

Preamble:

Note regarding COVID-19 pandemic temporary program standard changes: Please note that faculty members going through the personnel process at any stage starting in September 2020 will likely have been negatively impacted by the global COVID-19 pandemic. The pandemic resulted in problems like, but not limited to:

- cancelled conferences
- delays in review and publication of scholarly and creative work
- a quick change to remote teaching in Spring 2020, potentially resulting in problems with teaching/learning, student perception due to circumstances not under the control of the teacher
- a change to different teaching modalities for Fall 2020, including most faculty having to move to hybrid or online teaching due to limited availability of large classroom spaces and family and health constraints
- significant caregiver challenges, including parenting and eldercare responsibilities
- reduced internal and external grant opportunities

Some of these challenges affected all faculty members, but there is evidence that they have affected women and faculty of color disproportionately:

Kullar R, Marcelin JR, Swartz TH, Piggott DA, Macias Gil R, Mathew TA, Tan T. Racial Disparity of Coronavirus Disease 2019 in African American Communities. *J Infect Dis.* 2020 Aug 17;222(6):890-893. doi: 10.1093/infdis/jiaa372. PMID: 32599614; PMCID: PMC7337812.

Cardel, Michelle, Dean, Natalie, and Montoya-Williams, Diana. Preventing a Secondary Epidemic of Lost Early Career Scientists. (2020). Effects of COVID-19 Pandemic on Women with Children. *Annals of the American Thoracic Society.* 17 (11). <https://doi.org/10.1513/AnnalsATS.202006-589IP>

Laster Pirtle W. N. (2020). Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States. *Health education & behavior : the official publication of the Society for Public Health Education*, 47(4), 504–508. <https://doi.org/10.1177/1090198120922942>

Carr, Rotonya M. Reflections of a Black Woman Physician-Scientist. (2020). *The Journal of Clinical Investigation.* 130 (11): 5624-5625. <https://doi.org/10.1172/JCI144525>.

Gabster, B. P., van Daalen, K., Dhatt, R., & Barry, M. (2020). Challenges for the female academic during the COVID-19 pandemic. *Lancet (London, England)*, 395(10242), 1968–1970. [https://doi.org/10.1016/S0140-6736\(20\)31412-4](https://doi.org/10.1016/S0140-6736(20)31412-4)

Andersen, J. P., Nielsen, M. W., Simone, N. L., Lewiss, R. E., & Jagsi, R. (2020). Meta-Research: COVID-19 medical papers have fewer women first authors than expected. *Elife*, 9, e58807.

Oleschuk M. (2020). Gender Equity Considerations for Tenure and Promotion during COVID-19. *Canadian review of sociology = Revue canadienne de sociologie*, 57(3), 502–515. <https://doi.org/10.1111/cars.12295>

Preprint: Staniscuaski, F., Kmetzsch, L., Zandonà, E., Reichert, F., Soletti, R. C., Ludwig, Z. M. C., Lima, E. F., Neumann, A., Schwartz, I. V. D., Mello-Carpes, P. B., Tamajusuku, A. S. K., Werneck, F. P., Ricachenevsky, F. K., Infanger, C., Seixas, A., Staats, C. C., & de Oliveira, L. (2020). Gender, race and parenthood impact academic productivity during the COVID-19 pandemic: from survey to action. bioRxiv 2020.07.04.187583; doi: <https://doi.org/10.1101/2020.07.04.187583>
<https://www.biorxiv.org/content/10.1101/2020.07.04.187583v1>

Preprint: Ruomeng, C., Ding, H., & Zhu, F. (2020). Gender inequality in research productivity during the COVID-19 pandemic. Digital Libraries. Preprint. <https://arxiv.org/abs/2006.10194>

What this research demonstrates, in growing volume, is that the effects of the pandemic are unequal across individuals and likely will have effects that will echo along a faculty member's entire career, creating divergent paths over the life course. Faculty members of color are also more likely to have been impacted by the illnesses or deaths during the pandemic, due to its disproportionate impact on communities of color. Faculty with caregiver responsibilities, not limited to but including parents who have had extraordinary childcare and remote schooling challenges, have been impacted (note here that although "parent" is being used to be inclusive of a variety of families, in most cases, women are being much more heavily burdened).

In order to adapt our program standards to ameliorate the negative, and uneven, impacts of the pandemic, we propose the changes in **bold and underline** in each section, with the suggested change starting in Fall 2020, to be in place at least through June 30, 2026.

These protections and the timing of their application include two distinct groups of situations:

1. Individuals who are already employed at Stockton, for whom the COVID-exception would run until June 30, 2026 and expire thereafter and would apply to tenure and promotion to associate professor, tenuring of tenure track instructors or evaluation of non-tenure track teaching professionals (teaching specialists).
2. Individuals who have not been hired yet but may be hired after the approval of these accommodations will be protected through the part of the tenure and promotion process to associate professor only or tenuring of tenure track instructors or evaluation of non-tenure track teaching professionals (teaching specialists) the expiry of the MOA for the Evaluation of Faculty and Library

Faculty in the Time of COVID-19 on June 30, 2026 by the COVID-exceptions listed below.

5.00 UNIVERSITY STANDARDS FOR FACULTY EVALUATION

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

The University 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 University, community and/or professional life through service activities.

5.1 Specifically, the University recognizes that it is sometimes advisable to appoint, as tenure-track faculty, individuals who have excellent credentials as practitioners or clinicians in an applied field but have not previously had need to develop a scholarly program. Typically, these individuals will have terminal degrees that are not research-based degrees. Such individuals should be identified early in their time at the University. They may be considered for tenure without concurrent promotion to Assistant Professor or Associate Professor, provided that they have demonstrated a particularly high level of excellence in teaching and service and that they are deemed likely to meet the standards for promotion in the area of scholarship/creative activity in the near future.

5.2 UNIVERSITY STANDARDS

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

5.2.2 The University expects all faculty to meet and continue to meet these standards. For probationary faculty the University 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.

5.2.3 The University 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 UNIVERSITY 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 University 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 University'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.*

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

Also, we note that there is now substantial research evidence of gender bias, racial bias, and bias against instructors whose native language is not English, among other likely biases, in student ratings of faculty, and so student evaluations and student comments should be interpreted and applied with extreme care, so as not to unfairly disadvantage some candidates or unfairly advantage others. Among myriad publications on this topic are these two:

- Fan, Y.; Shepherd, L.J.; Slavich, E.; Waters, D.; Stone, M.; Abel, R., & E. L. Johnston. (2019). Gender and cultural bias in student evaluations: Why representation matters. PLOS ONE. <https://doi.org/10.1371/journal.pone.0209749>
- Chavez, K, & Mitchell, K. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. PS: Political Science and Politics.

In interpreting the evidence presented in files, the CRIM program faculty emphasize the importance of using multiple indicators. Each indicator alone is an imperfect measure of teaching quality, but together, they can form a useful and meaningful mosaic for evaluation. In some cases, one indicator can help explain or moderate the story told by another. We expect that each faculty member's self-evaluation of teaching, aka the narrative, will serve as the primary guide to the evidence contained in the personnel file for the evaluation of teaching.

Examples of non-IDEA teaching excellence are not limited to but may include both content or attitudinal pre- and post-test assessments, especially those designed by the candidate, a teaching philosophy, teaching documents, such as handouts and assessments, like papers, quizzes, exams, or PowerPoints or other lecture materials. These can also include peer observations, midterm evaluations, student assessments of learning or objectives, discussion of patterns in IDEAs in the self-evaluation with little focus on specific scores or comments.

No specific teaching changes to the standards were written as CRIM does not have specific expectations of how teaching excellence is operationalized or achieved.

However, the CRIM program would like to recognize the extraordinary additional demands on faculty to convert courses online in Spring 2020 and to continue teaching in Fall 2020 and Spring 2021. Further, these difficulties and additional demands may have influenced faculty IDEAs in negative ways and the program would like to recognize this.

Already achieved by negotiated outcome: 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 are allowed to put IDEAs in Spring 2020 and remove them (Spring 2020 only) in subsequent years if they were to decide to so.

<https://www.stockton.edu/academic-affairs/agreements/documents/SFTMOAEvaluationofFacultyandLibrariansintheTimeofCOVID-19.pdf>

6.2 Scholarly and Creative Activity -- *Note: Instructors of Criminal Justice and Non-Tenure Track Teaching Professionals (teaching specialists) in Criminal Justice are not required to engage in scholarly 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 University 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 University 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 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, 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. Fully accepted and published online versions shall count as published and equal to published in paper, simply coming out before the paper version.*

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.

To recognize the effects of the COVID-19 pandemic, the expectation for publications for assistant professor 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.

Tenure track candidates who have experienced research delays that resulted in a slowdown of their research agenda

should describe the reasons for the delays in their self-reflection. The evidence must be submitted to the personnel file and described in the self-evaluation and can consist of: a journal backlog and the length of the backlog; evidence of attempting to contact editors (if they do not respond after repeated attempts), narrative 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. Research difficulties that may also have occurred as a result of shifting focus to teaching in the COVID-time to spend more time on teaching may also include; converting classes to the online modality, including recording and editing lecture videos and converting assignments/assessments to online assignments/assessments; helping direct students suffering from greater mental health challenges; additional time spent mentoring and precepting; additional time spent engaging in service due to COVID, whether directly related to the pandemic or from the effects of switching out of the in-person modality; decreased funding for scholarship (canceled R&PD); lack of permission to travel; and research projects put on hold because of cooperating agencies adjusting to COVID demands. Candidates should strive to provide a concise, complete description in the self-evaluation of the roadblocks encountered which delayed research during COVID as evidence.

For any publication reverted to submit and not submitted and accepted as above, the submission/acceptance/publication or editing, revision or resubmission of such a work to another journal cannot be used as the basis of the promotion to the next rank following this one as that would be double-counting and is understood to be prohibited.

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, 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.

To recognize the effects of the COVID-19 pandemic and the difficulties it has presented for travel, conferences, and scholarly/professional presenting during this period, tenure track faculty may count 1 local presentation as equal to 1 international/national/regional presentation.

In addition, virtual professional or scholarly presentations shall be considered equal to in-person presentations during the COVID-19 era.

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 university 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 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 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.

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. 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.*

6.2.4.6.9 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 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, there are two programs: undergraduate (CRIM) and graduate (MACJ). CRIM and MACJ are connected through the dual degree program. 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.

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. Although service to the community is not required, it is valued by the Criminal Justice program. The Criminal Justice program recognizes that impactful service requires dedication of professional effort and time and we emphasize quality and impact of service over the quantity of service activities. In these standards, the recognized minimum service commitment is more than two semesters or a significant time commitment within a semester (or term). CRIM recognizes that the term of commitment to each unique service activity may vary with teaching, scholarship, and other service obligations of the faculty member, 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

Probationary tenure-track assistant professors are expected to engage in at least four quality service activities spread throughout the appropriate review period.

Probationary tenured track instructors (TTI) are expected to engage in at least five quality service activities spread throughout the appropriate review period.

Non-tenure track teaching professionals (NTTP II, teaching specialists) are expected to engage in an average of three quality service activities annually by the end of their sixth semester at Stockton.

Faculty who are tenured and/or of senior rank are expected to engage in an average of three quality service activities annually.

The program understands that there are circumstances where meeting the minimum number of annual service engagements in a given year may not be feasible. In these cases, faculty are empowered to balance their service load and highlight their average yearly service contributions in their personnel files, rather than any one specific year of service.

It is expected that faculty of all ranks serve the program and university. 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. The program recognizes that service can take multiple forms and 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.

For all ranks, quality service engagement throughout the appropriate review period should demonstrate impact. It is incumbent upon the candidate to clearly define the impact of their service in their tenure, promotion, and/or personnel review files and provide evidence to substantiate the effort and responsibilities required of the position (see 6.3.4 and 6.3.5).

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.

While NTTP cannot apply for or achieve tenure, they can apply for promotion (NTTP II to NTTP I). To achieve promotion to the higher rank of NTTP I, candidates are expected to continue to increase or maintain leadership roles in service areas and demonstrate the impact of their activities.

The CRIM program recognizes the ebb and flow of a faculty member's work and professional life, sometimes concentrating 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 each of the three required annual service engagements.

For all ranks, service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on a social challenge or objective is particularly valuable. Service engagements that enrich the program, university, or community, tighten the bonds between program, university, and community, and/or help fulfill the program's objectives or university's responsibilities are also valued. Service at the

program, school/university, or community level that enriches one's teaching and/or research helps support multiple aspects of the faculty member's contribution to the program, university, community, and society and is recognized as notably important.

6.3.1 Program / School / University Service

6.3.1.1 In addition to the university language, the *Criminal Justice* program also recognizes the following activities as service contributions:

- *Substantive service to a minor program as a minor program committee leader or facilitator of a minor program initiative (e.g., these may include, but are not limited to conference organization, active social media and outreach coordination, academic assessment, event coordination, portfolio review, and curriculum development);*
- *The development, enrichment, or leadership of the academic program, including service as a program chair or coordinator (major or minor), service as graduate program chair, coordination and management of ongoing internship placement relationships, dual degree coordinator, and/or the development of new academic tracks;*
- *Coordination of self-study, certification, or accreditation efforts*
- *Service to the university 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;*
- *Search committees and/or serving as a search advocate;*
- *Participation in an elected program review committee (PRC);*
- *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 that demonstrate a sustained relationship with a target group, community, organization, or constituency where the learning objectives include community engagement;*
- *Any other service activity that represents serious and sustained service to a program, the university, or community constituencies that demonstrate significant impact.*

The above examples of service are not presented as an exhaustive list, are not expected to serve as benchmarks, or be used to establish restrictions or limitations to significant service contributions. For any service activity, it is incumbent upon the candidate to define the roles and responsibilities of the service position in the review file

and provide documentation to substantiate impact and leadership during their term in the position.

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, but is not limited to:

- *professional service to external organizations, including but not limited to training, advocacy, evaluation and data analysis, advisement, consultation, and planning.*
- *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*
- *Sustained pattern of reviewing manuscripts for peer-reviewed journals*

Although it is expected that faculty of all ranks serve the program and university, service to the community is equally valued. Faculty members who are heavily engaged in community-level service or service to the discipline are permitted to balance these obligations with their service engagements at the program and/or school/university level.

6.3.3 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.*

6.3.4 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.

Measure of Impact, Leadership, and Effectiveness in Service Activities

6.3.5 Evidence of effectiveness in program, 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. *In Criminal Justice, faculty are encouraged to integrate documentation of professional and/or community service in their file or review narratives. If faculty engage in isolated*

or one-time service activities, they should explain how these instances of skill or knowledge fit into their broader framework of service impact over time to a target group, community, or constituency.

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 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.*

6.3.5.3 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 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.*

6.3.5.4. *In Criminal Justice, faculty are encouraged to document their service activity. Examples may include a letter from the Chair of a committee documenting the faculty member's specific contribution to a service activity, evidence of an authored (or co-authored) report from a task force, assessment or evaluation documents, evidence of social media engagement, and/or any tangible documentation of contributions. 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.*