

**School of Public Affairs – University of Colorado Colorado Springs
Reappointment, Promotion and Tenure Criteria**

**Criminology and Criminal Justice
Public Administration
Approved by Provost 11/5/2014**

Introduction

The award of tenure and / or promotion in rank are among the most important and far-reaching decisions made by the School and campus 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.

Standards and processes for reappointment, promotion and tenure of faculty are governed by Article V and Appendix A of the Laws of the Regents. These are further delineated in a series of CU Administrative Policy Statements. Campus guidance is supplied in UCCS Policy # 200-001. These documents require the establishment of criteria for each academic unit that are to be used throughout the review process.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the School of Public Affairs at the University of Colorado Colorado Springs. The criteria are based on appropriate and current standards of professional performance within Criminology and Criminal Justice and Public Administration. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The School of Public Affairs 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 process assumes: possession of a Ph.D. degree in (1) Public Administration, Public Policy, Public Affairs, or other related social science disciplines as recognized by the NASPAA standards for professional Master's degree programs in Public Affairs, Policy and Administration, or (2) 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.

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS. Otherwise, while a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review.

Processes

1. As the primary unit, the School of Public Affairs faculty will be responsible for the primary review of all faculty for reappointment, tenure, and promotion.
2. The Dean of the School of Public Affairs (or his/her designee) will meet with each candidate for reappointment, tenure, and promotion to inform her or him of the procedures and how to construct a dossier.
3. For junior faculty, the faculty member's faculty mentor (or mentorship committee) will provide the School of Public Affairs with a list of possible outside reviewers (including addresses, telephone, fax, email information, a brief biography of each, and a statement of past interactions with the potential reviewer). The Reappointment, Promotion and Tenure (RPT) can select from that list and may add to it. For promotions to Full Professor, the RPT committee may consult with other academic units on campus in developing the list of external reviewers. The candidate has a right to request that specific people not be asked to be external reviewers (he/she will also provide a rationale for the exclusion). Outside reviewers should be selected because of their expertise in the area of the candidate's research and scholarship. Former advisers, collaborators, and mentors must be excluded from the list to ensure a true external review of the candidate. The list of recommended reviewers will be submitted to the SPA Dean for approval.
4. The Dean of the School of Public Affairs will be authorized by the faculty to make a recommendation for members of the RPT Committee that is appropriate to perform the review of the qualifications of the candidate for reappointment, tenure, and promotion. A committee for reappointment, tenure or promotion must contain no fewer than 5 members. The RPT committee will have the majority of its members from the School of Public Affairs; however, members from other academic units may be selected when their area of expertise allows for sound judgment of the candidate's record. The Dean of the School of Public Affairs will not typically serve on an RPT committee.
5. The candidate will submit a dossier for review. If a dossier is not submitted then the candidate will not be considered for reappointment or promotion. The dossier will include evidence to show that the candidate has met the criteria for the review. Examples of appropriate materials that may be submitted for evaluation to determine if department criteria have been met are included in the Appendix. At each review, the RPT committee will use multiple means of evaluating teaching. This will include FCQ ratings along with a minimum of two additional methods of evaluating teaching. The dossier should include the following information as well as other evidence that the candidate wants to submit: (1) an updated curriculum vita following the format required in the campus policy; (2) a self-evaluation statement of the candidate's entire record and plans for the next 3-5 years covering each area of teaching, scholarship, and service; (3) a teaching portfolio will include a teaching philosophy, FCQ summaries, FCQ individual sheets for 3 most recent years (in a separate binder), and at least two other means of evaluation; (4) a research portfolio demonstrating scholarship activity; and (5) evidence demonstrating service activity.

6. The RPT Committee(s) for reappointment, tenure, and promotion to associate professor reviews will include only tenured faculty. Review for promotion to full professor requires inclusion of only full professors on the RPT committee. People may only serve on one RPT committee for a review; if a faculty member serves on a higher-level review committee, he/she will not serve on the primary unit evaluation committee.
7. The RPT Committee will perform the evaluation of the candidate's qualifications. They will vote on whether the candidate meets qualifications, and present the results of their vote to the School of Public Affairs' tenured faculty (i.e., how many voted for and how many voted against). Individuals' votes are to remain confidential and only a summary report of the number of votes for and against the decision will be made public. The chair of the RPT Committee will write a letter to the Dean of the School of Public Affairs that details: the composition of the committee, the committee's vote, and the committee's shared rationale for the vote. The letter will explain how the committee believes the candidate does or does not meet the criteria for reappointment, promotion, or tenure. All committee members will be given an opportunity to sign the letter summarizing their deliberations and decision prior to submission to the Dean of the School of Public Affairs. The letter will be placed in the document folder. The chair of the RPT Committee will meet with the candidate after the Dean has had time to review the decision and provide a copy of the letter and a summary of the committee's decision as soon as possible.
8. The Dean of the School of Public Affairs will write a separate letter of evaluation that will be placed in the document folder. The Dean of the School of Public Affairs will meet with the candidate as soon as possible to discuss the evaluation and to provide a copy of the letter to the candidate.
9. In the case of tenure decisions, the RPT Committee chair will bring to the full tenured School of Public Affairs faculty the results of the committee discussion and decision, and solicit a vote from the entire tenured School of Public Affairs faculty. The vote of the tenured faculty will be provided in the RPT committee's letter. If the full faculty and RPT committee disagree, the outcome of the full faculty vote will be detailed in the RPT committee's letter to the Dean that describes the rationale for the positive as well as the negative votes. The full tenured faculty vote only in the case of tenure decisions; all other decisions are based on the vote of the RPT Committee.
10. In the event that the first level review of the primary unit's procedure leads either a committee or the Dean to disagree with the decision of the primary unit, the Dean will initiate a discussion about the disagreement with the RPT committee chair. The RPT committee chair will then call a meeting of the appropriate faculty (as listed below) to reconsider the decision. The Dean of the School of Public Affairs will write a letter summarizing the results of the faculty's reconsideration.
 - a. For tenure and promotion to associate reviews, all tenured School of Public Affairs will be convened to reconsider the decision.
 - b. For promotion to full professor, the School of Public Affairs full professors will be convened to reconsider the decision.
 - c. For other reappointment decisions, the RPT committee will be reconvened to reconsider the decision; the RPT committee chair may request that all

tenured faculty be convened to reconsider the decision if the situation warrants such.

- d. If faculty outside of the School of Public Affairs served on the RPT committee, they will be asked to convene with the appropriate faculty for decision reconsiderations.
11. If criteria are revised, pre-tenured faculty may elect to be evaluated under the previous criteria or the new criteria. Faculty being reviewed for promotion to full professor will typically be reviewed under the most current criteria; however, faculty may request to use previous criteria if those criteria were revised within 3 years of the review for promotion to full.
 12. Any processes not directly addressed will be governed by campus and university processes and guidelines as outlined in the appropriate UCCS policies, Regents Laws and policies, and CU Administrative Policy statements.

Reappointment, Promotion and Tenure Criteria

General Considerations

The School of Public Affairs will evaluate each candidate for tenure and promotion based on his/her record of performance and achievements in the areas of scholarship and research, teaching, 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 has traditionally recognized the 40-40-20 formula for weighting research, teaching, and service.

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

The School of Public Affairs 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 (i.e., 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. 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

The School of Public Affairs 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 C.

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.

SPA faculty are encouraged to publish their work in recognized, peer-reviewed academic journals. In Appendix B and C are list of major and specialty journals within the SPA

disciplines. While the list of journals in Appendices B and C are not exhaustive lists, and faculty are not limited to, publishing in those journals, the lists are representative of the types of publication outlets that are expected. These appendices recognize that as the SPA disciplines changes other journals may be added to these 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.

Scholarship within Public Administration: Public administration is a field of professional practice, teaching, research and theory. It is based on diverse academic disciplines such as political science, organization theory and behavior, law, international relations, sociology, economics, information systems. It includes diverse policy-making and implementation in such fields as national defense, homeland security and community resilience; human resource management; budgeting and financial management; performance management; environmental protection; criminal justice; public health and social welfare; and program planning, management and evaluation; and community development. It is based on fundamental goals of professional public administration and public service, and marked by conflict and compromise among four underlying values that influence public policy implementation: political responsiveness, managerial efficiency, social equity and employee rights. It is both contextual and comparative, comprising diverse perspectives that include but are not limited to: local, state, regional and national governments in the US and throughout the world; and non-profit and community based organizations at a local, regional, national and international level. Because of its multidisciplinary nature, broad range of professional practice, and comparative / contextual focus, research and publication in a broad range of academic journals is relevant in evaluating an applicant's record of scholarship. With respect to quality, preference is given to peer-reviewed US and international scholarly journals, based on the journal's ISI ranking and the individual's citation-based impact ranking scores. A partial listing of public administration scholarship outlets is provided in Appendix B.

Scholarship within Criminology and Criminal Justice: 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 related Social Science Scholarship Outlets is provided in Appendix C.

Professional Practice as Scholarship within Criminology, Criminal Justice, and/or Public Administration: 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, or the School of Public Affairs. 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 School 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 D.

Service and Outreach

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. The School accepts and values scholarly service to the discipline or profession, service within the School of Public Affairs and the University, and public service at the local, state, national, or international level. Service and outreach involves an individual in a potentially broad range of support activities. For service and outreach, 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 service and outreach is provided in Appendix E.

Faculty Responsibility Statements

Generally, faculty in the School of Public Affairs will have a work distribution of 40% research, 40% teaching, and 20% service. No written documentation is needed for this work distribution.

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).

Criteria for Initial (First Year) Review

The candidate's total record, including scholarship and research, teaching, and service, shall be evaluated. No specific rating in each area is required, but the record must show sufficient potential of future success to justify reappointment. At this level of review,

candidates should provide evidence of initiation of systematic efforts to establish a program of research and teaching, and demonstrate college and campus citizenship.

Scholarship and Research: The School of Public Affairs recognizes that scholarship can take many forms. It emphasizes fundamental discovery, scholarly work that integrates existing knowledge, and applied research. The candidate is expected to 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 should demonstrate that their courses are coherently organized, thoughtfully presented, and cover significant areas of public administration and/or criminology and criminal justice. Furthermore, candidates will be expected to 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 shall 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 shall be considered. The candidate is expected to 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.

Service and Outreach: The School of Public Affairs recognizes service to the campus, community and to our profession. At this stage, the candidate is expected to have participated fully in the School of Public Affairs, including be involved in departmental meetings and activities, sharing in the School of Public Affairs decision-making process, participating in activities that contribute to the School of Public Affairs well-being, and perhaps participation in one campus or system committee.

Comprehensive Review

The candidate's record in teaching, research, and service will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least meritorious in all three areas. The review may also take into account issues of material bearing such as strategic goals of the unit, college and campus.

Scholarship and Research: The department recognizes that scholarship can take many forms. Our department emphasizes 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 is expected to 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 meritorious 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.

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 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 B. 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 shall be considered here. A rating of meritorious will require student evaluations that are typically at or above the departmental average and evidence of effective teaching. A rating of excellent 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 B. 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 meritorious will require student evaluations, which are typically at or above the departmental average and evidence of effective teaching.

A rating of excellent will require student evaluations which are typically above the departmental 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 D.

Service: The department recognizes service to the department, School, campus, the university, the community and to the profession. A rating of meritorious requires meeting service responsibilities within the department and some service to the college, campus, community or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

Promotion to Associate Professor and Awarding of Tenure

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 below expectations, 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 shall 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, the Department, College, and/or University.
- Projected growth as a teacher, scholar, and university citizen that could lead to promotion to the rank of Professor.

Scholarship and Research: The department 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 public administration, criminology, criminal justice and/or a sub-discipline of the fields of Public Administration or Criminology. It is expected that 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 the School of Public Affairs, while maintaining effective teaching performance. The successful candidate will provide documentation to show that they are participating in activities that enhance the School 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 be expected to 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 B to this document. This evaluation includes contributions to the breadth, depth, and needs of the School of Public Affairs 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 shall be seriously considered 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 excellent will require 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 D.

Service: The SPA recognizes service to the campus, community and to our profession. Evidence will be provided that shows the candidate has been consistently engaged in outreach to 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 the School of Public Affairs and service to the college, campus, community or profession.

A rating of excellent requires meeting service responsibilities within the School of Public Affairs such as serving as an undergraduate and/or graduate program director (MPA or MCJ), Internship Director, Faculty Liaison to a Student Group / Organization, or advocate for Public Administration and/or Criminology and 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 the department, School, campus, community, or profession, particularly those around diversity initiatives at these levels. In evaluating service, both the quality and quantity of service contributions will be considered, along with the extent to which service efforts contribute to fostering a climate of inclusiveness, student retention and equal opportunity.

Promotion to Full Professor

The candidate's record in teaching, research, and service will be evaluated as a whole as below expectations, meritorious, or excellent. Promotion 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 SPA 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; grantsmanship 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 SPA 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 public administration, criminology, criminal justice or a sub-discipline of the field. 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 the School of Public Affairs, while maintaining effective teaching performance. The successful candidate will provide documentation to show that they are participating in activities that enhance the School education activities. The information provided should include (a) their contributions to advancing the curriculum, (b) leadership in development of appropriate new courses and (c) their contributions through mentoring and advising of students.

The candidate will be expected to 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 B 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 shall 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 B.

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.

Service: The successful candidate will provide evidence demonstrating ongoing and continuing engagement in outreach to the community and/or service to the criminal justice profession, the academy of criminology and criminal justice scholars, the college or 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 the School of Public Affairs, 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 work load 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 the School of Public Affairs such as serving as graduate program director (MPA or MCJ) or advocate for Public Administration and/or Criminology and Criminal Justice majors at the undergraduate level. In addition, it requires multiple service contributions to the college, campus, community, or profession, particularly those around diversity initiatives. In evaluating service both the quality and quantity of service 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 shall 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: Public Administration Scholarship Outlets

SPA 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 Public Administration. 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 Language Publication Outlets

Administration and Society
 American Journal of Political Science
 American Political Science Review
 American Review of Public Administration
 Comparative Politics
 International Journal of Public Administration
 Journal of Politics
 Journal of Public Administration Research and Theory
 Political Research Quarterly
 Political Science Quarterly
 Public Administration
 Public Administration Review

Major English Language Specialization Outlets

Academy of Management Journal
 Academy of Management Review
 Air and Space Power Journal
 Armed Forces and Society
 Australian Review of Public Administration
 Canadian Public Administration
 Comparative Political Studies
 East European Politics & Societies
 Foreign Affairs
 Foreign Policy
 Governance
 International Public Management Journal
 Innovation
 International Security
 International Public Management Journal
 International Review of Administrative Sciences
 Journal of Management

Journal of American Planning Association
 Journal of Developing Areas
 Journal of Diplomacy and International Relations
 Journal of Policy Analysis and Management
 Journal of Urban Affairs
 Journal of Military History
 Journal of Strategic Studies
 Journal of Slavic Military Studies (former: Journal of Soviet Military Studies)
 Journal of Military Ethics
 Law & Social Inquiry
 Law & Society Review
 Local Government Studies
 Municipal Finance Journal
 National Tax Journal
 Nonprofit and Voluntary Sector Quarterly
 Nonprofit Management and Leadership
 Orbis
 Policy Studies Journal
 Political Studies
 Public Administration and Development
 Public Administration Quarterly
 Public Budgeting and Finance
 Public Finance Review
 Public Integrity
 Public Management Review
 Public Performance and Management Review
 Public Personnel Management
 Public Works Management & Policy
 Publius
 Review of Public Personnel Administration
 Scandinavian Political Studies
 Security Studies
 State and Local Government Review
 Transportation Research Record
 Urban Affairs Review

Academic Professional Associations

Academy of Management
 American Evaluation Association
 American Society for Public Administration (and its sections)
 American Political Science Association
 Association for Budgeting and Financial Management
 Association for Policy Analysis and Management
 Association for Research on Nonprofit and Voluntary Organizations
 Centro Latinoamericano de Administración para el Desarrollo (CLAD)
 Chinese Public Administration Society

European Group for Public Administration (EGPA)
Governmental Accounting Standards Board
International Public Management Network
International Institute for Administrative Sciences (IIAS/IISA)
International Research Society for Public Management
Korean Association for Public Administration
Law and Society
Midwest Political Science Association
National Academy of Public Administration
National Tax Association
Public Management Research Association
Southern Political Science Association
Transatlantic Dialogue
Urban Affairs Association
Western Social Science Association

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

SPA 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. 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 (Current Rankings)

This list is ordered based on the ISI Journal Citation Reports © Rankings. The list will be updated as needed.

- 1 Criminology
- 2 Crime And Justice-A Review Of Research
- 3 Journal Of Research In Crime And Delinquency
- 4 Journal Of Quantitative Criminology
- 5 Justice Quarterly
- 6 Journal Of Criminal Law & Criminology
- 7 Crime & Delinquency
- 8 Sexual Abuse-A Journal Of Research And Treatment
- 9 Journal Of Interpersonal Violence
- 10 Criminal Justice And Behavior
- 11 Trauma Violence & Abuse
- 12 Aggression And Violent Behavior
- 13 British Journal Of Criminology
- 14 Punishment & Society-International Journal Of Penology
- 15 Theoretical Criminology
- 16 Psychology Crime & Law
- 17 Legal And Criminological Psychology
- 18 Journal Of Criminal Justice
- 19 Homicide Studies
- 20 International Journal Of Offender Therapy And Comp
- 21 Journal Of Forensic Psychiatry & Psychology
- 22 Prison Journal
- 23 Canadian Journal Of Criminology And Criminal Justice (English and French)
- 24 Australian And New Zealand Journal Of Criminology
- 25 International Journal Of Speech Language And The Law
- 26 Policing
- 27 Crime Law And Social Change
- 28 Social & Legal Studies

- 29 Journal Of Forensic Psychology Practice
- 30 Psychiatry Psychology And Law
- 31 Deviance Et Societe (French and English Summaries – Deviance and Society)
- 32 Recht & Psychiatrie (German and English (summaries) – Law & Psychiatry)
- 33 Kriminalistik (German and English (summaries) - Criminology)
- 34 Federal Probation
- 35 Criminal Law Review
- 36 Forensic Linguistics
- 37 International Journal Of Law Crime And Justice
- 38 Crime Media Culture
- 39 Criminology & Criminal Justice
- 40 European Journal On Criminal Policy And Research
- 41 European Journal Of Criminology
- 42 Feminist Criminology
- 43 Policing & Society
- 44 Police Quarterly
- 45 Revija Za Kriminalistiko In Kriminologijo (Slovenia and English summaries -
Journal of Criminalistics and Criminology)
- 46 Security Journal
- 47 Youth Violence And Juvenile Justice
- 48 Journal Of Forensic Psychiatry
- 49 Canadian Journal Of Criminology (English and French)

Major Specialization Outlets

Other Criminology:

- American Journal of Criminal Justice
- Criminologie (French and English summaries)
- Criminology & Public Policy
- Journal of Scandinavian Studies In Criminology

Sociology:

- American Journal of Sociology
- American Sociological Review
- Annual Review of Sociology
- Gender and Society
- International Journal of Sociology and Social Policy
- Journal of Marriage and Family
- Sociological Quarterly
- Sociology
- Social Problems
- Social Forces

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
 Youth Violence and Juvenile Justice
 Journal of Juvenile Justice (OJJDP, but peer reviewed)
 Journal of Gender, Race and Justice
 Juvenile and Family Court Journal
 Journal of Criminal Justice Education
 Youth and Society
 Journal of aggression, maltreatment & trauma
 Child Maltreatment

General Psychology Journals with Impact Factors (in order based on impact factor):

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 (in order based on impact factor):

Aggressive Behavior
 Crime and Justice
 Law and Human Behaviour
 Aggression and violent Behaviour

Psychology, Public Policy, and Law
 Crime and Delinquency
 Criminal Justice and Behaviour
 Journal of Interpersonal Violence
 Youth Violence and Juvenile Justice
 Legal and Criminological Psychology
 Violence and Victims
 Criminal Behaviour and Mental Health
 Journal of Criminal Justice
 International Journal of Offender Therapy and Comparative Criminology
 Annual Review of Law and Social Sciences
 Behavioural Sciences and Law
 Journal of Forensic Psychiatry and Psychology
 Psychology, Crime, and Law
 Deviant Behaviour
 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:

Journal of Criminal Justice 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 D: 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 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.

- 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)
- 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 the School of Public Affairs
- Membership on capstone, thesis, and/or dissertation committees outside the School of Public Affairs
- Supervision and mentorship of postdoctoral research programs
- Curriculum development
- Program development
- Development of new courses
- Flexibility in adapting courses to campus and school 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

Appendix E: Service and Outreach

Service and outreach 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 outreach activities. The following list (which is not exhaustive) provides examples of evidence of consistent engagement in service/outreach 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.

- University system, campus, college/school, or departmental (CJ / PAD) committee service
- 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 T&P files
- Grant proposal reviewer
- Academic unit reviewer
- Editor for scholarly journals
- Service awards and nominations for service awards
- Professional association committee membership
- 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