

Department of Criminology
The College of New Jersey
Disciplinary Standards for Reappointment, Tenure, and Promotion

The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications in years 1-4. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion



Department Chair

2/1/13
Date



Dean

2-11-13
Date



Provost

2/14/13
Date

The Department of Criminology will next review its disciplinary standards in Academic Year 2020.

Guiding Principles for Exemplary Service as a Teacher-Scholar
Department of Criminology
The College of New Jersey

Approved by the Department of Criminology
January 23, 2013

I. PURPOSE

The College of New Jersey ("TCNJ") aspires to be a national exemplar in public higher education. Towards this end, TCNJ takes pride in its faculty of teacher-scholars. This document sets forth expectations for faculty in the Department of Criminology ("CRI") within the teacher-scholar model. In doing so, it is intended to: (1) guide new faculty in their quest for reappointment, tenure, and promotion within the framework of being a true teacher-scholar; to guide the development of tenured faculty as teacher-scholars; (2) guide the Departmental Personnel Committee ("DPC") in evaluating candidates for reappointment, tenure, promotion, and periodic post-tenure review; and (3) to help create an environment that supports faculty working to achieve the missions of The College, the School of Humanities and Social Sciences, and the Criminology Department.

II. FOUNDATION FOR THE TEACHER- SCHOLAR ROLE

The TCNJ Mission Statement describes the institution as "community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education. . . ." Towards that end, the CRI Department has developed a series of discipline-specific goals and objectives that serve the mission of both The College and the School of Humanities and Social Sciences "to educate lifelong learners, thoughtful leaders, and compassionate human beings prepared for world citizenship." (See CRI Mission, Goals, and Objectives). To achieve these ends, CRI faculty are expected to be actively and meaningfully involved in all the following critical ventures:

- A. keeping abreast of scholarly and applied discourse in the fields of criminology and criminal justice applicable to the faculty member's areas of teaching and research interest(s);
- B. attending and participating in the annual meetings of professional organizations such as the American Society of Criminology; the Academy of Criminal Justice Sciences; and other similar national and regional organizations;
- C. actively pursuing a research and publishing agenda relevant to one or more of the following equally-valued types of scholarship regardless of reliance on quantitative, qualitative, or other disciplinary methodologies:
 1. the Scholarship of Discovery – the traditional (or pure) research model in which new content knowledge is acquired and disseminated;

2. the Scholarship of Integration – the creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines;
 3. the Scholarship of Application – the bridging of the gap between theory and practice through both research and action;
 4. the Scholarship of Pedagogy – the discovery of the ways our students learn and the identification and assessment of methods used to foster learning;
- D. involving students in active learning through excellence not only within the classroom, but also in their mentoring of students in the following ways:
1. by their own examples of service to the CRI Department; the School of Humanities and Social Sciences; the College; professional organizations; and in the community at large;
 2. through collaborative research that engages students in the processes of critical inquiry and discovery;
 3. through engaging students in service learning projects;
 4. through unique disciplinary interactions with students through directed readings and independent research projects;
 5. through the ongoing process of socializing students into a culture of intellectual discovery and professional communication via both group and one-on-one interactions in classes, at conferences, in co-curricular activities (especially through Alpha Phi Sigma and the Criminology Student Association), and through personalized advising; and
 6. through assigning meaningful disciplinary work, and by interacting with students both in and out of class in a manner that fosters the development of broadly-applicable intellectual habits necessary for lifelong learning and productive citizenship.

While all of the above are heavily valued, above all, CRI faculty are expected to serve departmental, school, and college missions through superior teaching that successfully integrates both discipline-specific and broad learning goals and objectives. Consistent with the TCNJ Promotions Document, such "high quality teaching" is the primary duty of TCNJ faculty. Therefore, while scholarship and service are expected due to their importance in fulfilling the role of the teacher-scholar, excellence in teaching carries "greater weight than scholarship or service."

III. EVALUATING TEACHING QUALITY IN THE TEACHER-SCHOLAR ROLE

A. Institutional Standards on Teaching Excellence

According to the TCNJ Promotions Document, "The College is an exemplary liberal learning institution with the mission of offering a quality education to high achieving students in a residential setting where teaching is an essential priority. Teaching faculty should aspire to be teachers of the first order."

1. The TCNJ Promotions Document then sets forth the college-wide expectations regarding "high caliber, effective teaching" as follows:
 - a) subject mastery, currency, and ongoing growth in one's discipline;
 - b) commitment to and support of the College's liberal learning efforts;
 - c) careful preparation and clear organization;
 - d) enthusiasm;
 - e) attention to student learning outcomes;
 - f) incorporation of one's scholarship into teaching when appropriate;
 - g) incorporation of students into one's scholarship when appropriate;
 - h) purposeful experimentation with one's pedagogy;
 - l) creating and significantly revising courses and curricula;
 - j) effective supervision of student research;
 - k) thoughtful mentoring and advising;
 - l) respect for and fair treatment of students as individuals;
 - m) timeliness and professionalism in meeting classes and evaluating student work;
 - n) rigor and transparency in evaluating student work;
 - o) rapport with students; and
 - p) the ability to arouse student interest and curiosity.

CRI wholeheartedly endorses these descriptors as the characteristics of an excellent teacher.

B. Departmental Review of Teaching

1. The effectiveness of CRI faculty teaching shall be reviewed by the Departmental Promotions and Tenure Committee ("PRC").
2. Given the small size of the full-time faculty in the CRI Department, the departmental PRC shall be comprised of all full-time, tenured faculty in the department.

C. Criteria for Evaluating Teaching

To help evaluate teaching effectiveness, all candidates for reappointment, tenure, and promotion must submit two primary types of indicators of teaching effectiveness: student evaluations and peer evaluations.

1. In order to allow for complete consideration of student evaluations, candidates for reappointment, tenure, and promotion must submit copies of all student evaluations – both quantitative and qualitative – from all sections of all courses taught in the three years prior to the application.
2. In order to allow for complete consideration of peer evaluations, candidates for reappointment, tenure, and promotion must submit *at least* three peer evaluations, conducted within the three years prior to the application, by different tenured colleagues. Ideally, a candidate will ask for peer evaluations for each course topic they teach.
 - a) Peer evaluations minimally should be based on observation of teaching in which the teaching activities are described and evaluated for quality.
 - b) To the maximum extent possible, peer evaluators should endeavor to learn as much as possible in order to be able to comment from an informed perspective about as many of the indicia of excellence in teaching listed in Section III(A)(1) of this document.
 - c) Peer evaluations should also inspect and comment upon the clarity, rigor, and currency of syllabi, assignments, and other course materials.
3. Candidates should submit selected course and curricular materials and other items deemed relevant by the candidate in support of the teaching record. The materials should illustrate efforts and success in developing best practices in teaching, describe the approach to pedagogy and how it fits with College, liberal learning,

and/or program goals, and show the rigor, comprehensiveness, and depth of assignments.

IV. EVALUATING SCHOLARSHIP QUALITY IN THE TEACHER-SCHOLAR ROLE

A. Institutional Standards on the Production of Scholarship

The TCNJ Promotions Document delineates four standards for evaluating teacher-scholar activities:

1. High quality work as judged by one's peers and students;
2. Scope of recognition at the national, regional, or local level;
3. Sustained effort, involvement, and record of accomplishment; and
4. Impact of one's activities.

The CRI Department embraces these standards. They provide the foundation for delineating our discipline-specific standards for teacher-scholar excellence.

B. Individual Differences

Criminology is interdisciplinary. Scholarship includes basic, applied, and pedagogical research, as well as outreach initiatives. Qualified CRI faculty may be trained in the social sciences (e.g., anthropology, criminal justice, criminology, economics, history, political science, psychology, and sociology), the physical sciences (e.g., biology, chemistry, computer science, engineering, mathematics, physics, and statistics), and/or a number of professions (e.g., accountancy, education, law, medicine, and nursing). These varied disciplines apply a diverse array of research methodologies, all of which are valued. Thus, any application of standards needs to respect individual differences in scholarly programs and goals.

C. Shared Standards

1. **Continuity and Planning** – Teacher-scholars in the CRI Department are expected to establish and maintain a continuous program of scholarship. Teacher-scholars may concentrate on one type of research (basic, applied, pedagogical) or may distribute their scholarship across the different types. Teacher-scholars are expected to maintain an ongoing program of teacher-scholarship that is marked by continued activity and dissemination. Rates of dissemination may vary with specific teacher-scholar goals.

An important element of all personnel reviews is the teacher-scholar's future plans and goals. While a primary focus may be on accomplished contributions, it is also very important to respect and support the continued vibrancy of teacher-

scholar activity. While the focus of teacher-scholar activity can be expected to change with the seasons of an academic career, continuity, reflection, and growth are expected to persist. We recognize that sometimes staying involved and remaining vibrant means taking risks to change focus, adopt a new methodological approach, or develop a new application. As a community of vibrant teacher-scholars, we are committed to recognizing, valuing, and supporting each others' unique paths of professional growth.

2. Core Disciplinary Scholarship – Teacher-scholars should have a core of disciplinary scholarship disseminated in nationally-recognized outlets such as peer-refereed and professional journals, scholarly books, textbooks, chapters in edited volumes, contributions to professional publications (such as disciplinary magazines or newsletters), and "op-ed" articles in magazines and newspapers. The following tangible indicators of disciplinary scholarship quality can be used to guide choices of scholarship dissemination outlets. Scholarship, as it pertains to original research involving human subjects research, will be evaluated with the understanding that criminology deals with highly vulnerable populations (e.g., prisoners). As such, the Criminology department recognizes that its faculty who engage in research with vulnerable populations may encounter difficulty and significant delays in obtaining permission from the TCNJ Institutional Review Board (IRB) to commence with data collection. Moreover, Criminology faculty may encounter difficulty and significant delays in obtaining permission from criminal justice agencies to collect data from human subjects.
 - a) Regarding authorship, although first or sole-authored works, and works published with student collaborators or research assistants are evaluated most positively, for multiple-authored works, the amount or nature of author contributions should be specified.
 - b) For journal articles, peer-review; acceptance/rejection rates for the journal; professional sponsorship or other affiliation or reputational status of the journal; status of the journal editors within the subfield, inclusion of journal abstracts in Criminal Justice Abstracts, Westlaw, Lexis- Nexis, or the ILP; the total circulation of the journal; and citations to the article.
 - c) For books, the academic standing of the publisher; published reviews; evidence of readership (e.g. size of the press run, sales, course adoptions); and citation frequency.
 - d) For invited publications and presentations, the stature of the editor of the special issue or book; the stature of other contributors to the publication or presentation; the academic standing of the publisher; the scope of the professional organization extending the invitation (i.e., international, national, regional, or local); and the number of invited colloquia given at the college/university level.

- e) For conference presentations (e.g., symposia, papers, roundtables, poster sessions), a peer review process used for the conference; and the scope of the professional organization sponsoring the conference (i.e. international, national, regional, or local). Presentations at the annual conferences of the American Society of Criminology, the Academy of Criminal Justice Sciences, and similar organizations are paramount.
- f) For editorial roles, activities in the capacity of editor-in-chief, associate editor, contributing editor, or assistant editor; guest editor for a special issue of a journal; membership on an editorial board, invitations to serve as an ad hoc reviewer on journal submissions, membership on a grant review panel, invitations to serve as an ad hoc reviewer for grant applications.
- g) For professional consulting activities, the number and scope of technical reports; and the frequency and range of clients for consulting activities.
- h) For professional honors, awards, and other forms of recognition, election as an officer of a professional organization, including consideration of the scope of the organization (i.e., international, national, regional, or local); recognition through fellowship status in a professional organization, including consideration of the scope of the organization; awards, prizes, and other forms of recognition, including consideration of the scope of the organization presenting the award.
 - i) Whether the research was: funded through a competitively awarded grant process; performed under contract for local, state, and federal agencies; or performed as part of consulting work that included governmental agencies and/or faculty and students in other disciplines and fields.

3. Diversity of Impact – Teacher-scholars may choose a variety of different outlets for dissemination of scholarship, as appropriate to the targeted impact articulated in their teacher-scholar goals. All types of impact are valued. Some core of student impact is expected. Some core of disciplinary impact is also expected, as is expansion over time into multiple types and levels of impact. Recognized levels of impact include:

- a) Impact on Students: The TCNJ Promotions document emphasizes that in scholarly work "Of first importance is the impact on students." The CRI Department evaluates impact accordingly in terms of the significance of scholarly work for students' development as scholars and professionals (e.g., modeling and mentoring in undergraduate research or field work, co-authoring scholarly presentations and publications, first-person

discussions of the research process and research findings in courses). Publications and presentations that include student co-authors or research assistants are highly valued.

- b) **Disciplinary Impact** (e.g., advancing basic and/or applied knowledge): Disciplinary impact includes the importance of information (theory, empirical data, methodological innovation, application) for disciplinary progress and typically includes dissemination in peer-reviewed disciplinary journals, or in other referred professional or scholarly venues in the discipline. Across successive articles, distinct and progressive contributions are valued (in contrast to multiple dissemination of similar work).
- c) **"Real-World" Impact**: We recognize impact in various types of community (applied professional, public, organizational, policy), as well as at different levels of community effort (local, state, national, and international communities).

We recognize that the impact of scholarship on student and the community is more difficult to demonstrate tangibly. Nevertheless these are highly-valued areas of impact. There are no clearly-established criteria for scholarly contributions in these areas. Documentation of this type of impact is thus particularly important. Indicators may include student co-authorship on presentations/publications, undergraduate research mentee pursuit of graduate training, scholarship used to provide community testimony on use of technical reports or consultation to address issues of public policy, expert review or letters about the quality and impact of applied work, and external evaluation of engaged scholarship.

Expectations for Reappointment, Tenure and Promotion

Reappointment and Tenure:

The College of New Jersey has a short tenure clock in which the department's PRC can evaluate the trajectory of a faculty member's career. The PRC is responsible for mentoring candidates and providing guidance over the course of the probationary period.

Tenure:

Junior faculty

Successful candidates for tenure will have demonstrated continued, well-mentored research with undergraduates and will have made two presentations at local, regional and/or national meetings.

In addition evidence of scholarly output based on work done at TCNJ would include a combination of at least two of the following:

- major research proposal funded or favorably reviewed
- two papers published in a refereed journal
- a research report prepared for a governmental agency which resulted in a change in criminal justice policy or practice

Senior faculty

Performance appropriate to indicate a trajectory suitable for the rank at which the faculty member was hired is necessary for a positive tenure decision.

For Promotion to Associate Professor:

Promotion to associate professor, as noted on page 6 of the *Promotions and Reappointment Document* (February 2011) “*requires continuing scholarly/creative/professional achievement since initial appointment.*” A candidate should demonstrate a rate of productivity of one research paper published in a refereed journal every two years or a funded grant or one additional research report prepared for a governmental agency which resulted in a change in criminal justice policy or practice.

For Promotion to Professor:

Professor: Promotion requires a sustained pattern of scholarly achievement since attaining the rank of Associate Professor, with evidence indicating maturation of the scholarly record and breadth of professional impact. A sustained pattern is defined as one article- or chapter-length manuscript accepted for publication every other year, on average, with a peer-reviewed book considered the equivalent of several articles. Other scholarly activities or exceptional service (such as department chair or program director) will be taken into account when considering a reduction of scholarly activity.