Post-Tenure Review Guidelines

An excellent faculty is essential to the core teaching, scholarship, and service missions of Florida Atlantic University (FAU). Post-Tenure Review (PTR) serves as a periodic review of tenured faculty and is designed to foster sustained excellence, professional development, and recognize and reward outstanding achievement.

The PTR is separate and distinct from annual and other employee evaluations in that PTR will focus on long-term accomplishments over a period of five years. Most importantly, the PTR process has been designed to uphold the University's fundamental principles of tenure, academic freedom, due process, and confidentiality in personnel matters.

The following guidelines for PTR of Associate and Full Professors in the School of Criminology and Criminal Justice (SCCJ) are designed to expand and clarify the criteria listed in the College of Social Work and Criminal Justice PTR document. The SCCJ recognizes that faculty can make essential contributions to the University's mission in various ways and that the nature of an individual's contributions may vary over time given some innovative scholarly work may take time to bear fruit, and may sometimes not result in a grant, journal article, or other scholarly product. The SCCJ is committed to intellectual diversity, as such, unusual or unpopular scholarship, teaching, and service are not sufficient causes for a negative evaluation.

This document describes SCCJ criteria for PTR of individual faculty. These departmental criteria operate within the guidelines and policies of Florida Atlantic University. As such, faculty must pay attention to the School, College, and University guidelines and policies when constructing their portfolio for submission and formal evaluation.

Research and Scholarship

Scholarly activities in the SCCJ involve the formulation, generation, and dissemination of new knowledge, as well as its refinement, application, and/or its capacity to address critical issues in criminology, criminal justice, social justice, and related fields.

The table below provides examples of evidence demonstrating a pattern of continued research activities over the course of the PTR. The examples listed in the research and scholarship area are not intended to be exclusive or exhaustive. The examples are not listed in hierarchical order. Faculty do not have to provide evidence of all examples to meet or exceed expectations.

Research and Scholarship—Exceeds Expectations

Exceeds expectations in research and scholarship is defined as:
Exhibits high levels of scholarly attainment and distinguishes self nationally and internationally and
Satisfies the "Meets Expectations for Research" (listed below).

Examples of evidence that exceed expectations include:
- Keynote speaker at national or international field-related conferences.
- Produces a consistent and extended body of publications in respected refereed journals in CCJ or related disciplines, nationally and/or internationally at a rate exceeding discipline and unit expectations.
- Publishes research-based chapters as sole or first author at a rate exceeding discipline and unit expectations.
- Publishes research-based book or book is in galleys and forthcoming, as sole or co-author.
- Record of applying for and/or securing competitive external research funding as PI or co-PI (faculty should specify role).
- Research activities in annual evaluations were rated as outstanding or exceptional (with occasional deviations).
- Shows evidence of sole author in peer-reviewed publications in reputable outlets.
- Is noted/respected for written work *as a leader* in the field.

Research and Scholarship–Meets Expectations

Meets expectations in research and scholarship is defined as:
Active in primary areas of scholarship and
Displays creativity or originality of work.

Examples of evidence that meet expectations in research and scholarship include:
- Develops new ways of conceptualizing research within their area of expertise.
- Disseminates scholarship.
- Is cited and recognized by other scholars.
- Presents at regional and national field-related conferences.
- Publishes work in peer-reviewed journals.
- Publishes research-based book chapter (or in galleys and forthcoming).
- Pursues innovative lines of inquiry.
- Receives invitations based on scholarly merit to submit articles, chapters, or other scholarly products (invitation letter or email) and submission is disseminated.
- Research activities in annual evaluations were rated as good (with occasional deviations).
- Seeks and/or secures competitive internal research funding as a PI, co-PI, or is a member of a collaborative team (faculty should specify role).
- Applies and shares research to improve the lives of community members, broadly understood, and society at large.

- Continuous and sustained production of rigorous publications of theoretical and empirical scholarship.
- Develops innovative collaborative partnerships intra-, inter-, and/or trans-disciplinarily.
- Displays innovative scholarship.
- Engages in collaborative research with other faculty and community partners, broadly defined.
- Involved in community-engaged research.
- Record of serving as first author/or co-author on publications with colleagues of equal or lesser rank and/or graduate or undergraduate students.

Teaching

Associate and Full Professors are expected to provide high quality instruction, to consistently model professionalism and core SCCJ values in their instructional efforts, to provide mentorship to students, and to demonstrate expertise in the content areas in which they teach.

The table below provides examples of evidence demonstrating a pattern of continued teaching activities over the course of the PTR. The examples listed in the teaching area are not intended to be exclusive or exhaustive. The examples are not listed in hierarchical order. Faculty do not have to provide evidence of all examples to meet or exceed expectations.

Teaching–Exceeds Expectations

Exceeds expectations in teaching is defined as:
Satisfies the following criteria:
    • Provides responsive and effective mentorship to students and colleagues; and
    • Takes a leadership role in any teaching area.
and
Satisfies the criteria for "Meets Expectations for Teaching" (listed below).

Examples of evidence that exceed expectations in teaching include: • Awarded teaching or training-related grants at the national or international level. • Develops a Writing Across the Curriculum (WAC) or Research Intensive (RI) Course for the SCCJ. • Develops innovative technologies and teaching techniques. • Disseminates new information related to teaching and instructional activities at professional national and international conferences. • Engages students in service-learning projects (e.g., DIS, DIR, OURI, RI course). • Gives presentations/workshops, symposia, and lectures to the greater University community and to local, regional, national, and international public audiences. • Mentors students to develop their professional capacities. • Participates/attends instructional development training/workshops (e.g., ACUE courses). • Participates in teaching online pedagogy course, eDesign course development, and/or

course design update, and/or Quality Matters Certification, through COCE.
- Provides mentorship resulting in students obtaining grants, winning awards, presenting at conferences, or publishing in journals.
- Publishes instructional-based textbooks (or in galleys and forthcoming).
- Publishes CCJ instructional approaches/methods books (or in galleys and forthcoming).
- Teaching activities in annual evaluations were rated as outstanding or exceptional (with occasional deviations).

Teaching–Meets Expectations

Meets expectations in teaching is defined as:
Contributes to curriculum development; and
Models professionalism and core CCJ values; and
Provides high quality instruction.

Examples of evidence that meet expectations in teaching include:
- Continuously updates course content, readings, and media to reflect new issues, theories, methods, and techniques in related areas.
- Consistently models a high level of respect and appreciation for diverse perspectives and critical thinking.
- Continues to develop and enhance teaching skills; participates in activities designed to improve teaching effectiveness
- Develops proposals for and implements new courses in response to school's curriculum needs, professional and research advances, online and/or face to face campus courses.
- Contributes to curriculum revision and development at a programmatic level.
- Creates and fosters learning experiences in and outside of the classroom that help students grow in awareness and understanding of theory, method, programs, and practices in CCJ.
- Delivers effective courses across learning modalities (face to face, distance learning, hybrid).
- Develops and utilizes technology in teaching, including course management software, consultations with COCE to improve teaching, websites, and other state-of-the art technological advances.
- Has a strong grasp of the knowledge and skills of the field in which he or she teaches and synthesizes such knowledge and skills in course content.
- Incorporates current and diverse readings that reflect latest developments in the profession.
- Involves students in critical thinking about their academic work and their lived experience.
- Maintains rigor while teaching at the appropriate level.
- Receives positive student evaluations.
- Receives positive evaluations from direct peer observation.
- Teaching activities in annual evaluations were rated as good (with occasional deviations).
- Seeks feedback from students regarding teaching effectiveness.

Service

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

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

The table below provides examples of evidence demonstrating a pattern of continued service activities over the course of the PTR. The examples listed in the service area are not intended to be exclusive or exhaustive. The examples are not listed in hierarchical order. Faculty do not have to provide evidence of all examples to meet or exceed expectations.

Service–Exceeds Expectations

Exceeds expectations in service is defined as:
    Satisfies at least one of the following criteria:
        Takes a leadership role in service to profession; or
        Takes a leadership role in service to the School, College, or University;
    and
    Satisfies the criteria for "Meets Expectations for Service" (listed below).

Examples of evidence that exceed expectations in service include:
• Contributes to:
    o Development and revision of policies, protocols, and/or programs at the School, College, or University.
    o Design, redesign, or adoption of policies and practices that affect communities through capacity-building and/or technical assistance.
    o Collaborative learning experiences with external community, state, national, or international partners to improve student and practitioner knowledge and skills.
    o Creation of collaborative interdisciplinary partnerships that link the School to other units of the University and/or other Universities.
• Develops creative/innovative service-learning projects that improve the lives of others and/or advance justice and CCJ-related initiatives.
• Holds leadership positions on professional organizations committees.
• Involved in community-engaged service.
• Pattern of serving in School, College and/or University-wide non-administrative leadership roles.
• Positions the profession as a clear contributor to the solution of society's complex challenges with the University and the Community.
• Provides consultation to local, state, national, or international agencies or organizations.

- Scholarship/expertise is recognized and utilized regionally, nationally, and/or internationally by others, such as policy boards, governmental, other universities, or non-governmental organizations.
- Service activities in annual evaluations were rated as outstanding or exceptional (with occasional deviations).
- Serves as or on:
  - Board member, officer, or chairperson of a national or international professional organization.
  - Chair or in significant leadership role on School, College, and/or University committees (faculty should specify role).
  - Chair of a thesis.
  - Chair of state or regional academic conference.
  - Committee chair of state or regional academic conference.
  - Editorial boards of professional journals.
  - Editor in Chief or Associate Editor for professional peer reviewed journals.
  - Editor in Chief for specialized book series for reputable CCJ or related reputable publishing house.
  - External undergraduate and/or graduate program reviewer for other universities, nationally or internationally.
  - External reviewer for a faculty member's promotion and/or tenure at another university.
  - External PhD dissertation committee member.
  - Member or chair on international or national academic conference.
  - Peer review panels for grants.
  - Subject matter expert by contributing to news stories, Op-Eds, tv/radio shows, podcasts, etc. to inform the community and increase the visibility of the School, College, and University.
- Strengthens professional policies and programs by integrating research and/or evidence-based policies and practices.

Service–Meets Expectations

Meets expectations in service is defined as:
- Collaborates with others to respond to community, state, national and global needs, and issues; and
- Supports the mission and functioning of the School, College, University; and
- Supports the mission of the profession.

Examples of evidence that meet expectations in service include:
- Participates as or in:
  - Member on School, College, and/or University committees.
  - School, College, and student-sponsored events.
  - University-sponsored events that showcase the School, College, and its faculty.
  - Speaker, presenter, or panel member at School, College, and/or University events to share expertise and experiences.

> - o Speaker, presenter, or panel member at community or professional events (e.g. conferences) to share expertise and experiences.
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> - • Partners with others (at FAU, other institutions, in community, etc.) to serve a community in need.
> - • Service activities in annual evaluations were rated as good (with occasional deviations).
> - • Serves as:
>   - o Abstract reviewer for professional conferences.
>   - o Member of a thesis committee.
>   - o Manuscript reviewer for professional CCJ or related journals.

Faculty members who have an overall average for each annual evaluation during the review period of 3 or above for teaching, service, and research will not receive a post-tenure review ranking of "does not meet expectations" or "unsatisfactory expectations".

An Associate or Full Professor **does not meet expectations** when their performance falls below the unit's and University's written criteria, compared to faculty across the faculty member's discipline and unit, but is capable of improvement.

An Associate or Full Professor's work is assessed as **unsatisfactory** when their performance fails to meet the unit's written criteria which reflects disregard or failure to follow previously documented advice and/or other documented efforts to provide correction; or documented incompetence or misconduct, as defined in applicable University regulations and policies, or applicable CBA provisions.