendation. This will typically be a rating of at least "not yet on track for tenure but could meet standards for tenure with appropriate corrections" in all three areas. At this level of review, candidates will provide evidence of initiation of systematic efforts to establish a program of research and teaching, and demonstrate college and campus citizenship.

Scholarship and Research: Criminology and Criminal Justice recognizes that scholarship can take many forms. It emphasizes fundamental discovery, scholarly work that integrates existing knowledge, and applied research. The candidate will demonstrate a well-designed research plan and the potential for development as a researcher and progress towards publications and sponsored research. This might include drafts of articles submitted for publication, peer-reviewed publications, work in progress, reports, presentations at professional meetings, and/or grant proposals in preparation, submitted for review, and/or funded.

Teaching: Candidates will demonstrate that their courses are coherently organized, thoughtfully presented, and cover significant areas of criminology and criminal justice. Furthermore, candidates will demonstrate a commitment to teaching, evidenced by good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material and assessing student learning outcomes. The candidate's teaching will be evaluated by multiple means that will include, at a minimum, Faculty Course Questionnaires (FCQs) and two other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered. The candidate will show potential for continued development as a teacher. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration.

Leadership and Service: Criminology and Criminal Justice recognizes leadership and service to the campus, community and to our profession. At this stage, the candidate will have participated fully in Criminology and Criminal Justice, including be involved in departmental meetings and activities, sharing in the CCJ decision-making process, participating in activities that contribute to the well-being of CCJ, and perhaps participation in one college, campus, or system committee.

Comprehensive Reappointment Review

The candidate's record in teaching, research, and leadership and service will each be evaluated separately as "not on track for tenure," "not yet on track for tenure but could meet standards for tenure with appropriate corrections," or "on track for tenure." The candidate must demonstrate sufficient progress toward tenure to justify the Committee's reappointment recommendation. This will typically be a rating of at least "not yet on track for tenure but could meet standards for tenure with appropriate corrections" in all three areas. The program requirements of the primary unit shall be considered only at the time of appointment and reappointment as part of the Comprehensive Reappointment Review.

Scholarship and Research: Criminology and Criminal Justice recognizes that scholarship can take many forms. We emphasize fundamental discovery, scholarly work which integrates existing knowledge and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. At this stage, the candidate will demonstrate scholarly accomplishment beyond that of his or her doctoral research, though this includes extending and revising that research into refereed publications, and to have established a research agenda.

A rating of “on track for tenure” requires reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, and demonstration of criteria listed in Appendix A, and by letters from outside evaluators that attest to worth of their body of scholarly productivity, publications, and/or grants and contracts.

Teaching: The candidate will be expected to demonstrate effective teaching evaluated by multiple means including, at a minimum, FCQs and two other means of evaluation. Examples of other means of evaluation are provided in Appendix C. This evaluation includes contributions to the breadth, depth, and needs of the department (e.g., developing and presenting on line courses, up-dating curriculum and course materials, and contributing to departmental undergraduate and graduate learning assessment tools). In addition to classroom teaching, the candidate’s work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. A rating of “not yet on track for tenure but could meet standards for tenure with appropriate corrections” would be the result of student evaluations that are typically below the departmental average, but with promise for improvement. A rating of “on track for tenure” will require student evaluations which are typically above the departmental average, as well as other evidence of effective teaching which may include dedication to student learning (for example, through creative teaching methods, engagement with students outside the classroom, service learning courses, Freshmen Seminar instruction, etc.), development of revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and assessment techniques, participation in professional development, work with students outside the classroom, and other areas of teaching such as those in Appendix C. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher evaluation.

A rating of “on track for tenure” requires student evaluations which are typically at or above the departmental average, as well as other evidence of successful instructional contributions. These contributions may include dedication to student learning, development of revised curriculum (particularly around efforts to integrate diversity initiatives), new pedagogical and assessment techniques, participation in professional development, work with students outside the classroom, grant proposals to support teaching, and other areas of teaching such as those in the appendix C.

Leadership and Service: Criminology and Criminal Justice recognizes service to CCJ, SPA, the University, the community, and the profession. A rating of “on track for tenure” requires meeting service responsibilities within CCJ and service to the college, campus, community or profession. In evaluating leadership and service, both the quality and quantity of leadership and service contributions will be considered.

Promotion to Associate Professor and/or Awarding of Tenure Review

The criteria for promotion to Associate Professor at the University of Colorado Colorado Springs and for Tenure the University of Colorado Colorado Springs are the same. The candidate’s record in teaching, research, and service will each be evaluated separately as not meritorious, meritorious, or excellent. The candidate must be rated as at least meritorious in all three areas and excellent in research or teaching. Material judged to be excellent obviously fulfills the lower standard of meritorious.

For promotion of an assistant professor to associate professor (which automatically includes conferral of permanent tenure) or conferral of permanent tenure on an associate professor, the RPT Committee will consider the following criteria (not listed in any rank order):

- A demonstrated record of effectiveness as a teacher.
- A continuous and distinctive record of peer reviewed publication and/or peer-reviewed creative activity, and appropriate external funding, as determined by the departmental guidelines, in the candidate's field of specialization.
- Demonstrated commitment to service, with a level of engagement appropriate to the discipline, the academic unit and, where possible, College, University, and community.
- Projected growth as a teacher, scholar, and university citizen that could lead to promotion to the rank of Professor.

Scholarship and Research: Criminology and Criminal Justice recognizes that scholarship can take many forms. Our school emphasizes fundamental discovery, scholarly work which integrates existing knowledge and applied or practical research. Evidence must show that the candidate has been successful in consistently publishing results of research and scholarly activity. For articles, the quality of the research and scholarly activity is demonstrated by publication in established peer-reviewed journals and/or law review outlets that are generally recognized by the academic community for the quality of their publications.

These journals include those published by national and international research associations, as well as those journals that have established a reputation as "top-tier" publications in criminology, criminal justice and/or a sub-discipline (e.g., violence, juvenile justice, drugs) of the fields of Criminology and/or Criminal Justice. Faculty will be seeking external research funding.

A rating of meritorious requires a steady level of productivity in a focused area which demonstrates original scholarly contribution in the specialty area as demonstrated by publications, submitted or funded research proposals, and by letters of evaluation of their work.

A rating of excellent requires exceeding the criteria for meritorious and demonstrates exceptional impact on the field through either quantity of research publications, quality of the outlets in which they are published, and/or extraordinary research funding as assessed by the source, amount and/or duration of the grant or contract.

Teaching: The successful candidate will provide evidence demonstrating an ongoing commitment to the educational programs in Criminology and Criminal Justice, while maintaining effective teaching performance. The successful candidate will provide documentation to show that they are participating in activities that enhance CCJ education activities. The successful candidate will provide documentation to show (a) their contributions to the curriculum, (b) the professional manner of student classroom instruction and (c) their contributions in support for educational/research programs within the school through activities such as (c-1) mentoring and advising of undergraduate and graduate student and (c-2) participation in capstone, thesis and/or dissertation committees.

The candidate will demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in Appendix C to this document. This evaluation includes contributions to the breadth, depth, and needs of Criminology and Criminal Justice and up-dating curriculum, course materials and assessment tools. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered seriously here.

Peer reviews of teaching and student evaluations of classroom instruction are required for all tenure and promotion cases. Peer evaluations performed by the senior faculty, along with follow-up information as to how the evaluation was used by the candidate to improve instruction (as needed), shall be included in the documentation. Documentation of student evaluations may be provided in the form of a summary of the results for classes taught. It is normally expected that a candidate's annual rating for classroom instruction will be comparable with the campus and college average.

In evaluating teaching; course load, content, level, and size will be considered in interpreting student evaluations.

A rating of meritorious will require student evaluations which are typically at or above the school average and evidence of effective teaching.

A rating of excellence requires a demonstrated achievement at the campus, local, national, and/or international level, as well as, student evaluations which are typically above the school average, as well as other evidence of excellence in teaching which may include dedication to student learning, development of revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and assessment techniques, participation in professional development, work with students outside the classroom, grant proposals to support teaching, and other areas of teaching such as those in the Appendix C.

Leadership and Service: Criminology and Criminal Justice recognizes leadership and service to CCJ, college, campus, community, and profession. Evidence will be provided that shows the candidate has been consistently engaged in leadership in the community and/or service to the criminal justice profession, the academy of criminology and criminal justice scholars, the college or the university.

A rating of meritorious requires meeting service responsibilities within Criminology and Criminal Justice, and service to the college, campus, community and profession.

A rating of excellent requires meeting service responsibilities within Criminology and Criminal justice, such as serving as an undergraduate and/or graduate program director, Internship Director, Faculty Liaison to a Student Group / Organization, or advocate for Criminal Justice majors at the undergraduate and graduate level (student centered approach to teaching and student engagement). In addition, it requires multiple service contributions to CCJ, college, campus, community, and profession, particularly those around diversity initiatives (e.g.,

inclusion and student recruitment and retention) at these levels. In evaluating leadership and service, both the quality and quantity of leadership and service contributions will be considered.

Promotion to Full Professor Review

The candidate's record in teaching, research, and service will be evaluated as a whole as not meritorious, meritorious, or excellent. In accordance with University policy, promotion to full professor requires "a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or Criminology and Criminal Justice circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in research and scholarship, teaching and working with students, and service."

For promotion of an associate professor to professor, or the conferral of permanent tenure on a professor, the following criteria shall be considered (not listed in any rank order):

- A record of academic achievement that has led to national or international recognition as a scholar or teacher
- Substantial peer-reviewed publications and/or peer-reviewed creative activity; grant work where appropriate; a demonstrated growth in scholarship since promotion to associate professor
- A cumulative record of teaching effectiveness since promotion to associate professor
- A significant service record within the individual's academic profession and also within the university community at large.

It is recognized that tenured faculty sometimes replace their normal duties with professional or university service such as acting as a funding agency program officer or assuming administrative roles in the University. In such cases, faculty must still meet Criminology and Criminal Justice requirements for promotion to (Full) Professor, but assessment of scholarly and teaching achievement should take into account this departure from named duties.

Scholarship and Research: Evidence must show that the candidate has substantial, significant, and continued growth, development, and accomplishment as a researcher since tenure. This includes a steady rate of publications in rigorous, peer-reviewed journals, major grant funding and sponsored research, publications of a scholarly book, keynote addresses at major national conventions, or invitations to contribute to handbooks or academic journals in the specialty field (Appendix A). For articles, the quality of the research and scholarly activity is demonstrated by publication in established peer-reviewed journals or law review outlets that are generally recognized by the academic community for the quality of their publications. These journals include those published by national and international research associations, as well as those journals that have established a reputation as "top-tier" publications in criminology, criminal justice or other disciplines (e.g., Sociology, Public Policy, Public Health, Political Science, Economics, Psychology, Law) or in sub-disciplines (e.g., violence, victimization, drug/alcohol, corrections, juvenile delinquency, crime and public policy, policing, etc.). Exceptional quality of scholarly work, as measured by evidence of national or international esteem of the candidate's

work in his or her specific field, may be considered to raise an evaluation in cases where the quantity is less.

Excellence in scholarship, research, and publications is defined by the number, dollar amount, and duration of the grants and/or contracts; the prestige of the grantee and/or contractor; and/or the quantity and quality of publications and conference presentations. Excellence requires continuous and sustained productivity beyond promotion to associate professor, as recognized by colleagues for its contributions to the field at a national or international level.

Teaching: The successful candidate will provide evidence demonstrating an ongoing commitment to the educational programs in Criminology and Criminal Justice, while maintaining effective teaching performance. The successful candidate will provide documentation to show that they are participating in activities that enhance Criminology and Criminal Justice's education activities. The information provided will include (a) their contributions to advancing the curriculum, (b) leadership in development of appropriate new courses and their contributions through mentoring and advising of students.

The candidate will demonstrate effective teaching evaluated by multiple means which will include, at a minimum, FCQs and at least three other means of evaluation. Examples of other means of evaluation are provided in Appendix C of this document. This evaluation includes contributions to the breadth, depth, and needs of the department (e.g., up-dating curriculum, course materials and assessment tools). In addition to classroom teaching at both undergraduate and graduate levels, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through: development of new and revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and/or assessment techniques, participation in professional development, work with students outside the classroom and other areas of teaching such as those in the Appendix C.

A rating of excellent in teaching would require evidence of clear contributions in at least three of the broad areas above, at a level exceeding meritorious. Furthermore, a rating of excellence requires a demonstrated achievement at the campus, local, national, and/or international level.

Leadership and Service: The successful candidate will provide evidence demonstrating ongoing and continuing leadership to the community and/or service to the criminal justice profession, the academy of criminology and criminal justice scholars, Criminology and Criminal Justice, the college, and the university. In evaluating service both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated through clear evidence of service progress in Criminology and Criminal Justice, college, campus, university, community, and to the profession. Willingness to serve as an academic program director and in leadership positions in faculty governance is especially important at this level.

While we recognize that different faculty at this level will fulfill this requirement very differently, a demonstrated record of active service at all levels of the university, as well as in

the profession and the community would be essential in order to receive a rating of excellence in service.

Given that post-tenured faculty may have negotiated a differentiated workload as a result of administrative, faculty governance, or other duties, this workload division will be taken into consideration when evaluating the excellence of candidate's record, taken as a whole.

A rating of excellent requires meeting service responsibilities within Criminology and Criminal Justice, such as serving as a program director or advocate for Criminal Justice majors. In addition, it requires multiple service contributions to the college, campus, community, and profession, particularly those around diversity initiatives. In evaluating leadership and service, both the quality and quantity of service and leadership contributions will be considered, as well as the extent to which service efforts contribute to fostering a climate of inclusiveness, student retention and equal opportunity.

Post-tenure Review

In evaluating the professional performance of faculty standing for post-tenure review, the RPT Committee will include a characterization of such performance as Outstanding, Exceeding Expectations, Meeting Expectations, or Below Expectations. Recognizing the many different ways in which post-tenured faculty contribute to the University, we define "meeting expectations" for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of "meeting expectations" or higher on each of the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member's current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve "meeting expectations" or higher ratings in the future. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of "meeting expectations" is still appropriate. Ratings of "exceeding expectations" or "outstanding" will be awarded for exceeding these standards.

Appendix A: Scholarship and Research

Scholarly activity will be judged in terms of the quality, impact, and consistency in scholarly and research activity, principally in the form of scholarly products, publications, and/or grants and contracts. The candidate may place any materials in the file that he or she believes will provide evidence relating to scholarship. The following list (which is not exhaustive) provides examples of evidence of scholarly activity (not in any particular order). It is not necessary that the file contain all of the items listed.

- Peer judged publications (journal articles, law reviews, book chapters, edited and authored books, monographs)
- Non-Peer judged publications (journal articles, law reviews, book chapters, edited and authored books, monographs)
- Receipt of research grants, particularly those from agencies that perform peer-review of proposals (the size of the grant award will also be considered)
- Receipt of research and evaluation contracts and other sponsored research (the size of the contract will also be considered)
- Submission of research grant proposals, particularly those from agencies that perform peer-review of proposals
- Research and evaluation projects for the campus
- Professionally reviewed written products (including, but not limited to, expert witness reports and affidavits, grant and technical reports, and contract reports)
- Expert witness and professional testimony
- Authored articles published in news and social media (including, but not limited to, New York Times, The Wall Street Journal, The Washington Post, The Economist, etc.)
- Serving as a special (or regular) contributor / correspondent within the news and social media
- Media coverage of research and scholarship
- Regular and constructive use of sabbaticals and leaves of absence
- Papers presented at professional conferences and workshops
- Invited presentations to scholarly and professional organizations
- Book Reviews
- Non-refereed publications and abstracts
- Citations of published work by other scholars
- Scholarship and research awards received
- Nominations for scholarship and research awards
- Nominations for prestigious awards
- Editorship of professional/scientific journal(s)
- Board membership on professional/scientific journal(s)
- Reviewer for professional/scientific journal(s)
- Grant reviewer for professional/scientific journal(s)
- Professional reputation (both inside and outside University)
- Evidence of capacity for future research achievements
- Expert and technical consultation on research projects

- Providing role modeling and mentoring of research on any educational level
- Risk factor involved in the research venture (i.e., human subjects and IRB)
- Participation in research/scholarship development workshops
- Facilitating or invited speaker for research/scholarship development workshops
- Participation in career development activity (e.g., workshops, conference, summer schools, seeking and using a research mentor)
- Facilitating or invited speaker for career development activity (e.g., workshops, conference, summer schools, seeking and using a research mentor)
- Cultural, social, and societal impact of the research activity
- Contribution to diversity
- Evidence demonstrating impact of research activities (e.g., recognition, external letters, quantitative measures—number of citations, impact ratings)

Appendix B: Criminology, Criminal Justice, and Related Social Science Scholarship Outlets

Criminology and Criminal Justice faculty are encouraged to publish their work in recognized, peer-reviewed academic journals. Below is a list of major and specialty journals within the field of criminology and criminal justice. While this is not an exhaustive list, and faculty are not limited to, publishing in the journals below, it is representative of the types of publication outlets that are expected.

This document recognizes that as the discipline changes other journals may be added to this list. Faculty may also publish in other academic journals, and in particular within related social and behavioral science publications. The assessment of these publications will be based on the journal's peer review process, acceptance rate, and the impact factor of those journals. In all cases, it is for the faculty member to clearly articulate the impact of their academic work.

Major English and non-English Publication Outlets

Criminology
 Crime and Justice-A Review of Research
 Journal of Research in Crime and Delinquency
 Journal of Quantitative Criminology
 Justice Quarterly
 Journal of Criminal Law & Criminology
 Criminology & Public Policy
 Crime & Delinquency
 Sexual Abuse-A Journal of Research and Treatment
 Journal of Interpersonal Violence
 Youth Violence and Juvenile Justice
 Criminal Justice and Behavior
 Trauma Violence & Abuse
 Journal of Criminal Justice Education
 Aggression and Violent Behavior
 British Journal of Criminology
 Police Quarterly
 Punishment & Society-International Journal of Penology
 Theoretical Criminology
 Psychology Crime & Law
 Legal and Criminological Psychology
 Journal of Criminal Justice
 Homicide Studies
 International Journal of Offender Therapy and Comparative Criminology
 Journal of Forensic Psychiatry & Psychology
 Prison Journal
 Canadian Journal of Criminology and Criminal Justice (English and French)
 Australian and New Zealand Journal of Criminology
 International Journal of Speech Language and the Law

Policing
 Crime Law and Social Change
 Social & Legal Studies
 Journal of Forensic Psychology Practice
 Psychiatry Psychology and Law
 Deviance Et Societe (French and English Summaries – Deviance and Society)
 Recht & Psychiatrie (German and English (summaries) – Law & Psychiatry)
 Kriminalistik (German and English (summaries) - Criminology)
 Federal Probation
 Criminal Law Review
 Forensic Linguistics
 International Journal of Law Crime and Justice
 Crime Media Culture
 Criminology & Criminal Justice
 European Journal on Criminal Policy and Research
 European Journal of Criminology
 Feminist Criminology
 Policing & Society
 Revija Za Kriminalistiko In Kriminologijo (Slovenia and English summaries -
 Journal of Criminalistics and Criminology)
 Security Journal
 Journal of Forensic Psychiatry
 Canadian Journal of Criminology (English and French)

Major Specialization Outlets

Other Criminology:

American Journal of Criminal Justice
 Crime and Criminal Justice
 Crime Prevention and Community Safety
 Crime Science
 Criminologie (French and English summaries)
 Criminology & Criminal Justice
 International Journal of Drug Policy
 International Journal of Police Science & Management
 Journal of Elder Abuse & Neglect
 Journal of Scandinavian Studies in Criminology
 Policing: A Journal of Policy and Practice
 Policing and Society
 The Police Journal: Theory, Practice and Principles

Social Sciences:

American Journal of Sociology
 American Sociological Review
 Annual Review of Sociology
 Data in Brief
 Spatial Analysis and Policy

Sociology Applied Geography
 Gender and Society
 Geographical Analysis
 Geospatial Health
 International Journal of Sociology and Social Policy
 Journal of Marriage and Family
 Journal of Computational Social Science
 Journal of Human Trafficking
 Spatial and Spatio-temporal Epidemiology
 Journal of Urban Health
 Preventive Medicine Preventive Medicine Reports
 Race and Justice
 Sociological Quarterly Sociology
 Social Problems Social Forces
 Social Science Research
 Transactions in GIS

Violence and Victimization:

Child Abuse & Neglect Child Abuse Review
 Child Maltreatment
 Family Violence & Ethnic Populations Journal of Child Sexual Abuse
 Journal of Family Violence
 Journal of Violence and Injury Research Psychology of Violence
 Violence and Victims Violence Against Women Violence and Gender

Adolescent Criminality and Juvenile Justice:

Journal of Knowledge and Best Practices in Juvenile Justice & Psychology Journal of Offender
 Rehabilitation
 Journal of Juvenile Justice (OJJDP, but peer reviewed)
 Journal of Gender, Race and Justice
 Juvenile and Family Court
 Youth and Society
 Journal of Aggression, Maltreatment & Trauma
 Child Maltreatment

General Psychology Journals with Impact Factors

Annual Review of Psychology Psychological Bulletin
 Trends in Cognitive Sciences
 Personality and Social Psychology Review
 Journal of Personality and Social Psychology Advances in Experimental Social Psychology
 Psychological Science
 Journal of Applied Psychology Cognitive Psychology
 Journal of Experimental Psychology Journal of Adolescent Health Cognition
 Cognitive Science
 Journal of Experimental Social Psychology Memory
 Memory & Cognition Psychology of Women Quarterly

Journal of Experimental Psychology: Applied
Applied Cognitive Psychology

Psychology and Law Journals

Aggressive Behavior Crime and Justice
Law and Human Behavior
Aggression and Violent Behavior
Psychology, Public Policy, and Law Crime and Delinquency
Criminal Justice and Behavior
Journal of Interpersonal Violence
Legal and Criminological Psychology
Violence and Victims
Criminal Behavior and Mental Health
International Journal of Offender Therapy and Comparative Criminology
Annual Review of Law and Social Sciences
Behavioral Sciences and Law
Journal of Forensic Psychiatry and Psychology
Psychology, Crime, and Law
Deviant Behavior
Journal of Investigative Psychology and Offender Profiling
European Journal on Criminal Policy and Research
Journal of Forensic Psychology Practice Psychiatry, Psychology, and Law
Applied Psychology in Criminal Justice

Teaching, Pedagogy, and Sociology of Education:

Teaching Sociology
Sociology of Education Teaching of Psychology
The Psychology Teaching Review
The Journal of Higher Education

Academic Professional Associations and Congresses

American Academy of Forensic Sciences American Bar Association
American Correctional Association
Academy of Criminal Justice Sciences (ACJS) American Society of Criminology (ASC)
American Sociological Association
British Society of Criminology Canadian Criminal Justice Association Canadian Society of
Criminology Colorado Criminal Justice Association European Society of Criminology
International Society for Criminology
Justice Research and Statistics Association (JRSA) Justice Studies Association
Law & Society Association
National Coalition Against Domestic Violence
National Criminal Justice Association
National Organization for Victim Assistance (NOVA) Scandinavian Research Council for
Criminology Society for The Study Of Social Problems
The International Sociological Association The Society for Prevention Research United

Nations Crime Congress

Violence Prevention Alliance (VPA) Western Society of Criminology (WSC) World Congress
of Criminology

World Society of Victimization

Appendix C: Teaching

Teaching will be judged in terms of the effectiveness of the documented educational activities, as established through demonstration of (a) contributions to the curriculum, (b) professional manner of student classroom instruction and (c) support for educational / research / experiential learning programs.

The candidate may place any materials in the file that they believe will provide evidence relating to the effectiveness of their teaching activities. The following list (which is not exhaustive) provides examples of evidence of effectiveness in teaching. A variety of different types of evidence should be provided to demonstrate effective teaching; it is not necessary for the file contain all of the items listed.

Example Evidence:

- Statistical summaries from student evaluations (FCQs)
 - Written comments from the evaluations
 - Quantitative and qualitative summary of student evaluations for classroom instruction that includes an analysis of the candidate's standing relative to campus and school peers
- Peer evaluations conducted by senior faculty
 - Written comments from these reviews including such items as use of class time, content, organization of material
- Course syllabi content
- Examination content
- Class size (generally large, undergraduate courses will be given more weight)
- Contributions to diversity and accessibility
- Teaching awards and nominations for teaching awards
- Mentorship and advisement for undergraduate research
- Mentorship and advisement for graduate research
- Membership on capstone or thesis committees within Criminology and Criminal Justice
- Membership on capstone, thesis, and/or dissertation committees outside Criminology and Criminal Justice
- Supervision and mentorship of postdoctoral research programs
- Curriculum development
- Program development
- Development of new courses
- Flexibility in adapting courses to campus and program needs
- Development and implementation of innovative teaching methods
- Contributions to program assessment
- Collaborative research with students leading to publication(s)
- Supervision of student research leading to conference presentations
- Sponsorship of students who receive awards for academic and/or research accomplishments
- Participation in teaching seminars and workshops

- Facilitating teaching courses, seminars, and workshops
- Creating service-learning opportunities in courses
- Communication from community partners specifying impact of an individual or class project
- Correspondence alumni on the impact of a course or skillset in one's continued education or career

Appendix D: Leadership and Service

Leadership and Service will be judged in terms of a demonstrated consistent record of engagement in service activities, either to units within the university community, to the profession or the community at large. The candidate may place any materials in the file that they believe will provide evidence relating to their service and leadership activities. The following list (which is not exhaustive) provides examples of evidence of consistent engagement in service/leadership activities. A variety of different types of evidence should be provided to demonstrate consistent engagement; it is not necessary that the file contain all of the items listed.

Example Evidence:

- University system, campus, college/school, or departmental committee service
- Program recruitment
- Faculty Advisor to a student organization
- Administrative/leadership position on campus
- Member of system, campus, college Faculty Governance Organization
- University or School lectures, seminars or presentations
- Reviewer of scholarly articles for journal(s) or other publications
- External reviewer for RPT files
- Grant proposal reviewer
- Academic unit reviewer
- Editor for scholarly journals
- Editorial Board for scholarly journal
- Service awards and nominations for service awards
- Elected position in a professional association
- Professional association committee membership
- Leadership position at an academic conference
- Consulting to government or NGO organizations in area(s) of expertise
- Expert witness or professional advising
- Community board member
- Community presentations
- Pro bono consultation and public service
- Providing role modeling and mentoring at any education level relating to service or leadership activities
- Elected officer of a community organization
- Volunteer activities in community
- Similar evidence of engagement and/or outreach to community or service to university or profession
- Contribution to diversity

School of Public Affairs
Criminology and Criminal Justice RPT Criteria
Version History

Version 1: Initial Version

Approved by the CCJ tenured/tenure track faculty, 5/5/2020

Approved by Dean George Reed, 5/11/2020

Approved by Provost Tom Christensen, 7/1/2020

Effective date, 7/1/2020
