

**School Standards for Social and Behavioral Sciences with
Program Standards for Criminal Justice**

This policy covers all members of the *Criminal Justice Program* in the School of Social and Behavioral Sciences faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

Preamble

The faculty of the *Criminal Justice program* in the School of Social and Behavioral Sciences support the University standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the *Criminal Justice program* in the social and behavioral sciences. *The additional Criminal Justice program standards, where relevant, appear in bolded italics.*

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

- 6.1.1** Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member's performance.

Our highest priority in the School of Social and Behavioral Science and *Criminal Justice program* is excellence in teaching. Teaching in our School and, specifically the *Criminal Justice program*, is particularly vital and challenging given the constantly changing nature of the subject, emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. We are in the business of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars, all at the same time.

*In evaluating faculty performance, the *Criminal Justice program* recognizes substantial evidence of gender and racial bias and bias against instructors whose native language is not English, among other likely biases, in IDEA student ratings of faculty (Chavez & Mitchell, 2020; Fan et al. 2019). In interpreting the evidence presented in files, *Criminal Justice* faculty emphasize the importance of multiple indicators. Additional indicators of teaching excellence may include a) content or attitudinal pre- and post-test assessments, especially those designed by the candidate, b) a teaching philosophy statement, c) course materials, such as handouts and assessments, like papers, quizzes, exams, PowerPoints or other lecture materials, and d) peer observations, among many other potential markers.*

- 6.1.2** In broad terms excellence in teaching is characterized by:

- 6.1.2.1** A thorough and current command of the subject matter, teaching techniques, and methodologies of the disciplines one teaches.
- 6.1.2.2** Sound course design and delivery in all teaching assignments—whether program or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.
- 6.1.2.3** The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, *course goals/objectives*, grading, and attendance policies and the timely

provision of copies to students.

6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.

6.1.2.5 *For the Criminal Justice Program, excellence in teaching also includes precepting in a manner that recognizes the broad variety of subject areas related or cognate to the field of criminal justice.*

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter. *In Criminal Justice, these opportunities may include the supervision of academic based projects including independent studies, honor's projects, program distinction projects, and/or the development of faculty-student research projects.*

6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, international education, and global engagement.

The School of Social and Behavioral Sciences and Criminal Justice program recognizes the vital importance of engaged and creative teaching. We recognize that the role of teacher may extend beyond the classroom to include the development and supervision of internships and student research opportunities, professional and personal precepting, and the development and fostering of opportunities for community, and social and policy engagement for our students. All of these modes of student engagement, teaching, and guidance are vital to our task, and will be recognized as examples of excellence in teaching. As such, a commitment to service learning and community engagement is particularly valued in our School.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.2 Scholarly and Creative Activity

In the Criminal Justice program, excellence in research entails:

- *The acceptance for publication of three peer-reviewed publications and the delivery of three scholarly or professional presentations for tenure and promotion to the rank of Associate Professor.*
- *The acceptance for publication of four peer-reviewed publications and the delivery of four scholarly or professional presentations for promotion to the rank of Professor.*

Instructors and Non-Tenure Track Teaching Specialists (NTTP) of Criminal Justice are not required to engage in scholarly activity. However, any scholarly work done by faculty in these positions shall be recognized and valued by the program.

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in the scholarship or creative activity of one's disciplinary and/or interdisciplinary work, consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

The School of Social and Behavioral Sciences and *Criminal Justice* program recognizes the value of innovative, original, disciplinary, and interdisciplinary scholarship. Scholarship that enriches or advances our understanding of social change, human behavior, *the social and political environment of the criminal justice system, in the United States or in other countries* are clearly valuable, and should not be constrained by disciplinary boundaries. *The Criminal Justice program values contributions of this interdisciplinary nature.*

- 6.2.2** Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.
- 6.2.3** The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement, service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.
- 6.2.3.1** The University recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and subdisciplines. Such variance is addressed in approved School and Program standards.
- 6.2.4** The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected *and candidates in Criminal Justice should specify how their contributions to publications are substantive*. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

Typically, central to judgments regarding scholarly and creative activity are:

- 6.2.4.1** The capacity to bring scholarly or creative projects to completion.
- 6.2.4.2** A mix of scholarly activities appropriate to one's appointment e.g., in some cases scholarly activity will be primary, in others creative activity.
- 6.2.4.3** Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, ad hoc groups, such as evaluation, judging, or refereeing panels.
- 6.2.4.4** Documentation of the impact of one's work
- with students
 - within the scholarly area
 - within higher education generally
 - on documented standards of best practices in pedagogy
 - in the application of one's work
 - as evident in citations of one's work
 - on public policy or institutions
 - in the artistic/cultural realm
 - or in educational settings
- 6.2.4.5** Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

In the School of Social and Behavioral Sciences and Criminal Justice program, scholarship ranging from the theoretical to the empirical that enhances the public understanding of social issues and pressing policy matters or which assesses interventions and resources that benefit the well-being of individuals, families, organizations and communities is also valued and may take the form of books or articles, professional papers, policy documents, innovative curricula *in the form of pedagogical research*, online professional educational teleconferences and journal submissions, and many other printed products or media that help inform citizens, shape public dialogue, inform policymaking, and improve the lives of diverse people across the lifespan.

In our School, Programs may determine the relative value of these forms of dissemination. Because the criminal justice system has an impact on a wide variety of people and communities, professionally reviewed scholarship designed to address community needs and issues that is directed to lay audiences is especially valued in the Criminal Justice program.

6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals. *In Criminal Justice,*

- *Non-peer reviewed books are equivalent to one peer-reviewed publication.*
- *Non-peer reviewed book chapters are equivalent to one-half of a peer reviewed publication.*
- *Peer-reviewed books are equivalent to one or two peer-reviewed publications, depending on the judgment of the Program Review Committee.*

6.2.4.6.2 Articles, essays, and creative writing should be published in appropriate scholarly/creative journals or venues, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly/creative reputation and whether the journal or proceedings are peer reviewed. *Publications in peer-reviewed professional journals in criminal justice or related fields are valued. Fully accepted peer-reviewed manuscripts published online are equivalent to printed versions.*

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors. *Research with students as co-participants is particularly valued in Criminal Justice.*

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications. *The Criminal Justice program most values national or regional scholarly or professional presentations. Local presentations are equivalent to one-half of a national or regional scholarly or professional presentation.*

In the School of Social and Behavioral Sciences and Criminal Justice program, public or professional presentations may play an important role in this process and will also be valued as examples of engaged scholarship. As a further reflection of our commitment to quality teaching, we believe that research, publications, or other endeavors that help

advance pedagogical understanding and develop quality teaching may also be a valued contribution to the faculty member's research portfolio. *Public or professional presentations, research projects, reports, or demonstrations that bridge teaching, scholarship, and service are valued by the Criminal Justice program.*

- 6.2.4.6.5** Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).
- 6.2.4.6.6** Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.
- 6.2.4.6.7** Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication as specified in School and/or Program standards.
- 6.2.4.6.8** Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. *As an applied field, the Criminal Justice program values government reports which hold the equivalency to one peer-reviewed publication.* Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration. *While the peer review process is typically used to ensure quality scholarship, if this process is not available to evaluate policy-orientated publications, candidates are encouraged to use alternative mechanisms to demonstrate quality and impact.*
- 6.2.4.6.9** In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.
- 6.2.4.6.10** Grants or monetary awards that are funded or reviewed as fundable from governmental or non- governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.
- 6.2.4.6.11** Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community- based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project. *Public or professional presentations, research projects, reports, or demonstrations that extend to the community are especially valued in Criminal Justice.*

6.3 University and Community Service

6.3.1 The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation.

6.3.1.1 *It is expected that faculty of all ranks serve the program and university. Service to either*

CRIM or MACJ is recognized as program service and while contributions at both levels are equally valued, faculty are not obligated to serve both programs. Service to Stockton that is external to the undergraduate and/or graduate programs in Criminal Justice is recognized as service to the School and/or University. Professional, community, and/or discipline service that is external to Stockton is valued, but not required.

6.3.1.2 *In Criminal Justice, it is expected that faculty members engage in active, ongoing, and substantive service that has a meaningful impact for the program and university. The Criminal Justice program recognizes the ebb and flow of a faculty member's professional engagement, which at times may concentrate more on service, teaching, or scholarship. Faculty of all ranks are encouraged to balance service activities with other scholarly and teaching obligations. It is not expected, nor encouraged, that faculty at any rank take on simultaneous leadership roles for any required service engagements.*

6.3.1.3 *In Criminal Justice, excellence in service is defined as:*

- *At least four quality service activities spread throughout the appropriate review period for probationary tenure-track (TT) assistant professors;*
- *At least five quality service activities spread throughout the appropriate review period for probationary tenured track instructors (TTI);*
- *An average of three quality service activities annually, by the end of their sixth semester at Stockton for non-tenure track teaching professionals (NTTP II);*
- *An average of three quality service activities annually for faculty who are tenured and/or senior.*

In cases where annual requirements apply, meeting the minimum number of service engagements in a given year may not always be feasible. Faculty are empowered to balance their service load and highlight their average yearly service contributions, rather than any one specific year of service.

6.3.1.4 *In Criminal Justice, service contributions at the program and/or university level may include the following examples. This list is not exhaustive and should not be used for benchmarks, or to establish restrictions or limitations to significant service contributions.*

- *The development, enrichment, or leadership of new or current academic programs, including service as a program chair or coordinator;*
- *Coordination of periodic program reviews, certifications, or accreditation efforts;*
- *Participation in an elected program review committee (PRC);*
- *Development, coordination, and/or management of ongoing internship placement relationships or other engagement and enrichment opportunities for current or future students;*
- *Participation or leadership on search committees and/or serving as a search advocate;*
- *Substantive service to a minor program as a minor program committee leader or facilitator of a minor program initiative, including conference organization, active social media and outreach coordination, academic assessment, event coordination, portfolio review, curriculum development, etc.;*
- *Participation or leadership in university committees or other university initiatives, including service to the union or union committee, faculty senate or faculty senate committee, service as a faculty fellow, coordination of faculty or summer institutes, etc.;*
- *Ongoing record of faculty teaching observations as a part of a summer teaching institute, mentoring program, general observation requests, or program observation committee;*
- *Coordination of campus-wide and professional development events, including conferences, training series, and/or teaching circles, that incorporate professional development opportunities, outreach, and/or project development with practitioners and/or faculty members.*

6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission through service to our community, region, state or nation. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good; and enriches scholarship. Community engagement and service-learning are particularly valued at Stockton. *In Criminal Justice, service external to the program and University may consist of, but is not limited to:*

- *Professional service to external organizations, including training, advocacy, evaluation and data analysis, advisement, consultation, and planning among a variety of other activities;*
- *Broader community service with local, regional, or national organizations, including service on boards of directors and advisory committees in areas related to criminal justice;*
- *Service to the professional community as a member of a conference committee or as a section chair in a professional organization;*
- *A sustained pattern of reviewing manuscripts for peer-reviewed journals;*
- *Service-learning projects with sustained relationships with target groups, communities, organizations, or constituencies where objectives include community engagement.*

Because the social and behavioral sciences, particularly the Criminal Justice sciences, are necessarily entwined with ongoing changes and challenges in society, policy, and culture, community service can be an important aspect of faculty development. Multiple modes of community engagement are valued and consistent with the obligations of faculty members in the School. Criminal Justice faculty members who are heavily engaged in community-level service or service to the discipline are encouraged to balance these obligations with their service engagements at the program and/or school/university level.

Service can take many forms and may include the development, enrichment, or leadership of the academic program, service to the University and School through participation or leadership in committees or other formal or informal university initiatives, service to the campus community through the development of engagement or enrichment opportunities for our students, broader community service with local, regional, or national organizations, and professional service of many types. Service is not limited to program administration (for example, an undergraduate, graduate, or minor program chair, director, or coordinator) or to standing committees at the program, school, and/or university level. Activities should be of the faculty's choosing (e.g., administrative, creative, collective bargaining, governance, advocacy, constituency focus) and may be any combination of program, university, and/or community service, so long as faculty engage in the minimum service requirements expected of their rank and provide quality service at the program and school/university level throughout the review period.

The centrality of community and professional service to the applied research and teaching of many school faculty members may link service with teaching and research in important and indelible ways, and thus enrich multiple aspects of the faculty member's contribution to the University, community, and society. Service at any level that enriches one's teaching and/or research supports multiple aspects of the faculty member's professional growth and is recognized as notably important in Criminal Justice.

6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations. *In Criminal Justice, probationary faculty are expected to demonstrate a record of*

increasing impact in their service engagements with the expectation that their participation may begin at an entry-level position, role, or level. Faculty who are tenured and/or of senior rank are expected to continue to increase or maintain leadership roles in service areas and demonstrate the impact of their activities to achieve promotion from Associate professor to Full professor to Distinguished professor, or from NTTP II to NTTP I.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation, and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. Sustained, significant service is expected to meet the minimum requirement for this responsibility. Compensated service is generally not sufficient to meet the minimum requirements; however, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.

6.3.4.1 *For all ranks in Criminal Justice, quality service engagement throughout the appropriate review period should demonstrate impact. In Criminal Justice, it is incumbent upon the candidate to clearly define the impact of their service in their personnel review files and provide evidence to substantiate the effort and responsibilities required of the position. Evidence may include:*

- *A letter from the Chair of a committee documenting the faculty member's specific contribution,*
- *Authorship from a task force report,*
- *Assessment or evaluation documents,*
- *Documentation of social media engagement, and/or*
- *Any tangible documentation of contributions.*

In cases where the faculty member serves as Chair, a letter from the person to whom they submit their reports, minutes, and/or products of the committee's work are acceptable.

6.3.4.2 *The Criminal Justice program recognizes that impactful service requires dedication of professional effort and time. We emphasize quality and impact of service over the quantity of service activities. Service activities that span a typical appointment of two years or constitute a significant time commitment within a shorter term are more highly valued than activities that are limited to a semester or short-term period of activity. Isolated or one-time service activities should be contextualized within a broader framework of intended outreach or impact.*

6.3.5 Evidence of effectiveness in University or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship. *In Criminal Justice, reports written for an external organization or audience may be appropriately listed as service when the intent is for general dissemination, publicizing organizational activity, and/or summarizing a topic for membership education. A report written to demonstrate a faculty member's research efforts, demonstrate an expertise in an area to influence policy change relevant to the faculty member's scholarship area, or document and report evaluation efforts of the organization's activities may be more appropriate for the section*

on scholarship.

- 6.3.5.3** General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

In our School and in the Criminal Justice program, service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on a social challenge or objective is particularly valuable; similarly, general social engagement that enriches the community, tightens the bonds between campus and community, helps fulfill the University's responsibilities as citizen, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value.

Summary

Academic programs in the School of Social and Behavioral Sciences may define more specific guidelines for faculty promotion and advancement. Such guidelines may specify particular expectations for teaching, service, or research based on that program's priorities and needs. In addition, Criminal Justice program standards *noted in italics* might offer contextual details that help frame and define the professional expectations and norms in the respective discipline; this will help frame the individual faculty member's achievements for reviewers outside the discipline and enrich evaluators' understanding of program developments and needs as candidates' files are reviewed.

COVID Modifications to Program Standards for Criminal Justice Faculty Preamble

From March 2020 onward, faculty members in the personnel process are likely to have been negatively impacted by the global COVID-19 pandemic. Research has shown that the effects of the pandemic are unequal across gender and racial groups and are likely to impact faculty member's entire career, leading to divergent outcomes over one's career (Andersen et al, 2020; Cardel et al., 2020; Carr, 2020; Gabster et al, 2020; Kullar et al., 2020; Oleschuk, 2020; Pirtle, 2020; Ruomeng et al, 2020; Staniscuaksi et al., 2020).

To ameliorate the negative, and uneven, impacts of the pandemic, the Criminal Justice faculty endorsed temporary modifications to program standards (i.e., COVID modifications) starting in Fall 2020, to be in place at least through June 30, 2026. These changes apply to two distinct groups:

1. Individuals already employed at Stockton prior to Fall 2020 and who are involved in the personnel process for a) the tenure and promotion to associate professor, b) the tenuring of tenure track instructors, or c) the evaluation of NTTP faculty may adhere to the program's modified standards until June 30, 2026.
2. Individuals hired after the approval of these modifications and who are involved in the personnel process for a) the tenure and promotion to associate professor, b) the tenuring of tenure track instructors, or c) the evaluation of NTTP faculty may adhere to the program's modified standards until June 30, 2026.

Teaching

There are no specific teaching changes to the Criminal Justice program standards for teaching because the program does not have specific expectations for how teaching excellence is operationalized or achieved.

However, the Criminal Justice program recognizes the extraordinary, additional demands on faculty to convert courses online in Spring 2020 and to continue teaching remotely in Fall 2020 and Spring 2021. The program recognizes that these difficulties and additional demands may have influenced faculty IDEAs in negative ways.

The university and the SFT agreed that for all faculty Spring 2020 IDEAs and peer observations would be optional for inclusion in personnel files. In addition, faculty may include Spring 2020 IDEAs and later remove them should they decide to do so.

Scholarship

The modified expectation for publications for assistant professors to achieve tenure and promotion is one publication that has been "submitted and accepted" and two publications that have been "submitted." "Submitted" means a complete manuscript of publishable quality and format as judged by the PRC.

Any publications that were “submitted” rather than “submitted and accepted” cannot be used for the promotion to the next rank. Any subsequent submission, acceptance, publication or editing, revision or resubmission of work “submitted” under the candidate’s current review cycle to another journal after the current review cycle concludes would be double-counting and is understood to be prohibited.

COVID modifications allow tenure track faculty to count one local presentation as equal to one international/national/regional presentation. In addition, virtual professional or scholarly presentations are considered equal to in-person presentations during the COVID-19 era.

Scholarship delays resulting from the greater demands of teaching remotely during COVID or other COVID-related research challenges should be narrated in the self-reflection with supporting evidence.

Evidence may include:

- Documentation of converting classes to the online modality, including recording and editing lecture videos;
- Documentation of converting assignments/assessments to online assignments/assessments;
- Discussion of assisting students suffering from greater mental health challenges;
- Discussion of additional time spent mentoring and precepting;
- A journal backlog and the length of the backlog;
- Attempts to contact editors, if they do not respond after repeated attempts;
- Discussion of the length of time a submission has been in review or documentation from co-authors about delays that may have impacted the candidates’ submission or publication decision;
- Documentation of decreased funding for scholarship (canceled R&PD);
- Discussion regarding the lack of permission to travel;
- Discussion of research projects put on hold because of cooperating agencies adjusting to COVID demands.

Service

In November 2021, the Criminal Justice program adopted a hybrid model of service standards, noted above, that require quantifiable expectations over the review period for probationary faculty and quantifiable annual expectations for senior faculty. As such, there are no specific COVID modifications to the Criminal Justice program standards for service.