

Tenure and Promotion Guidelines

Department of Criminology

College of Behavioral and Community Sciences

See Approval History at End of Document

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I. Philosophy and Principles of the Department of Criminology

In developing appropriate criteria for tenure and promotion decisions the Department has considered the goals it desires to attain in building our department as well as the college and university guidelines, policies, and strategic priorities. These goals are as follows:

1. To create a community of scholars whose members are, and are recognized to be, among the leaders in their chosen areas of research. We expect our colleagues to make significant, excellent scholarly contributions that transform and shape the areas of scholarship in which they work.
2. Building a department with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels.
3. Creating a stimulating environment for faculty, staff, and students necessary for professional growth.
4. Serving professional, university, and community needs that criminologists are uniquely qualified to meet.

Keeping these goals in mind, the sections that follow examine the department's criteria for (II) Tenure and Promotion to Associate Professor; (III) Promotion from Associate to Full Professor; and (IV) Tenure and Promotion Checklist.

II. Criteria for Tenure and Promotion to Associate Professor

The granting of tenure is not solely a reward for past achievement; it is also a prediction of future performance. Tenure will be recommended by the department if, and only if, in the judgment of the department, the candidate will continue to be one of the leading scholars in Criminology, a first-rate teacher, and a good citizen of the department, college, and university.

Each individual tenure decision is made independently from prior tenure decisions,

and should not be impacted by the outcome of prior tenure cases. Candidates are evaluated entirely on the merits of their own professional achievements, and tenure is awarded whenever we are confident we can predict that an individual's career in future decades will be consistent with the department's goals. In addition to meeting the standards listed below related to criterion areas (scholarship, teaching, and service), a candidate must be judged to be contributing to the mission and goals of the department and to be able and willing to work cooperatively with colleagues in our unit. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department/school.

Branch campus faculty with three years of tenure-earning credit on July 1, 2019 (generally those hired in Fall 2016 or earlier) will be considered for tenure under their old regional campus guidelines unless they elect to use the new consolidated guidelines in writing 30 days prior to the beginning of tenure consideration. This is required in Article 15.4.B of the USF UFF Collective Bargaining Agreement. If a candidate chooses to use the older regional guidelines, their new consolidated academic unit's T&P committee and administration will still be responsible to carry out the process.

II.A. Criterion Areas

When a faculty member is considered for tenure and promotion in this department, we review his or her contributions in three major areas:

- a. Scholarship in the candidate's area(s) of specialization, including community-engaged scholarship
- b. Teaching or comparable activity (including advising, mentoring, and community engaged instruction)
- c. Service to the University, the profession, and the community.

Integral to the mission and vision of USF is commitment to engagement with its communities. As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." While some faculty engagement may come in the form of public service as such, any of the three categories of faculty activity could entail community engagement, and any could in some way "address critical societal issues and contribute to the public good." Community engagement that is undertaken by faculty to "enhance curriculum, teaching and learning and prepare educated, engaged citizens" may be included and evaluated as part of teaching, and community engagement undertaken to "enrich scholarship, research, and creative activity" may be included and evaluated as part of a research/creative/scholarly faculty assignment.

Tenure and promotion will be recommended only for candidates who demonstrate **excellence** in both teaching and research and at least a **substantive contribution** to service. A favorable decision requires clear and compelling evidence of the candidate's contributions, impact, and recognition in each of these areas. The content of materials that bear on determining if there is "clear and compelling" evidence for tenure is described in the sections that follow. Among the various forms of evidence a candidate for tenure must present, scholarship is weighted most heavily in an effort to promote the department's desire to be

ranked among the most productive criminology and criminal justice Ph.D. programs.

II.A.1. Scholarship

For a person to be recommended for tenure and promoted from Assistant Professor to Associate Professor in this department, the candidate's published work will provide evidence that he or she is already becoming a leading scholar in their area(s) of specialization, with the expectation that he or she will indeed become a leading scholar in the field in future years.

The candidate's published work represents the first order of evidence about his or her scholarly contributions. Excellence in research is manifested by the quality and coherence of a sustained commitment to a line of research, its scientific soundness and significance, its creativity, and the impact of the work on the field. The quantity of scholarship reported must be interpreted in the context of the nature and scope of the work and the average annual workload percentage assigned to research.

Quality and Impact of Research. We consider a number of sources of information regarding the overall quality and impact of the candidate's scholarly work. Chief among these are: (1) letters from external scholars regarding the applicant's impact and recognition in the field; (2) publication quantity and quality; (3) grants and contract applications and awards; (4) conference presentations at prestigious meetings and invited presentations; (5) appointments to study panels and task forces; (6) election to offices in and other service to professional societies; (7) scholarly awards and honors; (8) citations in major systematic reviews and books; (9) published work by other investigators that explicitly traces itself to the applicant's publications and ideas; and (10) citation counts, impact factors, and other objective indicators of scholarly impact.

II.A.2. Teaching

The second area of contribution which is to be assessed is teaching. We will assess the documented quality and impact of graduate and undergraduate, both in and outside of the

classroom in various formats to include traditional, online, and hybrid courses. In evaluating the candidate's teaching, we consider evidence regarding: (1) the quality of teaching (including syllabi, student ratings, and other evidence such as peer observations); (2) use of emerging technologies and media; (3) the degree to which students are attracted to work with the candidate; (4) thesis (both graduate and undergraduate) and dissertation direction and committee activity; (5) contributions to the educational programs of the department (e.g., new or revised courses or course materials); (6) efforts to improve teaching; (7) supervision of graduate and teaching assistants; (8) teaching-related publications; (9) teaching workshops given; (10) instructional grants awarded; and (11) teaching awards and honors. We are also concerned with the extent to which the applicant has demonstrated a sustained commitment to teaching and fulfills teaching obligations cooperatively and collegially.

Indices of teaching impact may also include: directed students accepted into graduate programs; students gaining employment in the field; students winning awards and honors; student publications; and other successes of current or former students. Various measures of student learning and life change is acceptable (e.g., demonstrable student learning outcomes, acceptance into graduate programs, employment, publications with students, etc.).

II.A.3. Service

Service includes positive contributions to the department and programs within it, to the college, to the university and the campus, to the profession, and to the community. We expect routine participation in service to the profession and to the department.

The following will be assessed in evaluating service: (1) participation in department, college, and university committees; (2) editorships and/or editorial board membership; (3) reviewing for publications and granting agencies; (4) holding offices in professional organizations; (5) external review of tenure and promotion applications for other institutions; and (6) activities related to criminology in the community such as consulting with community agencies, media interviews, and public lectures relevant to the discipline.

Evidence of service impact should address involvement in important policy decisions, administrative responsibility, and particularly effective outcomes.

III. Criteria for Promotion from Associate to Full Professor

To be promoted from Associate Professor to Full Professor in this department, it is expected that a faculty member is already a leading scholar in their area(s) of specialization at the national or international level, that he or she has established a record of **excellence** in both teaching and scholarly research, and that he or she has a record of **substantial contributions** in service to the profession, university, and community, where appropriate. The indicators of excellence used to assess the viability of tenure applications are used for promotion to Full Professor, but with higher levels of expectations.

APPROVED: March 6, 2020

IV. Tenure & Promotion Criteria Checklist

Based on the criteria noted above and in related documents cited above, this section presents an outline of evidence required and preferred for tenure and promotion to Associate Professor and promotion to Full Professor.

IV.A. Research

IV.A.1 Research Requirements

	Tenure/Associate	Full
1. Articles (or equivalents)/year	2	2
2. Continuous record of scholarship	√	√
3. Clear program(s) of research	√	√
4. High impact publications	√	√
5. Sole/lead/senior authorships	√	√
6. Conference participation	√	√
7. External manuscript referee	√	√
8. Editorial board membership/Editor	x	√
9. Grant/contract applications	√	√
10. Citation count	√	√
11. External references	√	√
12. Publications with students	x	√
13. Presentations with students	x	√

IV.A.2 Preferred/additional evidence that may be submitted and considered

- 14.** Invited presentations/speeches
- 15.** Community-engaged scholarship
- 16.** Global/comparative research
- 17.** Interdisciplinary research
- 18.** Research awards/honors
- 19.** Grant reviews
- 20.** Book reviews published
- 21.** Encyclopedia entries
- 22.** Forwards/afterwards in monographs
- 23.** Study panels or task forces
- 24.** Work cited in systematic reviews
- 25.** Work as the basis for other researchers' work
- 26.** Other evidence of impact of one's work

IV.A.3 Indicator Explanations

1. **Articles/equivalent.** According to data from the 2019 Annual Report of the Association for Doctoral Programs in Criminology and Criminal Justice (ADPCCJ), the average faculty member at a Ph.D. program produces approximately 2.09 articles per year. Because it is the objective of the department to be among the top programs, the annual average number of publications should be equivalent to or higher than the national mean. We expect that during their pre-tenure period, faculty produce an average of 2 articles or their equivalent annually. For candidates applying for promotion to Full Professor, we expect these faculty members to produce, on average, 2 articles or their equivalent annually for at least the preceding five years at the rank of Associate Professor. Consideration for workload allocation will be given, but the general expectations are based on an approximate 40% average workload allocation to research.

There is some need to address general expectations concerning *article equivalents*. An edited book of reprints is equivalent to an article; an edited book of original work is equivalent to 1.5 articles; a scholarly book or monograph is equivalent to 4 articles; a final grant report is equivalent to an article; a grant proposal is equivalent to an article; an accepted federal/state grant is equivalent to 2 articles; book chapters are the equivalent of 0.75 articles. Book reviews and encyclopedia entries are given minor credit, but do not in and of themselves indicate evidence of publication. Applications for promotion or tenure should consist primarily of peer-reviewed publications, with a preference for peer-reviewed publications that are sole or lead/senior authored and published in high-rank or high-impact outlets.

The USF Publications Council relies on Cabell's Blacklist to identify "predatory publishers," which are deceptive and exploitive quasi-academic, non-academic, or fraudulent publishers that often publish without review for article quality, accuracy, or legitimacy. The criteria for inclusion on the Cabell's Blacklist are available on [Cabell's website](#). Publications in outlets listed on Cabell's Blacklist of predatory publishers will generally not be given credit. The onus is on the applicant to verify that their publication outlets are credible. Access to Cabell's list is available through the USF library website.

2. **Continuous record of scholarship.** Candidates for promotion to Associate Professor and Full Professor are expected to be continuously productive scholars. This requires demonstrable evidence of research productivity in one form or another each year.
3. **Clear program(s) of research.** Candidates for promotion to Associate Professor are expected to demonstrate clear evidence of at least one *developing* programmatic area of

research; candidate for promotion to Full Professor must demonstrate clear evidence of at least one *established* programmatic area of research. It is the candidate's responsibility to provide evidence and make a case that their research agenda is developing (promotion to Associate) or established (promotion to Full).

- 4. High impact publications.** A significant proportion of the body of published research produced by a candidate for promotion to Associate Professor should appear in high-impact publications; an even greater proportion of the body of published research produced by a candidate for promotion to Full Professor should appear in high impact publications. It is the candidate's responsibility to provide evidence and make a case that their research outlets are high impact publications. Evidence for high impact publications may include impact factors, journal respect within the discipline, citation counts, the Social Science Citation Index (SSCI), and/or any other documentation that may be indicative of a high impact publication.
- 5. Sole/lead/senior authorships.** A candidate for promotion to Associate Professor should be the sole or lead/senior author on a significant proportion of their body of published research; a candidate for promotion to Full Professor should be the sole or lead/senior author on an even greater proportion of their body of published research. It is the candidate's responsibility to provide evidence and make a case that their record exemplifies a significant proportion of sole or lead/senior author publications.
- 6. Conference participation.** Candidates for promotion to Associate Professor and Full Professor are expected to have authored/coauthored at least 1 conference paper/poster per year. Candidates for Full Professor should demonstrate additional conference participation above and beyond poster/panel presentations, such as membership on conference organizational team, program coordinator, invited or keynote speaker, etc.
- 7. External manuscript referee.** Professors at all levels are expected to make relevant contribution to their scholarly reputation by being asked to serve as external reviewers.
- 8. Editorial board membership.** Given their standing in the field, candidates for Full Professor are expected to show evidence that they have either served on a journal or book series editorial board, or as an editor of a journal (this does not include guest editorships).
- 9. Grant/contract applications.** Consistent with University expectations, candidates for tenure and promotion, regardless of rank, are expected to show evidence of efforts to apply for grants or contracts. For non-tenured faculty, this may include, but should not be limited to, evidence of participating in grant writing workshops. Preference is given for grant/contract applications that are external to USF and/or with federal agencies.

- 10. Citation counts.** Candidates for tenure and promotion to all ranks should provide evidence of their citation counts, and any other “bibliometric” indicators of the impact of their scholarly works.
- 11. External references.** For tenure/promotion to Associate Professor, external letters should show evidence that the candidate has contributed to knowledge in their specialty area(s) and, in the opinion of the reviewers, has the potential to continue to contribute to the production of knowledge. For Full professors, additional evidence of national or international recognition in an area of research is required.
- 12. Publications with students.** Because it is an objective of the department to be among the top doctoral programs in the discipline, it is imperative that our students be actively involved in the entire research process, including the publication process. As such, it is *preferred* that candidates for promotion in rank of Associate and *required* for candidates for promotion to Full Professor demonstrate their ability to involve their students in this process, which may include evidence of continued mentorship of student graduates on publications. It is the candidate’s responsibility to provide evidence of student involvement in the research and publication process.
- 13. Presentations with students.** As with the above, it is also imperative that our students be actively involved at one or more of our national or regional professional associations by presenting their research at annual meetings of these professional associations. As such, it is *preferred* that candidates for promotion in rank of Associate and *required* for candidates for promotion to Full Professor demonstrate their ability to involve their students in this process. It is the candidate’s responsibility to provide evidence of student involvement in the research presentation process.
- 14. Invited presentations/speeches.** A sign of one’s visibility and impact within the discipline is the extent to which she/he is invited to give speeches/presentations before selected local, regional, state, national, or international audiences. Candidates for promotion to either Associate or Full Professor are encouraged to accept such offers when they can.
- 15. Community-engaged scholarship.** A strategic priority for the University of South Florida is to retain its national prominence as a “Community Engaged” institution. As such, faculty at all ranks are strongly encouraged to participate with local, regional, state, national, or international community partners in their research and scholarship.
- 16. Global/comparative research.** Another strategic priority for the University of South Florida is to participate in research and scholarship at an international or global-level or in ways that have a demonstrable international/global impact. As such, faculty at every rank are strongly encouraged to participate in international/global research.

- 17. Interdisciplinary research.** While criminology is an inherently interdisciplinary endeavor, faculty at every rank are encouraged to partner with colleagues from other units in their research and scholarship.
- 18. Research awards/honors.** Powerful indicators of the impact of one's research and scholarship are honorific awards, citations, or distinctions it has garnered from lay or professional audiences either for the body of work as a whole or for individual pieces of it (e.g., outstanding/best paper, article, book awards).
- 19. Grant reviews.** Another powerful indicator of the impact of one's research and scholarship are opportunities to serve on grant proposal review boards for various funding organizations. Faculty of every rank are strongly encouraged to accept opportunities to participate in such an activity whenever they can.
- 20. Book reviews published.** Published book reviews provide an important service to the discipline and may provide opportunities for faculty to work with students. However, published book reviews are not, in and of themselves, indicators of scholarly productivity for applications for promotion at either rank.
- 21. Encyclopedia entries.** Published encyclopedia entries provide another important service to the discipline and may provide opportunities for faculty to work with students. However, encyclopedia entries are not, in and of themselves, indicators of scholarly productivity for applications for promotion at either rank.
- 22. Forwards/afterwards in monographs.** Published forwards and afterwards also provide an important service to the discipline. Candidates for promotion in rank are requested to provide evidence of any of these they have written.
- 23. Appointments to study panels/task forces.** A significant indicator of one's impact on their discipline is the opportunity to participate on select study panels and/or task forces. Faculty of all ranks are strongly encouraged to accept such invitations if they can.
- 24. Work cited in systematic reviews.** When other scholars in the discipline publish a major systematic review of the research literature in an area of study that cites the work of a candidate for promotion, it is a strong indicator of the impact of the candidate's scholarly work.
- 25. Work as the basis for other researchers' work.** Another indicator of the impact of a promotion candidate's scholarly work is evident when the work of other scholar(s) explicitly traces itself to the applicant's research.
- 26. Other evidence of impact of one's work.** Applicants for promotion in rank to either Associate Professor or Full Professor are encouraged to submit any other evidence of their scholarly productivity and/or its impact.

IV.B. Teaching

IV.B.1. Teaching Requirements

	Tenure/Associate	Full
27. Required/graduate courses taught	x	√
28. Student evaluations of teaching	√	√
29. Peer evaluation of teaching	√	x
30. Membership on graduate student committees	√	√
31. Directing/co-directing M.A. thesis	√	√
32. Directing/co-directing Ph.D. dissertation	√	√
33. Direct student research	√	√
34. Publications with students	x	√
35. Presentations with students	√	√

IV.B.2. Preferred/additional evidence that may be submitted and considered

- 36.** Number and variety of sections taught
- 37.** Course preparation
- 38.** Teaching awards/honors
- 39.** Directing Honors Thesis
- 40.** Grade distributions
- 41.** Publications on teaching
- 42.** Community-engaged teaching
- 43.** Textbooks
- 44.** Participation in teaching enhancement programs, courses, or workshops
- 45.** New course development
- 46.** Appointment to teaching committees at University, state, or national Levels
- 47.** Supervision Instructional gas
- 48.** Innovative teaching methods
- 49.** New technologies employed
- 50.** Other evidence of contributions of effectiveness in teaching

IV.B.3. Indicator Explanations

- 27. Required/graduate courses taught.** Candidates for promotion in rank to Associate Professor should provide evidence that they have made a meaningful contribution to the core undergraduate curriculum, such as teaching required courses. Candidates for promotion in rank to Full Professor should provide evidence of their teaching graduate courses.
- 28. Student evaluation of teaching.** Candidates for promotion in rank to either Associate Professor or Full Professor are expected to be effective classroom teachers. One measure of teaching effectiveness is average student rating for each section taught. On average, student evaluations of the candidate's teaching should be approximately at or above the college average for equivalent courses. Student comments should parallel these quantitative ratings.
- 29. Peer evaluation of teaching.** Candidates for promotion in rank to Associate Professor are required to have the department Chair, Associate Chair, or branch campus Chair visit their classroom at least once prior to their Mid-tenure Review and at least once again after the Mid-tenure Review but prior to their application for tenure. These peer observers, in turn, are required to provide the candidate with a written peer evaluation identifying various strengths and weaknesses and offering suggestions for improvement. These written peer evaluations constitute additional evidence of teaching effectiveness. Tenured faculty members are encouraged to make similar invitations for peer evaluation of their teaching, although such peer evaluations are not required.
- 30. Graduate student committee memberships.** All tenure-track faculty members are expected to be actively involved in M.A. thesis/project and Ph. D. dissertation committee membership.
- 31. Direct/co-direct M.A. thesis/project.** Candidates seeking promotion in rank to Full Professor must demonstrate that they have directed/chaired or co-directed/co-chaired at least one M.A. thesis/project through a successful defense, unless waived by the Department Chair. While not required of those candidates seeking promotion in rank to Associate Professor, the successful direction of an M.A. thesis/project is very desirable.
- 32. Direct/co-direct Ph.D. dissertation.** Candidates seeking promotion in rank to Full Professor must demonstrate that they have directed/chaired or co-directed/co-chaired at least one doctoral dissertation through a successful defense, unless waived by the Department Chair.
- 33. Successfully direct student research.** Tenure-track faculty members at all ranks are expected to provide evidence of successful direction of student research (undergraduate,

Masters, or doctoral) to completion. This may be in the form of a successfully defended Honor's thesis, M.A. thesis/project, Ph.D. dissertation, or published manuscript.

- 34. Publications with students.** It is highly desired that faculty members at all ranks actively include and participate with students, especially graduate students, in some research activities that lead to publishable manuscripts. Evidence of successful publishing with students is *required* for those seeking to apply for promotion in rank to Full Professor.
- 35. Presentations with students.** It is highly desired that faculty members at all ranks actively include and participate with students, especially graduate students, in some research activities that lead to manuscripts/posters presented at the annual meetings of professional associations. Evidence of presenting manuscripts/posters with students at the annual meeting of professional organizations is *required* for those seeking to apply for promotion in rank to Full Professor.
- 36. Number and variety of sections taught.** It is especially desirable for candidates seeking promotion in rank to either Associate or Full Professor to demonstrate that she/he has taught a variety of courses across the curriculum (the number and variety of sections taught should be consistent with their assignment of duties and appropriate for their rank). This diversity of teaching could include undergraduate, Masters, and doctoral levels; large and small enrollments; required and elective courses; classroom, web-based, and/or hybrid formats, etc.
- 37. Course preparation.** Candidates for promotion in rank to Associate Professor or Full Professor should provide direct evidence of the extent to which they have actively prepared new courses or revised/updated courses they have previously taught. This would include courses converted from classroom delivery to web-based or hybrid formats.
- 38. Directing undergraduate Honor's Thesis.** Candidates for promotion in rank to Full Professor are encouraged to be actively involved in the direction of undergraduate Honors thesis research.
- 39. Teaching awards/honors.** A highly desirable indicator of the impact of one's teaching are any honorific awards, citations, or distinctions garnered from lay or professional audiences.
- 40. Grade distributions.** The Department of Criminology in no way seeks to interfere with the academic freedom of its faculty members. However, consistent evidence of especially lenient or harsh grade distributions is a cause for concern.
- 41. Publications on teaching.** An important contribution to the discipline and a strong indicator of one's impact on teaching is any publication on pedagogy. Such publications would include

peer-reviewed articles on teaching.

- 42. Community-engaged teaching.** Community engagement is an important strategic priority at the University of South Florida. Demonstrable evidence of service learning activities in which students enrolled in a course are actively involved in a project with a community partner is highly valued.
- 43. Textbooks.** An important contribution to the discipline and another strong indicator of one's impact on teaching is the publication of a textbook or edited reader (i.e., collections of previously published works). Of lesser significance, though still valued, is the production/publication of test banks, study guides, and/or other pedagogic materials made available to the discipline.
- 44. Participation in teaching enhancement programs, courses, or workshops.** Candidates seeking promotion in rank to either Associate Professor or Full Professor are encouraged to demonstrate efforts to either enhance their own teaching effectiveness or the teaching effectiveness of others through their participation in teaching enhancement workshop, etc.
- 45. New course development.** A particularly valuable contribution to the instructional enterprise of the department, college, and university is the development of new courses.
- 46. Appointment to teaching committees at University, state, or national Levels.** Another indicator of one's contribution to teaching is an appointment to a departmental, college, university, statewide, or national-level committee/panel on teaching.
- 47. Supervision instructional GAs.** One of the required elements of graduate education is the preparation of graduate students for their role as an instructor of record. A primary component to this process is the supervision of instructional G.A.s/T.A.s. Candidates for promotion in rank should demonstrate the extent to which they have contributed to this effort.
- 48. Innovative teaching methods.** Truly innovate teaching methodologies can help improve teaching effectiveness, not just for the section in which the innovation was employed, but also as examples to other faculty for their consideration. Candidates for promotion in rank should provide evidence of any innovations they may have adopted as well as any evidence that established their effectiveness.
- 49. New technologies employed.** A form of innovative teaching methodologies includes efforts to employ new technologies in the classroom. These are given special recognition here due to the resource and other institutional commitments provided to encourage faculty to adopt them. Candidates for promotion in rank should provide evidence of any

new technologies they may have adopted as well as any evidence that established their teaching effectiveness.

50. Other evidence of contributions of effectiveness in teaching. Applicants for promotion in rank to either Associate Professor or Full Professor are encouraged to submit any other evidence of their teaching performance/productivity and/or its impact.

IV.C. Service

IV.C.1 Service Requirements:

	Tenure/Associate	Full
51. Department committee membership	√	√
52. Department committee Chair	x	√
53. Member on College or University committees	x	√
54. External manuscript referee	√	√
55. Conference program service	√	√
56. Editorial board membership/Editor	x	√
57. Community-engaged service	√	√

IV.C.2. Preferred/additional evidence that may be submitted and considered

- 58.** Community-engaged service
- 59.** Officer and other service to professional organizations
- 60.** Service to government agency
- 61.** Service to grant agency
- 62.** Administrative position, academic
- 63.** Service to student organizations
- 64.** Media contributions
- 65.** Participation in graduation ceremonies
- 66.** College/University committee Chair
- 67.** Departmental written reports
- 68.** Graduate Director
- 69.** Associate Chair
- 70.** Guest editor
- 71.** Talks given to community or professional groups
- 72.** Other evidence of service

IV.C.3. Indicator Explanations

- 51. Department committee membership.** Shared faculty governance is an ideal to which the University of South Florida is dedicated to and faculty participation is required for faculty governance to be realized. Candidates for promotion in rank are expected to demonstrate the extent to which they have served on at least one departmental committee (standing or ad hoc) each academic year of their appointment.
- 52. Department committee, Chair.** Candidates for promotion in rank to Full Professor are also expected to demonstrate that they have served as the Chair of at least one departmental committee.
- 53. College/University committee member.** Faculty governance includes service activities to the college and/or university as well. Candidates for promotion in rank to Full Professor are expected to demonstrate the extent to which they have served on at least one college- or university-level committee.
- 54. External manuscript referee.** Service to the discipline is also expected of all faculty members. Candidates for promotion in rank are expected to demonstrate the extent to which they have served the discipline through their activities as an ad hoc peer reviewer of manuscripts/monographs submitted for publication in scholarly journals/presses.
- 55. Conference program service.** Another form of professional service expected of tenured faculty takes the form of conference service (e.g., program manager, session organizer, session moderator, discussant, etc.). Candidates for promotion in rank to Full Professor are expected to document the extent of such service.
- 56. Editorial board membership/Editor.** A particularly important professional service includes serving as an editor or member on the editorial board for a scholarly press or journal; likewise, service as an editor or member of the editorial board for a professional association newsletter is also laudable. Candidates for promotion in rank to Full Professor must demonstrate the extent to which they have served in any of these capacities.
- 57. Officer & other service to professional organizations.** A particularly important professional service includes serving as an officer for a professional organization. Other service to a professional organization (e.g., committee service) is also highly valued. Candidates for promotion in rank should provide any evidence of such professional service.
- 58. Community-engaged service.** Community-engaged service at the local, regional, state, national, or international levels is an integral component of the mission of the University and College. Candidates for promotion at either rank must document such contributions

in line with the College's definition of community-engagement.

- 59. Service to government agency.** Public service can also extend to faculty members' contribution to and participation in the activities of local, state, and national governmental agencies.
- 60. Service to grant agency.** Particularly honorific forms of professional service are those invitations to serve on proposal review panels for various funding agencies. Candidates for promotion in rank should provide evidence of any such activity.
- 61. Administrative position, academic.** Administrative appointments at the university, college, or departmental level constitute an exceptionally heavy service commitment. Those candidates for promotion in rank who have held such posts should document this service.
- 62. Service to student organizations.** Candidates for promotion in rank who have helped with various student organizations are encouraged to document this activity.
- 63. Media contributions.** An important component of public service and are an effective way to enhance the department's visibility is through our contributions to the media. Candidates for promotion in rank are strongly encouraged to document such contributions.
- 64. Participation in graduation ceremonies.** Faculty participation in graduate ceremonies is very important to our students, their families, and to our administration. Candidates for promotion in rank are encouraged to document their participation in these important events.
- 65. College/University committee Chair.** Faculty governance includes service activities to the college and/or university. Candidates for promotion in rank who have chaired any college- or university-level committees should document such service.
- 66. Departmental written reports.** Authorship on reports to the university or college administration provides an important contribution to faculty governance. Candidates for promotion in rank who have contributed to any such reports are encouraged to document this activity.
- 67. Graduate Director.** Serving as the department's Graduate Director is a very important governance function. Candidates for promotion who have held such an appointment should document it.
- 68. Associate Chair.** Serving as the department's Associate Chair is a very important governance function. Candidates for promotion who have held such an appointment should document it.

- 69. Guest editor.** An especially meaningful professional service activity is an invitation to serve as a guest editor for a special issue of a scholarly journal. This service work is also very time and labor intensive. Candidates for promotion in rank are requested to provide evidence of any of these invitations they have accepted.
- 70. Talks given to community or professional groups.** Talks and speeches given to community or professional groups provide another form of service important to the public. Candidates for promotion in rank are requested to provide evidence of any of these they have given.
- 71. Other evidence of service.** Applicants for promotion in rank to either Associate Professor or Full Professor are encouraged to submit any other evidence of their public, professional, administrative, or university service.

V. Process for Tenure and/or Promotion

In addition to this document, faculty members should familiarize themselves with the University and College tenure and promotion guidelines and the USF Collective Bargaining Agreement.

V.A. Timing of Application

The Department of Criminology follows the timeline for tenure and promotion that is established in the College T&P guidelines, which is a six-year probationary period and minimum two years at initial rank before application. Faculty should refer to the College T&P documentation for more specific details.

V.B. Composition of the Tenure and Promotion Committee

The whole of eligible faculty vote for approval/denial of tenure and/or promotion. Eligible faculty to vote for candidates for tenure and promotion from Assistant Professor to Associate Professor include all tenured faculty on all campuses. Eligible faculty to vote for candidates for promotion from Associate Professor to Full Professor include only faculty at the rank of Full Professor on all campuses. Instructors and untenured faculty members are not eligible to be on the Department T&P Committee nor vote on tenure and/or promotion applications.

The Department shall elect a Tenure and Promotion Committee consisting of 5 eligible faculty (consistent with the level of promotion under consideration). The Department T&P Committee serves in an advisory role for the whole of the faculty and the Department Chair. The purpose of the Department T&P Committee is to conduct the mid-tenure reviews (including evaluation and vote), and to provide an initial summary evaluation and preliminary recommendation for candidates' applications for tenure and/or promotion prior to the whole of faculty vote. Branch campus faculty are eligible for the Department T&P Committee membership at any time, but if a branch faculty member is being considered for mid-tenure review, tenure and/or

promotion, at least one eligible branch campus faculty member (if available) should serve on the T&P committee.

The Department T&P Committee shall elect a committee chair. The chair of the Department T&P Committee guides the initial assessment and preliminary evaluation of the candidate's application, drafts a preliminary narrative, records the Committee's recommendation and provides the Committee's recommendation to the faculty and Department Chair, records the whole of the eligible faculty vote (by secret ballot), records the results of the faculty vote in the official application packet, and signs on behalf of the faculty.

V.C. Reviews

All faculty are provided with annual performance appraisals of their research/scholarly work, teaching, and service, and when appropriate, administration. These annual evaluations provide a year-by-year assessment of the candidate's accomplishments as based on their annual assignment of duties. While annual reviews comprise an important component of the candidate's tenure and/or promotion dossier, the annual evaluation and the tenure and/or promotion processes are independent.

A mid-tenure review and external reviewer assessments are also essential components of candidate's application for tenure and/or promotion. Faculty are encouraged to review the College Tenure and Promotion documents for additional details regarding the content and process of these reviews.

V.C.1. Mid-tenure review of progress toward tenure

Untenured faculty will undergo a mid-tenure review at approximately the mid-point of the probationary period (i.e., typically in the faculty member's third year at initial rank). The purpose of the mid-tenure review is to assess progress toward tenure in the performance of annual assignments, including teaching, research/scholarly activity, and service occurring during the preceding tenure-earning years of employment. The mid-tenure review will be conducted by (a)

the Department Tenure and Promotion Committee, (b) the Department Chair, (c) the College Tenure and Promotion Committee, and (d) CBCS Dean. A summary review of progress will be forwarded to the Provost.

The review will be based on the criteria as established in this document and College T&P guidelines. The mid-tenure review will be based on documentation of performance, which may include: a current vita; annual evaluations; student/peer evaluation of teaching; selected examples of teaching materials; products of research/scholarship activity; service commitments and accomplishments; and a brief self-evaluation by the faculty member.

V.C.2. External evaluations

External reviewers' appraisal of the credentials of all candidates for tenure or promotion are required. A minimum of three letters (but not to exceed six) will be included in the packet. External reviewers should be recognized experts in the individual's field. The College prefers that some of these reviewers hold senior tenured appointments and/or hold appointments at AAU institutions, USF national peer institutions, and USF aspirational peer institutions.

The Department of Criminology follows the guidelines for the selection of external reviewers as established in the College T&P guidelines. The candidate and the Department Chair will each generate suggestions for external reviewers; in the event of a disagreement, each party will select one-half the number of the qualified reviewers to be utilized (e.g., 2 of 4, 3 of 6). All solicited letters that are received from external reviewers should be in the candidate's file prior to the final vote by the Department.

V.D. Procedure

V.D.1. Submission of the Tenure and/or Promotion Packet

Information on the College's tenure and promotion timeline will be

released near the beginning of the calendar year (January). Dates for all procedural steps are approximate and will be established by the College Dean's office on an annual basis. Any candidate seeking tenure and/or promotion should notify the Department Chair of their intent once the timeline has been made public.

At the beginning of the Fall semester, candidates should submit a completed Tenure and Promotion Packet to their Chair. Details on the content of the packet are found within this document and the CBCS T&P guidelines. Upon submission, the Chair will add any required information relevant to the candidate's teaching and research portfolio, including the external reviewer letters. The candidate may add or update information in the packet at any time prior to the onset of the final review by the Provost's office. (Additions and/or updates will be included in the Amendment Section of the application.)

V.D.2. Evaluation Process

The Department of Criminology follows the evaluation process as established in the CBCS T&P guidelines. It is summarized below.

Review by the Department T&P Committee and faculty vote: The Department T&P Committee will provide an initial assessment of the candidates' applications for tenure and/or promotion. The evaluation will be based solely upon the information provided in each candidate's official tenure and promotion file or other publicly available data. The Committee will vote (by secret ballot) whether to recommend tenure and/or promotion. The chair of the Department T&P Committee will draft a narrative evaluation and record the Committee's recommendation. The Committee's recommendation is just advisory. This narrative and recommendation will be provided to the Department Chair and the whole of eligible faculty prior to a vote for/against tenure and/or promotion. The chair of the Department T&P Committee will then record the whole of the eligible faculty vote (by secret ballot), record the results of the faculty vote in the

official application packet, and sign on behalf of the faculty.

Review by the Department Chair: After a vote by the whole of the eligible faculty, the Department Chair shall review the application for tenure and/or promotion of each candidate, the vote of the eligible faculty, and the recommendations of the Department T&P Committee. The Chair makes an independent recommendation and will add an evaluative letter and indicate their recommendation for tenure and/or promotion in the candidate's application packet.

The candidate's packet, the results of the faculty vote, and the Department Chair's recommendation are then forwarded to (1) the CBCS Tenure and Promotion Committee, (2) the Regional Chancellor (when appropriate), and (3) the College Dean. Regional Chancellors provide a formal review in promotion and tenure cases for faculty members on branch campuses prior to a College Dean completing and forwarding a recommendation to the Provost. Details on the College-level review process can be found in the CBCS T&P documentation.

Approved by faculty vote on May 7, 2020

Approved by Dean's Office on May 12, 2020

Approved by Vice Provost Garey on May 13, 2020

Effective date May 13, 2021 (or sooner pending UFF review)