

**COLLEGE OF ARTS AND SCIENCES**

**DEPARTMENT OF CRIMINAL JUSTICE**

**GUIDELINES FOR TENURE AND PROMOTION**

**TENURE AND PROMOTION GUIDELINES APPLICABLE TO ALL COLLEGE OF ARTS AND SCIENCES FACULTY**  
(Approved February 1, 2012)

All college and departmental guidelines are intended to provide guidance to faculty members seeking to meet the University's criteria for tenure and promotion set forth in the *Faculty Handbook*, sections 2.5.1 - 2.5.4. All faculty members should familiarize themselves with those principles, which govern the processes and standards for all departments and colleges of the University. This document is intended to provide clarity to the appropriate sections of the *Faculty Handbook*.

As UNA's largest and most diverse college, the College of Arts and Sciences is composed of seventeen academic departments encompassing more than twenty disciplines. Methods of demonstrating professional performance may vary with the traditions and goals of distinct disciplines. Teaching methods vary, as do the forms of scholarly or artistic performance, but all tenure-track faculty members are expected to demonstrate a pattern of sustained cumulative accomplishment in teaching, scholarly or creative performance, and service.

All faculty members in the College of Arts and Sciences should recognize the following common expectations:

Teaching is a foundational professional function of faculty members at the University of North Alabama. A record of demonstrable success in teaching, as a UNA faculty member, is expected of every successful applicant for tenure or promotion in the College of Arts and Sciences.

Scholarship and creative accomplishment are essential to the academic profession. Every successful candidate for tenure or promotion is expected to provide convincing evidence of a pattern of scholarly or creative accomplishment appropriate to his or her discipline during the period of employment at UNA. Scholarship should include research or other forms of intellectual discovery made available to professional peers through publication and/or presentation beyond this university and the local area. For those in the performing or visual arts, creative performance should include performances or exhibitions for audiences beyond the local area. Peer review or review by qualified critics is a proper consideration in the assessment of both scholarship and creative performance. Departments may consider professional consulting as an appropriate form of scholarship if the results of the consultation are made available to a professional audience beyond the proprietary interests.

Service is an indispensable element in the professional performance of each UNA faculty member. The operation of a university is dependent on services provided by its faculty members beyond their classrooms, laboratories, and studios. Applicants for tenure or promotion are expected to present a record of effective service to the university, the community, and the profession during their period of employment at UNA.

While previous accomplishments will be recognized, special consideration will be given to accomplishments during the period of employment at UNA and since the faculty member's last promotion. In evaluating teaching, scholarly or creative performance, and service, it is appropriate to consider both the quality and the extent of each element. Especially in scholarly and creative performance, there are recognized hierarchies of organizations, journals, publishers, forms of dissemination, and venues for performance or exhibition in each discipline. It is appropriate to take into account the professional recognition of the instrument or venue through which scholarship or creative performance is presented.

More specific interpretation is provided by departmental guidelines. Faculty members are invited to discuss questions or concerns in advance of application for tenure or promotion with the department chair, tenured members of the department, and the dean.

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**Introduction**

Faculty are evaluated on a scale of one to three, with both positive and negative scaling within each range. Assessments of faculty seek to reward effort and time commitments, and emphasize achievements. As a University that emphasizes teaching and learning, tenure and/or promotion to associate professor will largely depend on becoming consistently excellent (3 range) in teaching and at least one other area (research or service). There is an expectation that the area not emphasized in seeking tenure and/or promotion to associate professor will be consistently scored in the two range, and may be scored in the three range occasionally for the period under review.

Promotion to Professor will require sustained excellence in teaching, research, and service (i.e. 3 range scores over at least three out of five years once the candidate is eligible for promotion according to University policies).

**Teaching**

**Minimum Requirements For a 2 Range Score:**

All of the following:

- a. satisfactory or better student evaluations with due consideration given to grade distributions and the nature of the course
- b. course syllabi which clearly state the goals and objectives of the course, standards for grading, and course requirements
- c. course assignments appropriate to the level and subject matter of the course
- d. meeting classes as scheduled
- e. meeting at least 10 office hours per week
- f. effective student advising
- g. routine updating of substantive course material and/or teaching methodologies (There is no expectation that this would occur in every course. There is an expectation that faculty are continually revising and adjusting their courses as new material and teaching technologies become available.)

Any of the following as appropriate:

- a. writing letters of recommendation
- b. special studies projects when the opportunity to do so exists

### **1 Range Score**

Performance that does not warrant a satisfactory (2+, 2, 2-) ranking on the basis of the items listed above.

### **3 Range Score**

The following make a faculty member eligible for consideration for a 3 range score but do not guarantee such a score.

- a. teaching evaluations which are at least above average with due consideration given to grade distribution and the nature of the course.
- b. development of new courses or programs
- c. substantial revision in course content and/or teaching methodology
- d. structuring of courses in such a way that goals and objectives are met in an innovative fashion or one that requires a great deal of out-of-class contact with students or prep time. (The key here should be the benefit to the student and not simply the time involved. Course syllabi and assignments would be possible supporting evidence.)
- e. heavy teaching load or rotation
- f. engaging in student advising activities that go beyond those associated with helping one's own advisees
- g. engaging in student advising/mentoring that is central to special achievements by students
- h. writing an especially large number of letters of recommendation

### **Scholarly or Creative Performance**

#### **Minimum Requirements For a 2 Range Score:**

Two of the following are required if 1 is a convention paper or poster presentation; more than 2 if there is no convention paper --or an equivalent; only 1 is required if it is a refereed/juried convention paper that appears in proceedings.

- a. serve as a discussant on a panel or participate in a roundtable
- b. deliver a completed convention paper
- c. prepare and exhibit a poster presentation
- d. conduct ongoing research that is moving toward an identifiable product (this could involve extensive data collection, or a substantial rewrite of previous work)
- e. prepare a quality grant proposal that reflects new effort and ideas
- f. publish a book review essay, research note, or other piece of research of similar length
- g. publish a nonrefereed or invited article
- h. publish a commissioned piece of research or carry out normal consulting activity that results in a published product

- i. write a study guide or produce test question data base
- j. review submissions for journals or books for publishers
- k. receive an "in-house" grant
- l. deliver an invited paper or make an invited oral presentation at an academic or professional meeting other than a conference
- m. organize and chair a panel
- n. professional development centering on the learning/updating of statistical and software skills

While some weight will be given to the presentation of more than one convention paper, presenting multiple convention papers alone can not result in a 3 range score. The purpose of convention papers is twofold. First, allowing/encouraging faculty to stay abreast of developments in their field. Second, provide an avenue for development of new ideas that might ultimately result in a published piece. With regard to the first point (and given limited travel funds), one convention paper would seem to be a reasonable expectation. Giving significant added rewards for additional presentations comes very close to "buying" a superior rating. As to the second purpose, what ought to be rewarded in terms of accomplishment is the movement from a convention paper to an article (for which there would be no discount applied to multiple publications). There is also a danger that excessive attendance at conferences ultimately hurts students by canceling classes or the overuse of films, etc.

### **1 Range Score**

Performance that does not warrant a satisfactory (2+, 2, 2-) ranking on the basis of the items listed above.

### **3 Range Score**

The following make a faculty member eligible for consideration for a 3 range score but do not guarantee such a score.

- a. sign a contract for a book
- b. have an article of original research accepted through a refereed process
- c. publish an invited article of original research or commentary in a prestigious national level publication
- d. receive a major external grant

Credit for a book shall be distributed (1) in the academic year that the contract is signed and (2) in the academic year in which galley proofs are produced and submitted. As a general rule the contract signing is equivalent to a refereed journal article, and the completed book will be given greater weight than a refereed journal article.

Should material be published electronically, the same standards will apply that are used to judge printed material, e.g., the selectivity of the source, prestige of the source, nature of the audience, quality of the product

Realizing that exceptions are always possible, the unifying feature to 1) signing a book contract, 2) receiving a major external grant, and 3) signing a major external consulting contract is that they would all seem to require at least a year of intensive effort on the part of the faculty member and bring national recognition to the university. Work on commissioned articles and lesser consulting (which are equated in the 2 range score) are similar in that less than one year seems to be a reasonable time frame for their completion; the resulting product will not be as lengthy or involved as that in a 3 range product; and they were not selected/awarded on the basis of something approaching a national competition.

## **Service**

Faculty participation in essential departmental, college and university business is central to effective departmental governance and to the instruction of our students. To that end, the department expects its faculty to perform the following activities to avoid an unsatisfactory (1 range) evaluation in service:

- a. regularly attend faculty meetings – unless one faces conflicting job responsibilities (academic leave, conference attendance, etc.) or unusual personal circumstances excused by the department chair
- b. attend at least two of the following annual events:
  1. December commencement and recognition of graduates
  2. May commencement and recognition of graduates
  3. Convocation
- c. regularly participate in routine department discussions regarding curriculum and instruction, hiring, departmental policy changes, etc.
- d. respond to formal requests for faculty input on matters of departmental governance, and the timely submission of any requested documents or information.
- e. agree to serve on the departmental committees in accord with department procedures: Refusal to serve on said committees – unless one faces conflicting job responsibilities (academic leave, conference attendance, etc.) or unusual personal circumstances excused by the department chair – is an example of unsatisfactory service. Conversely, effective performance on such committees can be used as potential evidence of satisfactory or excellent service in accord with the benchmarks detailed subsequently in this document.
- f. attempt to allocate annual library funds. Such an attempt requires at a minimum that a faculty member provide a list of books for potential purchase.
- g. attend job talks or meet with job candidates in one-on-one office meetings or at meals.

Faculty members who fail to meet these baseline responsibilities to the department in a given academic year are not eligible for a 2 range score.

## **2 Range Score**

### **Minimum Requirements For A 2 Range Score:**

For a 2 range score, faculty—in addition to meeting the expectations raised above—must serve effectively on departmental, college, and university committees; departmental, college, and university positions; or, engage in professional service positions external to the University (e.g. service on an external professional organization, on a government organization, or as a consultant who uses professional skills in a manner that does not produce a publishable piece of scholarship).

Faculty must demonstrate participation in two such positions or committees. Other service activities, such as speaking to lay audiences, or other departmental, college or University assignments, will be considered in assigning an individual's score in the 2 range. The claim for credit for a service activity will be strengthened by a description of the demands of the service activity.

## **3 Range Score**

### **Minimum Requirements For A 3 Range Score:**

For a 3 range score, faculty must engage in exceptional service in two or more of the roles required for a 2 range score. A faculty member seeking a 3 range score must document what makes his or her service exceptional. Exceptional scores will be based on various factors, including (but not limited to) the complexity of the tasks performed by the faculty member, the number of roles filled, the substance of the work completed, the time commitment involved in the service, etc.