

5.00 COLLEGE STANDARDS FOR FACULTY EVALUATION

The additional Criminal Justice Program Standards, where relevant, appear in italics.

The College expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity, and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for tenure or promotion to higher rank. Except in unusual circumstances, scholarship leading to peer-reviewed publication and/or peer reviewed creative activity is also a requirement for tenure and promotion to higher rank. Any exception to the expectation will be documented in writing. Faculty are also expected to contribute to College, community and/or professional life through service activities.

5.1 COLLEGE STANDARDS

5.1.1 This section outlines College standards for the evaluation of all faculty and the process whereby School and Program standards, consistent with the College standards are re-stated in terms consistent with the character of the different Schools and disciplines.

5.1.2 The College expects all faculty to meet and continue to meet these standards. For probationary faculty the College will expect consistent evidence of positive development in all areas of evaluation. Adjunct, part-time, and tenured faculty are expected to sustain an overall pattern of excellence consistent with their rank and assigned responsibilities.

5.1.3 The College recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, scholarship/creative activity and service that allows them to distinguish themselves. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching/librarianship scholarly/creative/professional activity and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

6.00 ELABORATION OF COLLEGE STANDARDS FOR TEACHING FACULTY

The additional Criminal Justice Program Standards, where relevant, appear in italics. This policy covers all members of the Criminal Justice Program faculty, including tenured faculty, tenure-track faculty, non-tenure track faculty, and part-time faculty.

Preamble

The faculty of the Criminal Justice Program support the College standards and the School of Social and Behavioral Sciences 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.

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is

the College's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance. *Our highest priority in the Criminal Justice Program is excellence in teaching.*

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. *In Criminal Justice, it is vital for one's teaching to emphasize 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.*

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, *goals/objectives*, grading and attendance policies, and the timely provision of copies to students.

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students.

6.1.2.5 *In Criminal Justice, we expect professional and personal precepting which is mindful of the broad variety of subject areas which may be considered related or cognate to criminal justice issues.*

6.1.3 Where appropriate, additional measures of teaching excellence *recognized by the Criminal Justice Program faculty that may take place outside of the classroom* 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 include:*

- *The development and supervision of internships and student research in Atlantic and other nearby New Jersey counties.*
- *The development and fostering of opportunities for community, social and policy engagement for our students through internships, voluntary civic*

involvement, and research endeavors.

- *The supervision of independent studies, undergraduate honors projects, and graduate theses.*

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom. *The Criminal Justice Program, mindful of the multidisciplinary roots of the field in the social sciences, law, and increasingly in the natural sciences, recognizes the value of innovative, original, disciplinary, and interdisciplinary scholarship.*

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the applicant'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 College recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, artistic or creative activity, grant acquisition. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community. *In Criminal Justice, great value is placed on scholarship that enriches or advances our understanding of social change, human behavior, and the social and political environment of the criminal justice system, in the United States or in other countries, and should not be constrained by disciplinary boundaries.*

6.2.3.1 The College recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved school and these Criminal Justice Program standards. *In our field, 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, journal articles, 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.*

6.2.4 It is always the case that the burden is 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. 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

In Criminal Justice, it is on the candidates to specify that their contributions to publications are substantive.

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.

Because the Criminal Justice system has an impact on a wide variety of people and communities, professionally reviewed scholarly work that is designed to address community needs and issues by directly addressing lay audiences, will be given more weight than might be the case in some other, more traditional disciplines.

6.2.4.6 The College 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, publications of books or chapters in books is valued as well.*

In Criminal Justice, the publication of a non-peer reviewed book is valued as equal to one peer-reviewed publication.

In Criminal Justice, the publication of a non-peer reviewed book chapter is valued as equal to one-half of a peer reviewed publication.

In Criminal Justice, the editing of a scholarly book shall be valued as equal to one peer-reviewed publication.

In Criminal Justice, the publication of a peer-reviewed book is valued as equal 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 writings should be published in appropriate scholarly journals, 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 reputation and whether or not the journal or proceedings are peer reviewed. *In Criminal Justice, publications in peer reviewed professional journals in criminal justice or in related fields are valued.*

In Criminal Justice, for the granting of tenure and promotion to the rank of Associate Professor, the expectation is that the candidate will have achieved or have currently in process (accepted but not yet published in print) three peer-reviewed publications.

In Criminal Justice, for the promotion to the rank of Professor, the expectation shall be that the candidate will have achieved or have currently in process (accepted but not yet published in print) four peer-reviewed publications.

In Criminal Justice, for the promotion to the rank of Distinguished Professor on the basis of scholarship, the expectation shall be that the candidate will have achieved or have currently in process (accepted but not yet published in print) seven peer-reviewed publications.

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

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. *In Criminal Justice, 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 and curricula may also be a valued contribution to the faculty member's research portfolio.*

In Criminal Justice, for the granting of tenure and promotion to the rank of Associate Professor, the expectation is that the candidate will have achieved three scholarly or professional presentations.

In Criminal Justice, for the promotion to the rank of Professor, the expectation is that the candidate will have achieved four scholarly or professional presentations.

In Criminal Justice, for the promotion to the rank of Distinguished Professor on the basis of scholarship, the expectation is that the candidate will have achieved seven scholarly or professional presentations.

In Criminal Justice, national or regional scholarly or professional presentations are most valued. Local presentations are valued as one-half that of a national or regional scholarly or professional presentation.

6.2.4.6.4.1 Public or professional presentations, research, projects, reports or demonstrations that may bridge teaching, scholarship and service and extend outside of the college into the community are particularly valuable to our field.

In an applied field such as Criminal Justice, government reports on a criminal justice problem shall be valued as equal to a peer-reviewed publication.

6.2.4.6.5 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.

6.2.4.6.6 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. 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. *In Criminal Justice, connections with local agencies, organizations, or businesses can foster student engagement in the community, solve local problems and also contribute to the body of literature in criminal justice. While peer review is the intended process for scholarship, in the event that this mechanism is not in place for some policy-oriented publications, the faculty member should find alternative criteria to demonstrate quality and impact.*

6.2.4.6.7 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.

6.2.4.6.8 Faculty engaged in community outreach can make a difference in their 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. *In Criminal Justice, contributions of this interdisciplinary nature are encouraged and supported in a faculty member's portfolio.*

6.3 University and Community Service

In Criminal Justice, 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 citizens, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value. The centrality of community and professional service to the applied research and teaching of many program 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.

*The Criminal Justice program recognizes impactful service requires dedication of professional effort and time and emphasizes quality of service and impact over quantity of activities. Isolated or one-time service activities should be contextualized within a broader framework of intended outreach or constituency impact. The Criminal Justice program expects a minimum of five (5) quality service activities **spread throughout the appropriate review period** that demonstrate increasing leadership and responsibility, or a sustained plan of service to a target group, community, or constituency.*

Probationary faculty members will be expected to disperse their service activities throughout their pre-tenure probationary period, whereas tenured faculty members should delineate in their plan to the next promotion how service activities may vary in time based on scholarship and/or teaching goals. The term of the activities will vary with the teaching and scholarship obligations of the faculty member, but activities that span more than two semesters or constitute a significant time commitment within a semester (or term) will be more highly valued than activities that are limited to a semester or short-term period of activity.

The five (5) service activities can be a combination of any at the 1.) program, 2.) university, and 3.) external community levels, provided that a minimum of one at each level is demonstrated. Professional service will be included as service to an external community. Activities will be of the faculty's choosing and will not be subject to different appraisal based on function (e.g., administrative, creative, collective bargaining, governance, advocacy, constituency focus).

6.3.1 Program / School / University Service

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. *In Criminal Justice, probationary faculty are expected to demonstrate a record of increasing leadership or impact in these areas, 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 impact (as listed in 6.3.3).*

6.3.1.2 Normally the University expects probationary faculty to serve the University and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations. *Because the field of criminal justice is necessarily entwined with ongoing changes and challenges in society, policy, and culture, university and community service can be an important aspect of faculty development.*

6.3.1.3 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. 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.

6.3.1.4 In addition to the university language, the *Criminal Justice program* also recognizes:

- *the development, enrichment, or leadership of the academic program, including service as a program coordinator (major or minor), service as graduate program director, coordination and management of ongoing internship placement relationships, suggestion and organization of new academic tracks*
- *coordination of self-study, certification or accreditation efforts*
- *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, or for future students.*
- *coordination of faculty or summer institutes.*
- *an ongoing record of engaging in faculty teaching observations including, but not limited to, as a part of a summer teaching institute, mentoring program, general observation requests, or program observation committee.*

- *service to the university as a faculty fellow in any of the university administrative units.*
- *service to the university as a part of a union committee.*
- *service to the professional community as a member of a conference committee or as a section chair in a professional organization.*
- *coordination of campus-wide and professional development events, including conferences and/or training series. Teaching Circles that incorporate professional service opportunities, outreach, and project development with practitioner and/or faculty members is appropriate for meeting service obligations.*
- *service-learning projects may be included as a service activity if the faculty member demonstrates a sustained relationship with a target group, community, organization, or constituency. Faculty should document the impact objectives on these groups, separate from learning objectives designed for participating students.*
- *any other service activity that represents serious and sustained service to a program, the university, or community constituencies. The above examples of service are not presented to be an exhaustive list and are not expected to serve as benchmarks or be used to establish restrictions or limitations to significant service contributions.*

6.3.2 Community and Professional Service

Faculty may also contribute in broader arenas such as state or regional organizations or disciplinary associations. In addition, faculty may contribute to the University's public mission through service to our community, region, and the State or the Nation.

In Criminal Justice, this may consist of:

- *broader community service with local, regional, or national organizations, including service on boards of directors and advisory committees in areas related to criminal justice*
- *professional service of many types, including advisement, consultation, and planning.*
- *reviewing manuscripts for peer-reviewed journals*

6.3.3 Measure of Effectiveness in Service Activities

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

6.3.3.1 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. *In Criminal Justice, faculty are encouraged to include as documentation evaluation summaries of such instances of professional service.*

Faculty can explain how isolated instances of skill or knowledge fit into their broader framework of service impact to a target group, community, or constituency.

6.3.3.2 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 here (as service) if the intent is for general dissemination or publicizing of organization activity and/or summarization of a topic for membership education. A report written to demonstrate a faculty member's research (or meta-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.*

6.3.3.3 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 Criminal Justice, faculty members are encouraged to include, as documentation, external confirmation of leadership roles and specific activities completed as a service to general civic or community organizations or initiatives.*

6.3.3.4. *Ongoing service to a Program, School, or University committee resulting in policy review or amendment, or a report that has been distributed for further deliberation (for example, a Senate Task Force committee report). In Criminal Justice, faculty are encouraged to document their service activity – for example, obtain a letter from the Chair of a committee documenting the faculty member's role in the service activity or including as evidence an authored (or co-authored) report from a task force. If the faculty member is a Chair, she or he is encouraged to request a letter from the person to whom they submit their reports, minutes, and/or products of the committee's work.*