



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF CRIMINAL JUSTICE,
FORENSIC SCIENCE, AND SECURITY

ANNUAL EVALUATION
PROMOTION AND TENURE
GUIDELINES

5/18/20

Director

Date

8/25/2021

Dean

Date

8/25/21

Provost

Date

School Policies and Procedures: Evaluation Processes

School: Criminal Justice, Forensic Science, and Security
Director: Bridget Hayden
College: Arts and Sciences
College Dean: Chris Winstead

Mission, Vision, and Values

School Mission

To advance and integrate knowledge and practice of criminal justice, forensic science and security through research, teaching, and service with the ultimate goal of preparing our students to become scholars and leaders in the fields of criminal justice, forensic science and security.

School Vision

To provide academic programs which successfully integrate academic principles and practical applications, thus creating a professional graduate who is competitive in state, national and global markets.

School Values

The School of Criminal Justice, Forensic Science and Security's core values are:

1. Respect the beliefs of all faculty, students and staff
2. Support transparency and honesty in all communication
3. Support the academic and professional development of all students and faculty
4. Support efforts to improve the delivery of justice for all

Faculty Evaluations: Performance Categories

School General Statement about Annual Evaluation Standards

The guidelines contained herein represent the standard expectations for faculty within the School of Criminal Justice, Forensic Science, and Security; however, individual faculty, in collaboration with the School Director, may elect (but are not required) to establish differing goals from those set forth in the criteria below. Thus, the combination of items to achieve each evaluation level may differ between individual faculty members. Elements such as administrative assignments, research buyouts, significant service requirements, and the needs of the School should be considered when setting goals for faculty during a given year. The Director also should ensure that annual goals of tenure-track junior faculty collectively align with the requirements outlined in the tenure and promotion guidelines. While not a guarantee of success, meeting expectations in annual evaluations is an essential element of a successful path to tenure (for tenure-track faculty) and/or promotion.

Tenured, Tenure Track and Teaching Faculty

Teaching

Fails to Meet Expectations for Teaching

A. Category 1 expectations (which are specified on the following page of this document) not satisfied

OR

B. Applicable student course evaluation metrics demonstrate pattern that falls below acceptable parameters specified in Promotion and Tenure guidelines¹

OR

C. Faculty member failed to submit teaching portfolio comprised of all key components specified in Promotion and Tenure guidelines.

Meets Expectations for Teaching

A. Category 1 expectations satisfied

AND

B. Applicable student course evaluation metrics demonstrate pattern that falls within acceptable parameters specified in Promotion and Tenure guidelines

AND

C. Faculty member submitted teaching portfolio comprised of all key components specified in Promotion and Tenure guidelines.

Exceeds Expectations for Teaching

A. Category 1 expectations satisfied

AND

B. Applicable student course evaluation metrics demonstrate pattern that falls within acceptable parameters specified in Promotion and Tenure guidelines

AND

C. Faculty member submitted teaching portfolio comprised of all key components specified in Promotion and Tenure guidelines

AND

D. Faculty member engaged in:

1. One Category 3 activity

OR

2. Four Category 2 activities.

¹ Issues regarding student course evaluation metrics may be remediated by peer-evaluation.

Category 1 – Office Hour & Course Load Expectations

- A. Office Hours: Faculty members are required to hold six (6) office hours weekly.
- B. Course Load Expectations: Tenured & Tenure-Track Faculty
 - 3/3 course load with minimal research activity
 - 3/2 course load with active research agenda
 - 2/2 course load with corresponding course releases
 - Other course load approved by Director (explain below):

- C. Course Load Expectations: Teaching-Track Faculty
 - 4/4 course load with corresponding course releases
 - Other course load approved by Director (explain below):

Category 2 – Teaching, Innovation, Faculty Development, & Student Collaboration²

- A. Developed and/or taught new CJ/FSC course or new seminar (CJ/FSC 480).
- B. Redesigned curriculum of existing course (or adopted new innovative approach).
- C. Received APPQMR certification OR developed online course OR initiated first-time launch of online course.
- D. Instructor of record (individual or team) for interdisciplinary course collaboration.
- E. Supervised student enrolled in CJ/FSC Honors College course, CJ 492, FSC 491, or FSC 497 (or equivalent graduate courses).³
- F. Supervised CJ/FSC study-abroad course.
- G. Currently enrolled in ACUE courses.
- H. Attended (or delivered) teaching-oriented faculty development workshop.

Category 3 – Awards and Certifications⁴

- A. Completed all ACUE modules; designated Distinguished Teaching Scholar.
- B. Accepted to and successfully completed Faculty Leadership Institute.
- C. Completed QM Teaching Online Certificate or Certified Peer Reviewer Course.
- D. Received other distinguished or prestigious teaching-oriented certification.
- E. Received a University-affiliated distinguished or prestigious teaching award.

² Each activity may be counted no more than twice (e.g., four faculty development workshops = two Category 2).

³ Faculty may count no more than two students per special topics, field study, honors, or study abroad (e.g., five CJ 492 students and four CJ 492H students = four Category 2).

⁴ Certifications may only be counted once and will be credited during year of award.

Scholarship, Research, and Creative Activity (Tenure-Track only)

Fails to Meet Expectations for Research/Creative Activity

- A. Faculty member is tenure-track
- AND
- B. Faculty member does not satisfy *Meets Expectations* criteria.

Meets Expectations for Research/Creative Activity

Faculty member engaged in:

- A. One Category 2 activity
- OR
- B. Two “different” (non-repeating) Category 1 activities.

Exceeds Expectations for Research/ Creative Activity

Faculty member engaged in:

- A. One Category 3 activity
- OR
- B. Two “different” (non-repeating) Category 2 activities.

Category 1 – Minimal Research Activity

- A. Submission of research/scholarly manuscript to peer-reviewed journal resulting in “revise and resubmit” editorial decision.
- B. Publication of non-peer reviewed article, book chapter, book review, research/technical report, encyclopedia entry, monograph, etc.
- C. Application for external funding.
- D. Presentation of paper or poster, or roundtable discussant, at regional or state criminal justice/social science-related or forensic science meeting.
- E. Conducting criminal justice/social science-related professional workshop.

Category 2 – Significant Research Activity

- A. Publication of peer-reviewed article or peer-reviewed monograph.
- B. Publication of peer-reviewed or edited book, or chapter in peer-reviewed book.
- C. Completion of a revision and update of previously published book.
- D. Receipt of funding to support research.
- F. Presentation of paper or poster, or roundtable discussant, at international or national criminal justice/social science-related or forensic science meeting.

Category 3 – Exceptional Research Activity

- A. Publication of multiple peer-reviewed articles.
- B. Publication of book of substantial prestige.
- C. Receipt of externally-funded competitive research project.
- D. Award for outstanding accomplishments from scholarly association
- E. Recognition for outstanding accomplishments from scholarly association.

- F. Provides scholarly expertise or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.

Service

Fails to Meet Expectations for Service

- A. Category 1 expectations not satisfied
AND
- B. Faculty member failed to demonstrate sustained activity in Category 2 or 3.

Meets Expectations for Service

- A. Category 1 expectations satisfied
AND
- B. Faculty member engaged in:
 - 1. One Category 2 activity
OR
 - 2. Other service activity commensurate with activities listed in Category 2.

Exceeds Expectations for Service

- A. Category 1 expectations satisfied
AND
- B. Faculty member engaged in:
 - 1. One Category 3 activity
OR
 - 2. Three or more Category 2 activities.

Category 1 – Minimum Service Expectations

- A. Sustained record of quality undergraduate/graduate advisement.
- B. Consistent attendance at faculty meetings, university commencement ceremonies (at least one per academic year), and other meetings/events.
- C. Consistent adherence to office hour policies.
- D. Responds in a timely manner to requests and correspondence from students, colleagues, staff, and administrators at the university.

Category 2 – Notable Service Activity

- A. Contributing member of university/college committee.
- B. Member of thesis (including Honors College), graduate capstone or dissertation committee.
- C. Committee member of scholarly professional association.
- D. Member of criminal justice/education-related task force.
- E. Editor of agency-based criminal justice/education-related newsletter.
- F. Reviewer of manuscript for professional journal or publisher.
- G. Uncompensated technical assistance to criminal justice/education-related agency.
- H. External reviewer of criminal justice educational program.
- I. External reviewer for tenure/promotion candidate.

- J. Member of external review board for criminal justice/education-related agency.
- K. Member of editorial board of professional agency-based journal.
- L. Committee chair/member of professional agency-based association.
- M. Coordination of curriculum review or modification.
- N. Provided training to any government agency (minimum two hours).
- O. Officer/subcommittee member of regional or state criminal justice/education-related professional association.
- P. Panel chair/moderator at international or national professional association meeting.
- Q. Sustained sponsorship/support of graduate and/or undergraduate student activities (e.g., assisting employment placement, LAE, CJ Honor Society).
- R. Judge for local, state, or regional competition (e.g., science fair, SPUR, etc.).
- S. Consistent participation/presentation for recruitment events.
- T. Involves or supports students in research/professional development, and creative activities as appropriate

Category 3 – Leadership & External Service

- A. Chair of university/college committee.
- B. Program Chair/Officer of criminal justice/education-related professional association.
- C. Chair of criminal justice/education-related task force or commission.
- D. Editor of criminal justice/education-related journal.
- E. Reviewer of external research/contract/grant application.
- F. Receipt of technical assistance/service grant/contract for external funding.
- G. Receipt of award (or other recognition) for outstanding professional service, or honorary degree for professional/agency-based service.
- H. Chair of thesis (including Honors College), dissertation, or graduate capstone (Note: Activity may be applied toward teaching OR service; not both).

Goals for Next Evaluation Period

Professional goals of faculty at The University of Southern Mississippi are facilitated by setting clear and measurable annual objectives for professional contributions. Within this broad framework, school directors work with faculty members to establish professional objectives for the year and further evaluate how objectives align with the aspirations of the School, College, and the larger institutional vision. Annual evaluations provide the opportunity to determine the extent to which objectives were met from the prior year and to set appropriate and aspirational targets for the year ahead. Although objectives are set annually, it is appropriate and encouraged to have discussions about progress towards objectives on an as needed basis, for example, when a major objective is attained early or some significant obstacle to fulfilling an objective arises or a new opportunity presents itself that cannot be postponed to the next evaluation year.

Promotion and Tenure Guidelines

The School of Criminal Justice, Forensic Science and Security recognizes that promotion and tenure are distinct concepts and goals whose processes are primarily related because candidates apply for each simultaneously. However, for the purposes of this document and our school policies, distinctions must be made between the goals and processes for attaining both promotion and tenure, with an understanding that the evaluation processes for each are different. *Promotion* to a higher academic rank occurs through school and university recognition of achievement in the following areas: research and creative scholarship, service, and teaching (for tenure-track faculty) or service and teaching (for non-tenure track faculty). Promotion is normally granted to

qualified faculty for their records of achievement within the school guidelines. *Tenure* is granted by the university and Board of Trustees to qualified candidates who meet guidelines measuring sustained and positive contributions to the academic community, including the school and university. Criteria for tenure incorporates criteria for promotion, but also includes indicators of “collegiality” and “engagement” (see section on tenure for further explanation).

A. Promotion

Promotion to Associate Professor

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Promotion to associate professor is a distinction earned through evaluation of six core dimensions: 1) Professional training and experience; 2) External Evaluators; 3) Teaching; 4) Research; 5) Service; and 6) Effectiveness in interpersonal relationships.

Professional Training and Experience: An earned doctorate (Ph.D.) in criminal justice, criminology, security, forensic science, biology, chemistry, or other closely-related discipline on a case-by-case basis.

External Evaluators for Promotion to Associate Professor: Each application for promotion to associate professor must be accompanied by two letters from external evaluators. The school director or other unit leader will solicit the letters from evaluators. In the event the director or unit leader is the promotion applicant, the dean shall appoint the person to solicit the letters. Evaluators are chosen because of their acknowledged expertise in the candidate's area of research, and are asked to comment on the productivity record of the candidate. If employed at a university, the evaluator also will be asked to specifically comment on whether the candidate would receive promotion to associate professor at that institution. External referees are chosen from among associate/ professors at universities comparable to USM, as well as equivalent experts (with doctoral degrees) at research laboratories and other renowned institutions.

The director or unit leader will solicit six names of potential external evaluators: three from the promotion candidate and three from associate/ professors in the school or unit. The promotion candidate will be permitted to eliminate one name from the list submitted by associate/ professors. The director or unit leader will then select one name from the promotion applicant's list, and one name from the associate/ professors' final list of two evaluators. The director or unit leader must not rely exclusively on names suggested by the candidate, and under no circumstances will a dissertation committee member, postdoctoral mentor, or close collaborative colleague be permitted to serve as an evaluator. The director shall include all received letters in the applicant's dossier; and the handling of such letters will comply with section 5.5.4 of the 2019-2020 USM Faculty Handbook (Confidentiality of External Evaluator Identities, p. 37): “To assure candid external evaluations, the identities of external evaluators and, except for references in other evaluative bodies' letters, the content of their evaluations must be kept confidential. To this end, letters from external evaluators are to be removed from application materials before these are returned to candidates.”

NOTE: All requirements set forth in this document must be satisfied within the promotion time frame outlined in the hiring contract.

Teaching: Over the promotional period, faculty are expected to earn consistent satisfactory feedback from both students and the School Director (or faculty evaluation committee).

- Satisfactory student course evaluations of instructional quality and ability as assessed by 3.5 average (either mean or median) on the following items:
 - Overall rating of the instructor
 - The instructor communicates the importance of the subject matter
 - The instructor sets high academic standards
 - Estimate of how much you learned in the course
- Annual evaluations by School Director (or faculty evaluation committee) reflect applicant “met” or “exceeded” the following expectations on a yearly basis:
 - Adherence to office hour policy
 - Teaching load (as approved by school director)
 - Participation in graduate-level instruction (as determined by school needs)
 - Curriculum innovation (as determined by school needs)
 - Quality of course syllabi
 - Timely feedback to students
 - Professional classroom demeanor/decorum
 - Adheres to classroom contact minutes requirement (per IHL policy)
 - Timely submission of grades (both interim and final)
 - Commitment to quality advising
 - Participation in teaching seminars

Research:

Publications:

- Sustained record of peer-reviewed articles of national and international scope within criminal justice, forensic science or related disciplinary journals (must average 1 per year during time at USM; must acquire minimum of 5 by time of application)
- One book published by a “university press” may be used to replace 1 peer-reviewed journal article (subject matter must be within criminal justice, forensic science or related discipline; no substitution credit toward peer-reviewed journal articles can be given for second or subsequent books)

Presentations:

- Sustained record of presentations (either face-to-face or virtual) at scholarly regional, national, or international academic conferences (must average 1.5 per year during time at USM; must acquire minimum of 7 by time of application; up to 2 presentations at “national or international” professional conferences may be considered toward minimum)

Funding:

- Must apply for total of \$50K in funding (either internal or external) with the goal of establishing a focused research agenda, or secure total of \$25K in funding

Service:

Required Service:

- Sustained record of academic advisement of undergraduate and graduate students (as determined by school needs)
- Involvement in and support of graduate programs (as determined by school needs)
- Member of thesis (including Honors College), dissertation, or graduate capstone committee (minimum of one by time of application)
- Member on school committees (as determined by school needs)
- Adherence to office hour policy
- Responds in a timely manner to requests and correspondence from students, colleagues, staff, and administrators at the university.

- Consistent attendance at faculty meetings
- Attendance at commencement ceremony (either fall or spring)

One additional service item from each of the following three categories:

Service to School, College or University:

- Support of undergraduate or graduate student activities (e.g., CJ / FSC student group advisor, job placement for students, co-authorship of manuscripts, etc.)
- Recruitment activities (internal or external)
- Member of School committee of substantial import
- Member of College/University committee
- Engages in professional development on a consistent basis.

Service to Discipline:

- Participation in planning, organization or execution of professional conferences within discipline by chairing panels, organizing roundtables, serving on regional / national committees, etc.
- Reviewer for refereed journal, name-recognition book publisher, funding agency or other similar academic endeavor
- Editor of criminal justice/education-related/agency-based journal or newsletter
- Member of editorial board for criminal justice/education-related/agency-based journal or newsletter
- External reviewer of criminal justice educational program

Service to Community:

- Community outreach (non-compensated) within area of academic expertise

Effectiveness in Interpersonal Relationships:

- Manifests ethical behavior in all matters related to job performance
- Demonstrates a spirit of cooperativeness in working and interacting with others (faculty, staff and students)
- Carries an equitable share of the school's teaching, research, creative, and service responsibilities, as negotiated with the school director
- Maintains a campus presence, both physical and virtual, as negotiated with the school director

Promotion to Associate Teaching Professor

- Served as Assistant Teaching Professor for at least 5 years
- Holds doctoral degree or other terminal degree appropriate to discipline of instruction
- Sustained record of excellence in teaching and delivery of content
- Sustained record of commitment to student success and performance
- Sustained record of pedagogical development, innovative strategies and improvement of instruction
- Sustained record of reputable scholarly activity – as evidenced by conference presentations or posters or publications (do not need to be peer reviewed) or grants or patents – within the instructional discipline; Average of 1 scholarly activity per year
- Sustained and balanced record of service to the Unit, College, University and discipline
- Sustained record of collegial and collaborative professional relationships with faculty, staff and students

Promotion to Professor

Promotion to professor is a distinction earned through evaluation of six core dimensions: 1) Professional training and experience; 2) External Evaluators; 3) Teaching; 4) Research; 5) Service; and 6) Effectiveness in interpersonal relationships.

Professional Training and Experience: An earned doctorate (Ph.D.) in criminal justice, criminology, security, forensic science, biology, chemistry, or other closely-related discipline on a case-by-case basis.

External Evaluators for Promotion to Professor: Each application for promotion to professor must be accompanied by three letters from external evaluators. The school director or other unit leader will solicit the letters from evaluators. In the event the director or unit leader is the promotion applicant, the dean shall appoint the person to solicit the letters. Evaluators are chosen because of acknowledged expertise in the candidate's area of research, and are asked to comment on the productivity record of the candidate. If employed at a university, the evaluator also will be asked to specifically state whether the candidate would receive promotion to professor at that institution. External referees are chosen from among professors at universities comparable to USM, as well as equivalent experts (with doctoral degrees) at research laboratories and other renowned institutions.

The director or unit leader will solicit six names of potential external evaluators: three from the promotion candidate and three from professors in the school or unit. The promotion candidate will be permitted to eliminate one name from the list submitted by professors. The director or unit leader will then select at least one name from the promotion applicant's list, and at least one name from the professors' final list of two evaluators. The director or unit leader must not rely exclusively on names suggested by the candidate, and under no circumstances will a dissertation committee member, postdoctoral mentor, or close collaborative colleague be permitted to serve as an evaluator. The director shall include all received letters in the applicant's dossier; and the handling of all such letters will comply with section 5.5.4 of the 2019-2020 USM Faculty Handbook (Confidentiality of External Evaluator Identities, p. 37): "To assure candid external evaluations, the identities of external evaluators and, except for references in other evaluative bodies' letters, the content of their evaluations must be kept confidential. To this end, letters from external evaluators are to be removed from application materials before these are returned to candidates."

NOTE: Unless otherwise stated, all requirements set forth in this document must be satisfied "since promotion to Associate Professor."

Teaching: Faculty are expected to earn consistent satisfactory feedback from both students and the School Director (or faculty evaluation committee).

- Satisfactory student course evaluations of instructional quality and ability as assessed by 3.5 average (either mean or median) on the following items:
 - Overall rating of the instructor
 - The instructor communicates the importance of the subject matter
 - The instructor sets high academic standards
 - Estimate of how much you learned in the course
- Annual evaluations by School Director (or faculty evaluation committee) reflect applicant "met" or "exceeded" the following expectations on a yearly basis:
 - Adherence to office hour policy
 - Teaching load (as approved by school director)
 - Participation in graduate-level instruction (as determined by school needs)
 - Curriculum innovation (as determined by school needs)
 - Quality of course syllabi

- Timely feedback to students
- Professional classroom demeanor/decorum
- Adheres to classroom contact minutes requirement (per IHL policy)
- Timely submission of grades (both interim and final)
- Commitment to quality advising
- Participation in teaching seminars

Research:

Publications:

- Sustained record of peer-reviewed articles of national and international scope within criminal justice, forensic science or related disciplinary journals (must average 1 per year in five-year period immediately preceding application for promotion; must acquire minimum of 10 by time of application)
- One book published by a recognized and reputable press may be used to replace 2 peer-reviewed journal articles (subject matter must be within criminal justice, forensic science or related discipline; no substitution credit toward peer-reviewed journal articles can be given for second or subsequent books)

Presentations:

- Sustained record of presentations at scholarly regional, national and international academic conferences (must average 1.5 per year in five-year period immediately preceding application for promotion; up to 2 presentations at “national or international” professional conferences may be considered toward minimum; must acquire minimum of 15 by time of application)

Funding:

- Must apply for total of *\$100K in funding* (either internal or external) with the goal of establishing a focused research agenda, or secure total of \$50K in funding

Service: {All bulleted items within each category are required}

Service to Students:

- Sustained record of academic advisement for undergraduate or graduate students (as determined by school needs)
- Sustained support of undergraduate and graduate students (e.g., CJ / FSC student group advisor, job placement for students, co-authorship of manuscripts, etc.)
- Member of thesis (including Honors College), dissertation, or graduate capstone committee (minimum of two by time of application)

Service to School:

- Consistent adherence to office hour policy
- Consistent attendance at faculty meetings
- Consistent attendance at school meetings
- Consistent attendance at commencement ceremony (either fall or spring)
- Sustained record of recruitment activities (internal and external)
- Sustained record of service on school committees
- Chair of school committees
- Demonstrable record of leadership within the school
- Demonstrable record of positively mentoring junior faculty within the school
- Sustained involvement in and support of graduate programs (as determined by school needs)
- Responds in a timely manner to requests and correspondence from students, colleagues, staff, and administrators at the university

- Engages in professional development on a consistent basis

Service to College:

- Member of college committee or elected college body of substantial import

Service to University:

- Member of university committee or elected university body of substantial import

Service to Discipline:

- Sustained record of service as reviewer, editorial board member or editor for refereed journal, name-recognition book publisher, funding agency, or other similar academic endeavor
- Sustained record of participation in planning, organization or execution of professional conferences within the discipline
- Member of committee (not panel presentation) for professional organization at regional / national level

Service to Community:

- Sustained record of community outreach (non-compensated) within area of academic expertise

Effectiveness in Interpersonal Relationships:

- Manifests ethical behavior in all matters related to job performance
- Demonstrates a spirit of cooperativeness in working and interacting with faculty, staff and students
- Carries an equitable share of the school's teaching, research, creative, and service responsibilities, as negotiated with the school director
- Maintains a campus presence, both physical and virtual, as negotiated with the school director
- Remains current in their discipline

Promotion to Teaching Professor

- Served as Associate Teaching Professor for at least 5 years
- Holds doctoral degree or other terminal degree appropriate to the discipline of instruction
- Sustained and active record of excellence in teaching and delivery of content
- Sustained and active record of commitment to student success and performance
- Sustained and active record of pedagogical development, innovative strategies and improvement of instruction
- Sustained and active record of reputable scholarly activity – as evidenced by conference presentations or posters or publications (do not need to be peer reviewed) or grants or patents – within the instructional discipline; minimum of 10 scholarly activities of any form or combination, with an average of 1 scholarly production per year since promotion to Associate Teaching Professor
- Sustained, balanced, and active record of service to Unit, College, University and discipline – with evidence of leadership within that service record
- Sustained and active record of collegial and collaborative professional relationships with faculty, staff and students – with evidence of mentoring junior colleagues and students

B. Tenure

Pre-Tenure Review

Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The school promotion and tenure committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community. The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

Preface: The award of tenure is a distinction earned through evaluation of six core dimensions: 1) Professional training and experience; 2) External Evaluators; 3) Teaching; 4) Research; 5) Service; and 6) Effectiveness in interpersonal relationships.

The privilege of academic tenure is awarded after a thorough review in which the University acknowledges the faculty member's professional excellence and the likelihood that such excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the University. Professional excellence is reflected in the faculty member's teaching, research, and service, including the ability to interact appropriately with colleagues and students. A faculty member might meet the criteria for a given promotion in rank, and achieve promotion, but fail to merit the privilege of tenure. Promotion in academic rank does not necessarily imply that one merits academic tenure.

Professional Training and Experience: An earned doctorate (Ph.D.) in criminal justice, criminology, security, forensic science, biology, chemistry, or other closely-related discipline on a case-by-case basis.

External Evaluators for Tenure: Each application for tenure must be accompanied by two letters from external evaluators. The school director or other unit leader will solicit the letters from evaluators. In the event the director or unit leader is the tenure applicant, the dean shall appoint the person to solicit the letters. Evaluators are chosen because of their acknowledged expertise in the candidate's area of research, and are asked to comment on the productivity record of the candidate. If employed at a university, the evaluator also will be asked to specifically comment on whether the candidate would receive tenure at that institution. External referees are chosen from among tenured professors at universities comparable to USM, as well as equivalent experts (with doctoral degrees) at research laboratories and other renowned institutions.

The director or unit leader will solicit six names of potential external evaluators: three from the tenure candidate and three from other tenured professors in the school or unit. The tenure candidate will be permitted to eliminate one name from the list submitted by the tenured professors in the school or unit. The director or unit leader will then select one name from among the tenure applicant's list of three evaluators, and one name from the tenured professors' final list of two evaluators. The director or unit leader must not rely exclusively on names suggested by the candidate, and under no circumstances will a dissertation committee member, postdoctoral mentor, or close collaborative colleague be permitted to serve as an evaluator. The director shall include all received letters in the applicant's dossier; and the handling of such letters will comply with section 5.5.4 of the 2019-2020 USM Faculty Handbook (Confidentiality of External Evaluator Identities, p. 37): "To assure candid external evaluations, the

identities of external evaluators and, except for references in other evaluative bodies' letters, the content of their evaluations must be kept confidential. To this end, letters from external evaluators are to be removed from application materials before these are returned to candidates.”

NOTE: All requirements set forth in this document must be satisfied within the tenure time frame outlined in the hiring contract.

Teaching: Over the tenure period, faculty are expected to earn consistent satisfactory feedback from both students and the School Director (or faculty evaluation committee).

- Satisfactory student course evaluations of instructional quality and ability as assessed by 3.5 average (either mean or median) on the following items:
 - Overall rating of the instructor
 - The instructor communicates the importance of the subject matter
 - The instructor sets high academic standards
 - Estimate of how much you learned in the course
- Annual evaluations by School Director (or faculty evaluation committee) reflect applicant “met” or “exceeded” the following expectations on a yearly basis:
 - Teaching load (as approved by school director)
 - Participation in graduate-level instruction (as determined by school needs)
 - Curriculum innovation (as determined by school needs)
 - Adherence to office hour policy
 - Quality of course syllabi
 - Timely feedback to students
 - Professional classroom demeanor/decorum
 - Adheres to classroom contact minutes requirement (per IHL policy)
 - Timely submission of grades (both interim and final)
 - Commitment to quality advising
 - Attendance at commencement ceremony (either fall or spring)
 - Participation in teaching seminars

Research:

Publications:

- Sustained record of peer-reviewed journal articles of national and international scope within criminal justice, forensic science or related disciplinary journals (must average 1 per year during time at USM; must acquire minimum of 5 by time of application)
- One book published by a “university press” may be used to replace 1 peer-reviewed journal article (subject matter must be within criminal justice, forensic science or related discipline; no substitution credit toward peer-reviewed journal articles can be given for second or subsequent books)

Presentations:

- Sustained record of presentations at scholarly regional, national and international academic conferences (must average 1.5 per year during time at USM; must acquire minimum of 7 by time of application; up to 2 presentations at “national or international” professional conferences may be considered toward minimum)

Funding:

- Must apply for total of \$50K in funding (either internal or external) with the goal of establishing a focused research agenda, or secure total of \$25K in funding

Service:

Required Service:

- Sustained record of academic advisement of undergraduate and graduate students (as determined by school needs)
- Involvement in and support of graduate programs (as determined by school needs)
- Member of thesis (including Honors College), dissertation, or graduate capstone committee (minimum of one by time of application)
- Member on school committees (as determined by school needs)
- Adherence to office hour policy
- Responds in a timely manner to requests and correspondence from students, colleagues, staff, and administrators at the university
- Consistent attendance at faculty meetings
- Attendance at commencement ceremony (either fall or spring)

One additional service item from each of the following three categories:

Service to School, College or University:

- Support of undergraduate or graduate student activities (e.g., CJ / FSC student group advisor, job placement for students, co-authorship of manuscripts, etc.)
- Recruitment activities (internal or external)
- Member of School committee of substantial import
- Member of College/University committee
- Engages in professional development on a consistent basis.

Service to Discipline:

- Participation in planning, organization or execution of professional conferences within discipline by chairing panels, organizing roundtables, serving on regional / national committees, etc.
- Reviewer for refereed journal, name-recognition book publisher, funding agency or other similar academic endeavor
- Editor of criminal justice/education-related/agency-based journal or newsletter
- Member of editorial board for criminal justice/education-related/agency-based journal or newsletter
- External reviewer of criminal justice educational program

Service to Community:

- Community outreach (non-compensated) within area of academic expertise

Effectiveness in Interpersonal Relationships:

- Manifests ethical behavior in all matters related to job performance
- Demonstrates a spirit of cooperativeness in working and interacting with faculty, staff and students
-
- Carries an equitable share of the school's teaching, research, creative, and service responsibilities, as negotiated with the school director
- Maintains a University presence, both physical and virtual, as negotiated with the school director

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

EVALUATION RUBRIC

Preamble

The guidelines contained herein represent the standard expectations for faculty within the School of Criminal Justice, Forensic Science, and Security; however, individual faculty, in collaboration with the School Director, may elect (but are not required) to establish differing goals from those set forth in the criteria below. Thus, the combination of items to achieve each evaluation level may differ between individual faculty members. Elements such as administrative assignments, research buyouts, significant service requirements, and the needs of the School should be considered when setting goals for faculty during a given year. The Director also should ensure that annual goals of tenure-track junior faculty collectively align with the requirements outlined in the Promotion and Tenure guidelines. While not a guarantee of success, meeting expectations in annual evaluations is an essential element of a successful path to tenure (for tenure-track faculty) and/or promotion.

Section 1: Research Evaluation Guidelines

□ Fails to Meet Expectations

- Faculty member is tenure-track
AND
- Faculty member does not satisfy *Meets Expectations* criteria.

□ Meets Expectations

- Faculty member engaged in:
 - One Category 2 activity OR
 - Two “different” (non-repeating) Category 1 activities.

□ Exceeds Expectations

- Faculty member engaged in:
- One Category 3 activity OR
 - Two “different” (non-repeating) Category 2 activities.

Category 1 – Minimal Research Activity

- A. Submission of research/scholarly manuscript to peer-reviewed journal resulting in “revise and resubmit” editorial decision.
- B. Publication of non-peer reviewed article, book chapter, book review, research/ technical report, encyclopedia entry, monograph, etc.
- C. Application for external funding.
- D. Presentation of paper or poster, or roundtable discussant, at regional or state criminal justice/social science-related or forensic science meeting.
- E. Conducting criminal justice/social science-related professional workshop.

Category 2 – Significant Research Activity

- A. Publication of peer-reviewed article or peer-reviewed monograph.
- B. Publication of peer-reviewed or edited book, or chapter in peer-reviewed book.
- C. Completion of a revision and update of previously published book.
- D. Receipt of funding to support research.
- E. Presentation of paper or poster, or roundtable discussant, at international or national criminal justice/social science-related or forensic science meeting.

Category 3 – Exceptional Research Activity

- A. Publication of multiple peer-reviewed articles.
- B. Publication of book of substantial prestige.
- C. Receipt of externally-funded competitive research project.
- D. Award (or recognition) for outstanding accomplishments from scholarly association.
- E. Provides scholarly expertise or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.

Section 2: Teaching Evaluation Guidelines

□ Fails to Meet Expectations

- A. Category 1 expectations not satisfied
OR
- B. Applicable student course evaluation metrics demonstrate pattern that falls below acceptable parameters specified in Promotion and Tenure guidelines⁵
OR
- C. Faculty member failed to submit teaching portfolio comprised of all key components specified in Promotion and Tenure guidelines.

□ Meets Expectations

- A. Category 1 expectations satisfied
AND
- B. Applicable student course evaluation metrics demonstrate pattern that falls within acceptable parameters specified in Promotion and Tenure guidelines
AND
- C. Faculty member submitted teaching portfolio comprised of all key components specified in Promotion and Tenure guidelines.

□ Exceeds Expectations

- A. Category 1 expectations satisfied
AND
- B. Applicable student course evaluation metrics demonstrate pattern that falls within acceptable parameters specified in Promotion and Tenure guidelines
AND
- C. Faculty member submitted teaching portfolio comprised of all key components specified in Promotion and Tenure guidelines

⁵ Issues regarding student course evaluation metrics may be remediated by peer-evaluation.

AND

- D. Faculty member engaged in:
1. One Category 3 activity
- OR
2. Four Category 2 activities.

Category 1 – Office Hour & Course Load Expectations

- A. Office Hours: Faculty members are required to hold six (6) office hours weekly.
- B. Course Load Expectations: Tenured & Tenure-Track Faculty
- 3/3 course load with minimal research activity
 - 3/2 course load with active research agenda
 - 2/2 course load with corresponding course releases
 - Other course load approved by Director (explain below):

- C. Course Load Expectations: Teaching-Track Faculty
- 4/4 course load with corresponding course releases
 - Other course load approved by Director (explain below):

Category 2 – Teaching, Innovation, Faculty Development, & Student Collaboration⁶

- Developed and/or taught new CJ/FSC course or new seminar (CJ/FSC 480).
- Redesigned curriculum of existing course (or adopted new innovative approach).
- Received APPQMR certification OR developed online course OR initiated first-time launch of online course.
- Instructor of record (individual or team) for interdisciplinary course collaboration.
- Supervised student enrolled in CJ/FSC Honors College course, CJ 492, FSC 491, or FSC 497 (or equivalent graduate courses).⁷
- Supervised CJ/FSC study-abroad course.
- Currently enrolled in ACUE courses.
- Attended (or delivered) teaching-oriented faculty development workshop.

Category 3 – Awards and Certifications⁸

- Designated Distinguished Teaching Scholar (credit in year designation is awarded).
- Accepted into Faculty Leadership Institute.

⁶ Each activity may be counted no more than twice (e.g., four faculty development workshops = two Category 2).

⁷ Faculty may count no more than two students per special topics, field study, honors, or study abroad (e.g., five CJ 492 students and four CJ 492H students = four Category 2).

⁸ Certifications may only be counted once and will be credited during year of award.

- C. Completed QM Teaching Online Certificate or Certified Peer Reviewer Course.
- D. Received other distinguished or recognized teaching-oriented certification.
- E. Received a University-affiliated distinguished or prestigious teaching award.

Section 3: Service Evaluation Guidelines

□ Fails to Meet Expectations

- A. Category 1 expectations not satisfied
AND
- B. Faculty member failed to demonstrate sustained activity in Category 2 or 3.

□ Meets Expectations

- A. Category 1 expectations satisfied
AND
- B. Faculty member engaged in:
 - 1. One Category 2 activity

OR

 - 2. Other service activity commensurate with activities listed in Category 2.

□ Exceeds Expectations

- A. Category 1 expectations satisfied
AND
- B. Faculty member engaged in:
 - 1. One Category 3 activity

OR

 - 2. Three or more Category 2 activities.

Category 1 – Minimum Service Expectations

- A. Sustained record of quality undergraduate/graduate advisement.
- B. Consistent attendance at faculty meetings, university commencement ceremonies (at least one per academic year), and other meetings/events.
- C. Consistent adherence to office hour policies.

Category 2 – Notable Service Activity

- A. Contributing member of university/college committee.
- B. Member of thesis (including Honors College), graduate capstone or dissertation committee.
- C. Committee member of scholarly professional association.
- D. Member of criminal justice/education-related task force.
- E. Editor of agency-based criminal justice/education-related newsletter.
- F. Reviewer of manuscript for professional journal or publisher.
- G. Uncompensated technical assistance to criminal justice/education-related agency.
- H. External reviewer of criminal justice educational program.
- I. External reviewer for tenure/promotion candidate.
- J. Member of external review board for criminal justice/education-related agency.
- K. Member of editorial board of professional agency-based journal.
- L. Committee chair/member of professional agency-based association.

- M. Coordination of curriculum review or modification.
- N. Provided training to any government agency (minimum two hours).
- O. Officer/subcommittee member of regional or state criminal justice/education-related professional association.
- P. Panel chair/moderator at international or national professional association meeting.
- Q. Sustained sponsorship/support of graduate and/or undergraduate student activities (e.g., assisting employment placement, LAE, CJ Honor Society).
- R. Judge for local, state, or regional competition (e.g., science fair, SPUR, etc.).
- S. Consistent participation/presentation for recruitment events.
- T. Involves or supports students in research/professional development, and creative activities as appropriate.

Category 3 – Leadership & External Service

- A. Chair of university/college committee.
- B. Program Chair/Officer of criminal justice/education-related professional association.
- C. Chair of criminal justice/education-related task force or commission.
- D. Editor of criminal justice/education-related journal.
- E. Reviewer of external research/contract/grant application.
- F. Receipt of technical assistance/service grant/contract for external funding.
- G. Receipt of award (or other recognition) for outstanding professional/agency-based service.
- H. Chair of thesis (including Honors College and McNair Scholars), dissertation, or graduate capstone (Note: Activity may be applied toward teaching OR service; not both).

EVALUTION TEMPLATE

The School will utilize materials submitted through Digital Measures to conduct annual evaluations. Evidence to substantiate activities that is not submitted through Digital Measures should be submitted by the faculty member separately.