

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.

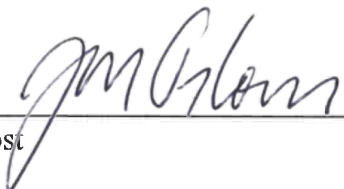
To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which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


Department Chair


Date


Dean


Date


Provost

May 16, 2023
Date

The Department of Criminology will next review its disciplinary standards in Academic Year 2027-2028.

Disciplinary Standards for Scholarship in Criminology

Department of Criminology

The College of New Jersey

Approved by the Department of Criminology

Revised April 10, 2023

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

The Department's Disciplinary Standards align with the criteria for tenure and promotion set forth in the most recent version of the College's *Reappointment and Promotions* document. As the *Reappointment and Promotions* document provides standard criteria to evaluate teaching and service, this document will focus on the evaluation of scholarship in the discipline.

The *Reappointment and Promotions* document provides expectations for the evaluation of the quality of scholarship for reappointment, tenure, and promotion. Among them, finished works should be rigorously evaluated in a venue consistent with the standards of the discipline (e.g., press or disciplinary conference). The quality of finished works matters more than the quantity of finished works, though a consistent level of scholarly engagement is expected.

The *Reappointment and Promotions* document also emphasizes the value of interdisciplinary scholarship and theoretical/methodological integration, as well as scholarship that involves TCNJ students, engages with the local community, or reflects TCNJ's commitment to diversity and inclusivity. The Department of Criminology embraces these expectations and values. They provide the foundation for delineating our discipline-specific standards for teacher-scholar excellence.

A. Range of Scholarly Activity and Shared Standards

Criminology is interdisciplinary. Scholarship includes basic, applied, and pedagogical research, as well as outreach initiatives. Criminology faculty may be trained in the social sciences, the physical sciences, and/or a number of professions. These varied disciplines apply a diverse array of research methodologies, all of which are valued. Thus, any application of standards needs to reflect our collective respect for a range of scholarly activity.

Teacher-scholars in the Criminology Department are expected to establish and maintain a continuous program of scholarship. Teacher-scholars may concentrate on one type of research (e.g., basic, applied, or pedagogical) or may distribute their scholarship across the different types. Teacher-scholars are expected to maintain an ongoing program of scholarship that is marked by continued activity and dissemination.

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 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 other's unique paths of professional growth.

The Department recommends to its faculty who engage in research with vulnerable populations to plan carefully to ensure that they are able to clear the different phases of the project (e.g., obtaining Institutional Review Board [IRB] permission, the approval of the agency/organization to begin data collection, etc.) while adhering to the reappointment, tenure, and promotion expectations and deadlines. Additionally, the Department recognizes that a multitude of factors outside of the control of the candidate impact the schedule of scholarly publication, such as the length of time of peer review and the press's publication timeline. Given the delay between acceptance and publication, any scholarship that has been accepted and scheduled for publication will be counted toward reappointment, tenure, and promotion.

B. Core Disciplinary Scholarship

Teacher-scholars should have a core of disciplinary scholarship disseminated in internationally- and nationally-recognized outlets such as peer-refereed and professional journals, scholarly books, textbooks, chapters in edited volumes, contributions to professional publications (e.g., disciplinary magazines or newsletters), and articles in popular press magazines and newspapers.

Tangible indicators of disciplinary scholarship quality will be used to guide choices of scholarship dissemination outlets, among those that the candidate and PRC could consider include:

- 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; impact factor; professional sponsorship or other affiliation or reputational status of the journal; citations of the article and prestige of the citing author/organization.
- c) For books, the academic standing of the publisher; published reviews of the work; nominations, awards, and honors; evidence of readership (e.g., size of the press run,

sales, course adoptions); and citations of the article and prestige of the citing author/organization.

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).

f) For grants, academic standing of the agency and whether the research was funded through a peer review process as measured by factors that could include the funding rate and/or prestige of the agency or organization; length of funding; and monetary amount of the award.

g) For professional consulting activities, the number and scope of the deliverables; and the frequency and range of clients for consulting activities.

h) For professional honors, awards, and other forms of recognition of scholarship, the scope of the professional organization sponsoring the award or honor and the criteria used to select the award

C. 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: Publications and presentations that include student co-authors or co-researchers 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 publications, distinct and progressive contributions are valued (in contrast to multiple dissemination of similar work).

c) Public Criminology and "Real-World" Impact: We recognize impact in various types of communities (applied professional, public, organizational, policy), as well as at

different levels of community (local, state, national, and international). Examples that might result in such impact include but are not limited to: writing of technical or program evaluation reports; consultation or case study development; development of research instruments; or developing community-collaborative research partnerships. The integration of community-engagement and scholarship can be assessed by providing these technical reports or program evaluation; or external evaluations (e.g., letters from directors of community organizations or scholars in one's discipline) attesting to the value of one's scholarship to the community.

We recognize that the impact of scholarship on students and communities is more difficult to demonstrate tangibly. Nevertheless, these are highly valued areas of impact. There are no predetermined criteria for scholarly contributions in these areas. Thus, documentation of these types of impact is particularly important. Indicators may include student co-authorship on presentations/publications, 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 During the Probationary Period:

Candidates for reappointment should show demonstrable progress in their scholarly program since coming to TCNJ. Examples of progress include evidence of journal article, chapter, or book submissions, acceptance letters, letters of interest, conference presentations, or publications.

Tenure and Promotion to Associate Professor:

Successful candidates for tenure and promotion to Associate Professor will have:

- Demonstrated continued, well-mentored research with undergraduates (for example, but not limited to a presentation at an academic conference, a book chapter published in an academic press, an article published in a refereed journal, or a collaborative research deliverable with a government agency, non-profit organization, community partner, or a news outlet).
- Delivered three virtual or in-person presentations at local, regional, national and/or international professional meetings. One of these presentations could be substituted for a presentation to the campus or local community.
- Three papers accepted for publication in a refereed journal based on scholarship completed while at TCNJ (unless otherwise negotiated at the time of appointment). One paper may be substituted from any of the following:
 - Book chapter in an academic press

- Major research proposal funded or favorably reviewed
- Collaborative research deliverable with a government agency, non-profit organization, community partner, or a news outlet which resulted in a contribution to the field, as demonstrated, for example, by a change to policy and/or practice

A sole or co- authored book in an academic press will be considered the equivalent of one or more peer-reviewed journal articles as determined by the candidate and PRC. Due to inherent variation in research projects and press publishing guidelines, the determination of equivalency will be made on an individual basis. After a full draft of the work has been submitted to the publisher, the candidate and their PRC will determine the equivalent number of peer-reviewed journal articles; the candidate's contribution to the book, the length of the book as compared to standard articles, and the nature and scope of the research are among the factors to be considered.

For Promotion to Professor:

Successful candidates for promotion to Professor will have:

- Demonstrated continued, well-mentored research with undergraduates (for example, but not limited to a presentation at an academic conference, a book chapter published in an academic press, an article published in a refereed journal, or a collaborative research deliverable with a government agency, non-profit organization, community partner, or a news outlet).
- Progressed from the time they received the rank of Associate Professor. Scholarly maturation may be demonstrated in a number of ways, including: completed scholarship that tackles notable methodological, theoretical, or practical challenges; scholarly productivity; and successful grant activity. Scholarly maturation will also be evident through recognition of scholarly attainments by others in the field, for example, as demonstrated by: publications in respected outlets; invitations to publish or present, or serve in an editorial capacity that reflect recognition of one's scholarly attainments by others in the field; and prizes or awards for scholarly excellence.
- Delivered two virtual or in-person presentations at local, regional, national and/or international professional meetings. One of these presentations could be substituted for a presentation to the campus or local community.
- Two papers accepted for publication in a refereed journal based on scholarship completed while at TCNJ (unless otherwise negotiated at the time of appointment). One paper may be substituted from any of the following:
 - Book chapter in an academic press
 - Major research proposal funded or favorably reviewed

- Collaborative research deliverable with a government agency, non-profit organization, community partner, or a news outlet which resulted in a contribution to the field, as demonstrated, for example, by a change to policy and/or practice

A sole or co- authored book in an academic press will be considered the equivalent of one or more peer-reviewed journal articles as determined by the candidate and PRC. Due to inherent variation in research projects and press publishing guidelines, the determination of equivalency will be made on an individual basis. After a full draft of the work has been submitted to the publisher, the candidate and their PRC will determine the equivalent number of peer-reviewed journal articles; the candidate's contribution to the book, the length of the book as compared to standard articles, and the nature and scope of the research are among the factors to be considered.