

**TENURE AND PROMOTION GUIDELINES**  
**Department of Criminal Justice and Criminology**  
**Washington State University**  
**2017**  
**Revised Spring 2020**

**I. INTRODUCTION**

For tenure and promotion (T&P) to Associate Professor and to Professor in the Department of Criminal Justice and Criminology, the following is a supplement to Washington State University's tenure and promotion guidelines as found in the Faculty Manual and any guidelines adopted by the College of Arts and Sciences. Should a conflict develop between the department's guidelines and the Faculty Manual, the Faculty Manual is controlling.

**II. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

As a prerequisite for tenure consideration, instructor faculty member must demonstrate a record of conduct consistent with the Faculty Code of Professional Ethics at Washington State University. Furthermore, nothing in these guidelines shall be construed as infringing upon academic freedom or faculty rights to free expression.

Candidates for tenure and promotion to the rank of Associate Professor must demonstrate a record of excellence in scholarship, teaching, and service. While there is no single model for what constitutes a tenurable record, the following criteria serve as general guidelines.

**A. Scholarship**

Excellence in scholarship is reflected in a research record that has garnered national or international recognition and evidences both an independent research agenda and a recognizable impact on the field. Scholarly independence and productivity has to be placed within the context of Criminal Justice as a multi-disciplinary enterprise with a strong policy orientation. We value contributions to both pure research and theory building but also policy impacts and consequences. Multi-disciplinary means that publications in diverse outlets are valued; policy orientation leads to valuing contributions to policy development, analysis and change. Our Department values a balance of scholarly work and policy impacts, allowing for multiple venues of assessment. Indicators of these criteria may vary, but include the following.

*Scholarship Achievement Indicators*

The primary indicator of performance is peer-reviewed publications. We require an extensive body of peer-reviewed published work. The expectation is that a faculty member will have approximately 9-12 peer-reviewed articles in print or accepted at the time of tenure review.

1. A portion of one's published work should have appeared in upper-level peer-reviewed outlets of general interest as defined by the criminal justice field, as well as peer-reviewed outlets bearing upon the candidate's specific areas of scholarship. The rank of these outlets, as well as a consistent record of productivity, is both critical for successful tenure and promotion. Articles appearing in top-level journals as identified by external reviewers will be given extra weight and consideration. We consider journals for specific policy or theoretical issues and problems from non-criminal justice disciplines as valuable and appropriate top tier outlets. Note that law reviews published by ABA accredited law schools are also acceptable outlets.

2. Due to the additional duration needed to complete a book, those published by university presses will count as greater weight (approximately 3-4 times) than a single peer-reviewed article. The content of books is anticipated to be of original theoretical or empirical content and *not* of the textbook or edited volume variety. Again, greater weight will be given to solo-authored book publications.

3. A portion (as a guideline roughly 25% of accepted publications) of a faculty member's work should be first-authored publications in peer-reviewed journals. Although not a requirement, due to the additional labor expectations, greater weight will be given to solo-authored publications.

4. The published work should be guided by a coherent substantive and theoretical theme and agenda. Of course, that agenda may change over time.

5. Scholarly impact will also be assessed by anonymous external letters indicating that the candidate's research has made a recognized and valued contribution to the field. A sufficient number of letters should be obtained from scholars at WSU peer institutions (or better) or individual members of the academy who have exceptional reputations in the area directly related to the faculty member's scholarly work. Reviewers should be free of conflicts of interest with the faculty member, per University policy.

6. Because the range of requisite peer-review publications, authorship position, publication type and ranking vary by faculty member, several *additional indicators* may also be considered in the tenure proceedings if the individual is deemed to be in the lower ranges of the primary criteria stated above. Although not considered a one-to-one substitution for peer-reviewed publications, the following additional indicators may be viewed as relevant:

1. Book chapters published in scholarly edited volumes.
2. Invited contributions to edited books, special thematic issues of journal.
4. Publications in well-respected specialty non-peer review outlets
5. Evidence of dynamic grant activity with significant success (e.g., number, prestige, and/or amount of award).

6. Highly cited works and overall citation impact (e.g., in ISI or other relevant databases), as well as citations not included in the ISI citation counts, such as citations in books, policy reports, government publications or graduate courses taught elsewhere.
7. Technical and program evaluation reports, whether grant-based or completed by individual initiatives.
8. Identifiable policy changes as a result of one's research.
9. Awards/recognition from the University and/or professional organizations.
10. Invited presentation and talks in professional and public arenas and testimony to policy making and legislative bodies.
11. Textbooks or edited volumes.

## **B. Teaching**

Excellence in undergraduate and graduate teaching as reflected in activities and measures including but not limited to the following examples (some of which may overlap with research criteria):

1. Graduate student instruction. Note that faculty members are expected to instruct graduate students at the highest level (MA and/or Ph.D.) based on campus location.
2. Student course evaluations and/or peer teaching reviews.
3. Course development and redevelopment.
4. Acceptance of special teaching assignments or overloads at Departmental request.
5. Guest lecturing in courses/seminars at WSU and elsewhere.
6. Publication and/or conference participation in collaboration with graduate students.
7. External funding for support of instructional activities.
8. Teaching awards.

## **C. Service**

Excellence in service to the Department, the University, the profession, and the community, as reflected in the quality and quantity of contributions in such activities as the following:

1. Administrative tasks and committee positions.
2. Participation in Department, College, Campus, and/or University committees.
3. Scholarly presentations to the University or public.
4. Academic advising or advising of student groups.
5. Editorial board memberships, peer-review activity for journals, book presses, and/or grant funding agencies.
6. Media interviews or commentary (i.e. op-ed, rebuttal, or similar concerning new-media in a featured entry).
7. Graduate student mentorship. Note that faculty members are expected to mentor graduate students at the highest level (MA and/or Ph.D.) based on campus location.

### **III. PROMOTION TO PROFESSOR**

Full Professor is the highest academic rank in the Program/Department and should be conferred only on those who have established a record of *eminence* in the field. Time in rank is not a sufficient condition for promotion; instead, promotion to Professor is based solely on a candidate's cumulative record and having obtained a reputation as an eminent scholar in the field.

Promotion to the rank of Professor will depend upon the demonstration of sustained effectiveness in all three areas outlined above (scholarship, teaching, and service). While there is no single model for what constitutes an eminent record, the following serve as general guidelines:

#### **A. Scholarly Productivity**

This can first be evidenced by a substantial body of published work in leading peer-reviewed journals and/or scholarly presses (a significant portion of which must have been produced after promotion to Associate Professor). This should include a sizeable body of peer-reviewed publications (generally a minimum of 15 to 20 journal articles or the equivalent in books or book chapters).

#### **B. Scholarly Impact**

1. Evidence of scholarly eminence can be indicated—among other things—in the degree to which one's published work is cited in the scholarly literature. This can be substantiated primarily through ISI citation counts (with additional information gleaned from other search databases such as Lexis-Nexis, Google Scholar, etc.), as well as citations not included in the ISI citation counts, such as citations in books, policy reports, government publications or graduate courses taught elsewhere.
2. Other indicators include national research awards, success in obtaining highly competitive external grants, published reviews of one's work, evidence that one's work has been adopted in graduate education and training, editorships and service on prestigious editorial boards, and citation to one's work in major media outlets.
3. Strong emphasis will also be placed on anonymous external letters indicating that the candidate's research has established them as a leading scholar in the field. A sufficient number of letters should be obtained from scholars at WSU peer institutions or better who are free of conflicts per University policy.
4. Candidates for Professor should demonstrate evidence of successful graduate student (particularly doctoral student) mentorship; indicators could include successfully chairing graduate student committees, assistance to students seeking fellowships, grants, or awards, and the successful placement of students in academic/professional positions.

### **IV. PROMOTION FOR SCHOLARLY CAREER TRACK FACULTY**

What follows supplements the promotion guidelines and policies established by the university and the College of Arts and Sciences. Given the potential diversity of appointments, promotion reviews for faculty in this subtrack should be informed by the duties specified in the individual's contract. Criteria for promotion include: A) teaching effectiveness and B) effectiveness in a secondary area.

#### A. Evaluation of Teaching

Candidates should provide evidence of teaching effectiveness and growth. Teaching should be assessed using a variety of indicators. Evaluations should consider multiple dimensions of teaching effectiveness. Faculty are not expected to have all indicators. Examples of possible indicators include:

1. Student course evaluations
2. Peer evaluations conducted by senior colleagues who have observed performance in the classroom
3. Course development and redevelopment.
4. Acceptance of special teaching assignments at Departmental request.
5. Teaching awards.
6. Course syllabi and assignments
7. Evaluations from current and/or former students
8. Publication in teaching-oriented journals
9. Participation in or leading teaching-related trainings

Evaluations should also consider contingencies that might impact effectiveness, such as: number of course preparations and teaching of required courses (such as methods or statistics).

#### B. Evaluation of Secondary Area(s)

Faculty should be evaluated on their contributions in their secondary areas, including their effectiveness and growth. Indicators will vary depending on the specifics of the appointment. They may include materials produced (e.g., manuals or reports), data showing impact of efforts and student evaluations where appropriate (eg, graduate students' evaluation of the faculty's supervisory efforts over online teaching).

#### C. Promotion to Associate and Full

Candidates for promotion to Scholarly Associate Professor will demonstrate a record of effectiveness and growth in teaching, and engagement and effectiveness in their secondary area. Candidates for promotion to Scholarly Full Professor will demonstrate continued effectiveness in teaching, growth in leadership, and increased impact.

#### D. Procedures

The faculty member is responsible for maintaining a file that includes materials as outlined above. Faculty interested in being considered for promotion should inform the department chair in writing the year before they wish to be considered. The department chair will obtain five supporting letters from professionally qualified reviewers. Letters may be internal or external to WSU, but they must be from outside the Department. Additional letters from students and/or colleagues within the department may be included as supplemental materials, but they may not be counted as part of those providing an external review. Candidate materials should list any leaves (e.g., FMLA) and may also provide context.

#### **IV. PROMOTION FOR TEACHING CAREER TRACK FACULTY**

What follows supplements the promotion guidelines and policies established by the university and the College of Arts and Sciences. Criteria for promotion include: A) teaching effectiveness and B) effectiveness in service. Faculty interested in being considered for promotion should inform the department chair in writing the year before they wish to be considered.

##### **A. Evaluation of Teaching**

Candidates should provide evidence of teaching effectiveness and growth. Teaching should be assessed using a variety of indicators. Evaluations should consider multiple dimensions of teaching effectiveness. Faculty are not expected to have all indicators. Examples of possible indicators include:

1. Student course evaluations
2. Peer evaluations conducted by senior colleagues who have observed performance in the classroom
3. Course development and redevelopment.
4. Acceptance of special teaching assignments at Departmental request.
5. Teaching awards.
6. Course syllabi and assignments
7. Evaluations from current and/or former students
8. Publication in teaching-oriented journals
9. Participation in or leading teaching-related trainings

Evaluations should also consider contingencies that might impact effectiveness, such as: number of course preparations and teaching of required courses (such as methods or statistics).

##### **B. Effectiveness in Service**

Teaching track faculty will be evaluated on their service to the department, including their contributions to the undergraduate program. Indicators of service may include

evidence of involvement in the undergraduate studies committee, assessment efforts, undergraduate student clubs, and course development.

### C. Promotion to Associate or Full

Candidates for promotion to Teaching Assistant Professor will demonstrate effectiveness in teaching and in their service assignments. Candidates for promotion to Teaching Full Professor will demonstrate a record of growth in their teaching and service effectiveness and impact.

### D. Procedures

The faculty member is responsible for maintaining a file that includes materials as outlined above. Faculty interested in being considered for promotion should inform the department chair in writing the year before they wish to be considered. The department chair will obtain five supporting letters from professionally qualified reviewers. Letters may be internal or external to WSU, but they must be from outside the Department. Additional letters from students and/or colleagues within the department may be included as supplemental materials, but they may not be counted as part of those providing an external review. Candidate materials should list any leaves (e.g., FMLA) and may also provide context.