



**GUIDELINES FOR PROMOTION & TENURE CRITERIA OF FACULTY
 ADOPTED MARCH 9, 2021**

The following guidelines for promotion and tenure of faculty in the School of Criminology and Criminal Justice (SCCJ) are designed to expand and clarify the criteria listed in *The College of Social Work and Criminal Justice Tenure and Promotion* document.

This section describes SCCJ guidelines for tenure and promotion of individual Faculty. Furthermore, these departmental procedures operate within the policies of Florida Atlantic University. As such, faculty must pay attention to the School, College, and University Guidelines when constructing their portfolio for submission and formal evaluation. We also strongly recommend that faculty members of the SCCJ attend the Tenure and Promotion seminars that are regularly given by the University so that they stay up to date of requirements and expectations.

In general, faculty being considered for promotion to Associate Professor and for tenure in the SCCJ shall, at a minimum, demonstrate excellence in both research and teaching and competence in service activities. In general, faculty being considered for promotion to Professor in the SCCJ shall at a minimum demonstrate distinction in research and in either teaching or service.

	Associate Professor	Professor	Or Professor
Research	Excellence	Distinction	Distinction
Teaching	Excellence	Distinction	Excellence
Service	Competence	Excellence	Distinction

The criteria outlined below reflect the areas above.

The following sections specify SCCJ guidelines for tenure, promotion from Assistant Professor to Associate Professor, and promotion from Associate Professor to Professor. Candidates being considered for promotion to Associate Professor and tenure shall show clear and convincing evidence of emerging stature as regional and national authorities unless their work assignments are specifically at the local or state level. Evidence of performance quality in these areas shall be demonstrated by some combinations of

indicators listed below. Candidates being considered for promotion to Professor shall show clear and convincing evidence in the criteria appropriate to their work assignments and the mission of the SCCJ. Unless the candidate's assignments are specifically regional, they should demonstrate national or international recognition and the likelihood of maintaining that stature.

Criteria for Promotion and Tenure

This section specifies discipline-specific criteria regarding research and scholarship, teaching, and service, for tenure and also for promotion to either Associate Professor or Professor. While there is no single model for what constitutes Excellence or Distinction, the following can serve as general guidelines.

Research and Scholarship:

Research is an essential aspect of the mission of Florida Atlantic University and the SCCJ. Scholarly activities in the SCCJ involve the formulation, generation, and dissemination of new knowledge, as well as its refinement, application, and/or its capacity to address critical issues in criminology, criminal justice, social justice, and related fields. Research appropriate to the discipline may include, but is not limited to, understanding of crime and deviance, broadly defined, society's responses to crime, and the impact and intersection of these behaviors and practices at the individual, interpersonal, community, organizational, and policy levels through a variety of rigorously applied theoretical frameworks, methods, and analytic approaches.

Criminology and Criminal Justice is inherently interdisciplinary and multidisciplinary, and as such we celebrate research that is featured in a wide spectrum of respected, peer-reviewed outlets as are appropriate to each faculty's area of expertise. It is the responsibility of the candidate to demonstrate the quality of the outlet in which they publish in accordance with the standards in our field.

It is important to note that while we expect to see a demonstration of continuous productivity, we also value the quality of the work. We value the ability of faculty to successfully translate their research ideas into meaningful, distinct, and unique work. We recognize the value of co-authorship research with significant or near equal contribution to be explained in their portfolio. We strongly encourage faculty to choose outlets that are widely respected that do not require payment due to the long-standing controversies with pay to publish journals. Finally, given that faculty in our School conduct research across a wide spectrum of fields/areas, they have the freedom to choose appropriate peer-reviewed outlets for their work, as long as those outlets are respected by the body of scholars doing similar work.

The process of research (scholarly productivity) is an integral and indispensable part of the university's basic function to create, preserve, and transmit knowledge and otherwise facilitate student learning. Thus, research is considered an essential faculty role responsible for maintaining the individual faculty member's competence, contributing to the education of students, and advancing the interests of one's profession and the needs of society. Therefore, continuous research productivity is the strongest factor considered in tenure and promotion decisions. The SCCJ defines research as *“the production and formal communication of creative scholarly work...To qualify as Research, activities must produce outcomes that are disseminated and subjected to critical peer review or evaluation by the scholarly community, and those outcomes should serve the growth of knowledge in a field or be of significant practical use.*

External research funding and academic peer reviewed journal publications, books, and book chapters are all highly valued indicators of research productivity. All help to advance a faculty member's research agenda and, in turn, the distinction of the SCCJ, College, and University. Some research is more likely to get external funding support than others, which should not diminish the value of less traditional research for which it is harder to obtain funding. Applying for and/or receiving funding, as well as academic publications, are all significant indicators of a faculty member's intention to advance knowledge in the field and should be viewed as important aspects of an applicant's research portfolio. Both types of research require labor-intensive activities such as comprehensive preparation, collaboration with academic colleagues, and engagement with community partners and governmental organizations. Securing external funding and publication in well-respected outlets may both serve to validate the integrity of the faculty member's research agenda and scholarly accomplishments. Playing a leading role (e.g., as a principal investigator or co-principal investigator) in securing external funding may indicate external validation of the faculty member's capacity to administer and implement a comprehensive research project. Likewise, sole and/or lead authorship on articles in highly respected journals also suggest recognition of a faculty member's research capability. The SCCJ supports and acknowledges all these ways of demonstrating research accomplishment. Invitations to join grant proposals as a subject matter expert consultant are also valued, though these may be weighted different than independently leading the research project.

SCCJ Assistant Professors who are being considered for promotion to the rank of Associate Professor and tenure are expected to have a record of sustained and effective scholarship as described here. Some scholarly activity is given greater weight in promotion and tenure decisions than others. It is understandable that Assistant Professors are in the early stages of their career building and may conduct and publish research that is broad and diverse in scope. In addition, we recognize that some areas are very broadly defined requiring various strands of research foci; evaluation committees will take this into account. Publications in peer-reviewed journals are given much more weight than conference

presentations. Lead authorship and/or evidence that candidate's scholarly contribution was major are also given greater weight with promotion and tenure decisions.

SCCJ Associate Professors who are being considered for promotion to the rank of Professor are expected to demonstrate the intellectual distinction and academic integrity expected of all faculty members. Further, it is expected that the candidate has added substantially to demonstrate a distinguished scholarly record and has established a national and/or international reputation resulting from vigorous high-quality scholarship. In addition, we expect visible growth of the research agenda demonstrated through, but not limited to, specific focus on particular themes/interests and a concentrated impact on the field. External funding is highly valued and encouraged as it helps to advance the faculty member's research program and, in turn, that of the SCCJ, College, and University. The candidate being considered for promotion to Professor in the SCCJ must meet the criteria previously met for promotion to Associate Professor, and then further, shall meet additional criteria listed in Table 1.

A faculty member's research activities shall be evaluated based upon documented evidence offered by the faculty member. The burden of proof of relevance of research activities remains with the faculty member documenting these achievements. Table 1 contains a brief description and examples of how each element can be demonstrated, and examples of how these can be measured. The examples listed in each category are not intended to be exclusive or exhaustive and are not to be interpreted as the only criteria. Applicants may submit evidence of scholarly achievement, teaching excellence, and service that has not been specifically listed under the Examples of Evidence. Similarly, promotion and tenure committees and administrators may also consider evidence of scholarly achievement, teaching and service that has not been specifically listed under the factors. Additionally, the examples of evidence do not imply all listed must be achieved.

TABLE 1. RESEARCH

**Promotion to Associate Professor and for Tenure
(Excellence)**

For additional information and specificity, please refer to the Provost’s University Tenure and Promotion Guidelines memo and the University documents that can be found on the Provost’s website.

Supplemental materials may include honors, awards, or recognition by University, national or international professional CCJ (or closely related) organizations in recognition of scholarship. They may also include journal acceptance rates, impact ratings, and/or citations.

CRITERIA	Examples of Evidence Supporting Documents: Personal Statement, CV, External Reviewers, Published Manuscripts, Award Letters, Annual Evaluations.
1. Establishes primary areas of scholarship	Builds identity within the area locally, regionally, and/or nationally; Is noted/respected for written work as emerging leader in the field; Applies appropriate methodological techniques; Disseminates scholarship; Publishes work in peer-reviewed journals; Publishes research-based books; Publishes research-based book chapters; Is cited and recognized by other scholars; Receives invitations based on scholarly merit to submit articles, chapters, or other scholarly products (invitation letter or email) and submission is disseminated; Presents at regional and national field related conferences; Develops collaborative partnerships intra-, inter-, and/or trans-disciplinarily and; Seek and/or secures competitive internal research funding as PI or member of collaborative team (faculty should specify role).
2. Involved in community-engaged research	Applies and shares research to improve the lives of community members, broadly understood, and society at large; Engages in collaborative research with community partners, broadly defined;

TABLE 1. RESEARCH (continued)

3. Displays creativity or originality of work	Articulates how research makes new and meaningful contributions to the field; Pursues innovative lines of inquiry; Develops new ways of conceptualizing research within their area of expertise; Develops innovative collaborative partnerships and; Develops and disseminates unique and useful CCJ theories, models, methods, instruments, and applications.
Additional Criteria for Promotion to Professor (Distinction, Research) For additional information and specificity please refer to the Provost’s University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost’s website. Supplemental materials may include honors, awards, or recognition by national or international professional CCJ (or closely related) organizations in recognition of scholarship. They may also include journal acceptance rates, impact ratings, and/or citations.	
4. Exhibits high levels of scholarly attainment and distinguishes self nationally and internationally	Produces consistent and an extended body of publications in respected refereed journals in CCJ or related disciplines, both nationally and internationally; Continuous and sustained production of rigorous publications of theoretical and empirical scholarship; Displays innovative scholarship; Record of serving as first author/or co-author on publications with colleagues of equal or lesser rank and/or graduate students; Shows evidence of sole author publications in field reputable publishing outlets since the last promotion; Writes widely recognized research-based book(s) that are disseminated by reputable and known CCJ or closely related publishers; Serves as editor of widely recognized book(s) that are disseminated by reputable and known CCJ or closely related publishers and; Record of applying for and/or securing competitive external research funding (faculty should specify role).

Teaching:

Assistant Professors who are being considered for tenure and for promotion to the rank of Associate Professors are expected to provide high quality instruction, to consistently model professionalism and core SCCJ values in their instructional efforts, to provide mentorship to students, and to demonstrate expertise in the content areas in which they teach.

All faculty are expected to have a record that demonstrates core competencies and skills in instructional learning. Core competencies include a commitment to creating effective teaching materials (e.g., stating clear and relevant course objectives, course requirements, and the grading system in syllabi; demonstrating consistency among objectives, units of study, and assignments; and developing syllabi of sufficient depth and breadth) and effective course instruction (e.g., materials and course sessions are organized well and in ways that are conducive to learning); contributing to curriculum development (e.g. incorporating current and diverse readings that reflect the latest developments in the profession); developing and enhancing teaching skills and teaching effectiveness (e.g., using multiple resources to enhance course content and delivery, steadily progress in teaching expertise, participate in instructional development/training workshops); modeling professionalism and core CCJ values in their teaching (e.g., creating an affirming and inclusive climate for student learning and professional development, promoting understanding of professional value and ethics); and providing responsive and effective mentorship to students. Faculty should build on these skills as they progress through the tenure and promotion process.

Associate Professors who are being considered for promotion to the rank of Professor are expected to demonstrate the intellectual distinction and academic integrity expected of all faculty members. Further, the candidate is expected to have added substantially to demonstrate a distinguished teaching record. The candidate must meet all criteria that were met for promotion to Associate Professor, as well as Criterion 6: Takes a leadership role in any teaching areas.

Teaching activities shall be evaluated based upon documented evidence offered by the faculty member. The burden of proof of relevance of teaching activities remains with the faculty member documenting these achievements. Table 2 contains a brief description and examples of how each element can be demonstrated, and examples of how these can be measured. The examples listed in each category are not intended to be exclusive or exhaustive.

TABLE 2. TEACHING

<p>Promotion to Associate Professor and for Tenure (Excellence)</p> <p>For additional information and specificity, please refer to the Provost’s University Tenure and Promotion Guidelines memo and the University documents that can be found on the Provost’s website.</p> <p>Supplemental materials may include honors, awards, or recognition by the University or other organizations for teaching.</p>	
<p>Provides high quality instruction</p>	<p>Effectiveness of teaching materials</p> <p>Continuously updates course content, readings, and media to reflect new issues, theories, methods, and techniques in related areas;</p> <p>Addresses major professional and practice issues pertinent to course content;</p> <p>Effectiveness of course instruction</p> <p>Uses a variety of teaching methods and media to respond to various student learning styles;</p> <p>Uses an engaging instructional style that stimulates interest and thought, pacing material well;</p> <p>Maintains rigor while teaching at the appropriate level;</p> <p>Seeks feedback from students regarding teaching effectiveness;</p> <p>Receives positive student evaluations;</p> <p>Receives positive evaluations from direct peer observation;</p> <p>Receives positive internal or external evaluations of course design;</p> <p>Involves students in critical thinking about their academic work and their lived experience;</p>

TABLE 2. TEACHING (continued)

Criteria (Excellence)	Examples of Evidence
1. cont'd	Develops and utilizes technology in teaching, including course management software, websites, and other state-of-the art technological advances; Has a strong grasp of the knowledge and skills of the field in which he or she teaches and synthesizes such knowledge and skills in course content; Delivers effective courses across learning modalities (face to face, distance learning, hybrid);
2. Contributes to curriculum development	Incorporates current and diverse readings that reflect latest developments in the profession; Contributes to curriculum revision at a programmatic level; Develops new courses;
3. Continues to develop and enhance teaching skills; participates in activities designed to improve teaching effectiveness	Exhibits increasing breadth in teaching and instructional experiences over time; Participates/attends instructional development training/workshops;
4. Models professionalism and core CCJ values	Consistently models a high level of respect and appreciation for diversity and inclusiveness; Creates and fosters learning experiences in and outside of the classroom that help students grow in awareness and understanding of theory, method, programs, and practices in CCJ;

TABLE 2. TEACHING (continued)

Criteria (Excellence)	Examples of Evidence
5. Provides responsive and effective mentorship to students and colleagues	Participates and mentors students to join professional organizations, attend conferences, give presentations, and/or work on research projects together and; Engages students in service-learning projects (e.g., DIS, DIR, OURI, RI Course).
Additional Criteria for Promotion to Professor (Distinction) For additional information and specificity please refer to the Provost’s University Tenure and Promotion Guidelines memo and the University documents that can be found on the Provost’s website. Supplemental materials may include honors, awards, or recognition by the University or other organizations for teaching.	
6. Takes a leadership role in any teaching areas	Develops proposals for and implements new courses in response to school’s curricula needs, professional and research advances, online and/or face to face campus courses; Obtains teaching or training-related grants at the national or international level; Develops innovative technologies and teaching techniques; Publishes instructional-based textbooks; Publishes CCJ instructional approaches/methods books; Disseminates new information related to teaching and instructional activities at professional national and international conferences; Gives presentations/workshops, symposia, and lectures to the greater University community and to local, regional, national, and international public audiences; Provides mentorship resulting in students obtaining grants, winning awards, presenting at conferences, or publishing in journals and; Offers student mentorship through educational/professional development events.

Service

From its inception, service has been one of the core values, and remains an important aspect of the mission of the SCCJ and the University. Therefore, a record of sustained service is required of all promotion and tenure candidates.

Faculty members are expected to make regular, conscientious, collegial, valuable contributions to the greater public good of the School, the University, the profession, and larger society. Effective service within the School as well as advancing the general mission of the School, College, and University is essential.

The faculty of the SCCJ acknowledge that early in a faculty member's career, the primary emphasis should be developing their research and teaching. Service expectations increase as the faculty member becomes more experienced. Candidates applying for promotion to Professor should demonstrate continued participation in campus and community events and to serve on leadership roles on departmental, college, university committees, and with external organizations as the opportunities present themselves. The absence of responsible academic citizenship on the candidate's part may detract from what otherwise may be a strong set of qualifications for promotion and/or tenure, but academic citizenship does not substitute for either teaching or research.

Table 3 lists evidentiary indicators of professionally meritorious activities consistent with fulfillment of the criteria. Not all faculty members will focus on all of these criteria; however, expertise should be demonstrated in critical subsets to demonstrate a significant level of service.

Candidates for promotion to the rank of Professor in the SCCJ are expected to meet all criteria for service previously met for promotion to Associate Professor and have added substantially to demonstrate a distinguished service record as evidenced by meeting the additional criteria and providing high quality leadership in the area of service.

The candidate's service activities shall be evaluated based upon documented evidence offered by the faculty member. The burden of proof of relevance of service activities remains with the faculty member documenting these achievements. Table 3 contains a brief description and examples of how each element can be demonstrated, and examples of how these can be measured. The examples listed in each category are not intended to be exclusive or exhaustive.

TABLE 3. SERVICE

**Promotion to Associate Professor and for Tenure
(Competence)**

For additional information and specificity, please refer to the Provost's University Tenure and Promotion Guidelines memo and the University documents that can be found on the Provost's website.

Supplemental materials may include honors, awards or recognition by the University or other organizations in recognition of service.

Criteria	Examples of Evidence; Supporting documents: Personal statement, CV, Annual Evaluations, etc.;
1. Supports the mission and functioning of the School, College and the University	Participates as a member on School and/or College committees; Participates in School, College, and student-sponsored events; Participates in University-sponsored events that showcase the School, College, and its faculty; Serving as a member of a thesis committee;
2. Supports the mission and functioning of the Profession	Serves as a manuscript reviewer for professional CCJ or closely related journals; Serves as an abstract reviewer for professional conferences;
3. Collaborates with others to respond to community, state, national, and global needs and issues	Participates as speaker, presenter, or panel member at School, College, and/or University events to share expertise and experiences; Participates as speaker, presenter, or panel member at community or professional events to share expertise and experiences and; Partners with others (at FAU, other institutions, in community, etc.) to serve a community in need.

TABLE 3. SERVICE (continued)

**Additional Criteria for Promotion to Professor
(Excellence)**

For additional information and specificity please refer to the Provost's University Tenure and Promotion Guidelines memo and the University documents that can be found on the Provost's website.

Supplemental materials may include honors, awards or recognition by the University or other organizations in recognition of service.

Criteria	Evidence
1. Supports the mission and functioning of the School, College and the University	Participates as a chair on School and/or College committees; Contributes to the development and revision of policies, protocols, and/or programs at the School, College or University; Directs Independent Studies; Serves as Chair of a thesis;
2. Supports the mission and functioning of the Profession	Serves as a member or chair on international or national academic conference committee; Chair of state or regional academic conference; Strengthens professional policies and programs by integrating research and/or evidence-based policies and practices; Positions the profession as a clear contributor to the solution of society's complex challenges with the University and the Community;
3. Collaborates with others to respond to community, state, national, and global needs and issues	Develops creative/innovative service-learning projects that improve the lives of others and/or advance social justice and CCJ-related initiatives; Provides consultation to local, state, national, or international agencies or organizations; Contributes to the design, redesign, or adoption of policies and practices that affect communities through capacity-building and/or technical assistance; Contributes to collaborative learning experiences with external community, state, national, and international partners to improve student and practitioner knowledge and skills;

TABLE 3. SERVICE (continued)

**Additional Criteria for Promotion to Professor
(Distinction)**

For additional information and specificity please refer to the Provost's University Tenure and Promotion Guidelines memo and the University documents that can be found on the Provost's website.

Supplemental materials may include honors, awards or recognition by the University or other organizations in recognition of service.

4. Takes a leadership role in any of the above service areas	Holds leadership positions on professional organizations committees; Serves on editorial boards of professional journals; Serves as an external reviewer for a faculty member's promotion and/or tenure at another university; Serves as an external PhD dissertation committee member; Contributes to the creation of collaborative interdisciplinary partnerships that link the School to other units of the University and/or other Universities; Serves as an officer, board member or a chairperson of a national or international professional organization; Serves as Chair, state or regional academic conference;
5. Takes a leadership role in any of the above service areas	Holds leadership position(s) on College and/or University committees; Have a pattern of serving in School, College and/or University-wide non-administrative leadership roles; Scholarship/expertise is recognized and utilized regionally, nationally, and/or internationally by others, such as policy boards, governmental, other universities, or non-governmental organizations; Serves on peer review panels for grants; Serves as Editor in Chief or Associate Editor for professional peer reviewed journals; Serves as Editor in Chief for specialized book series for reputable CCJ or related reputable publishing house and; Serve as external undergraduate and/or graduate program reviewer for other universities, nationally or internationally.