

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

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

Preamble

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

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

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

provision of copies to students.

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

6.1.2.5 For the Criminal Justice Program, excellence in teaching also includes precepting in a manner that recognizes the benefits of the program to the community.

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

- 6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of a tenure promotion or range ac.003 Tc -0.0

In the School of Social and Behavioral Sciences and Criminal Justice program, scholarship ranging from the theoretical to the empirical that enhances the public understanding of social issues and pressing policy matters or which assesses interventions and resources that benefit the well-being of individuals, families, organizations and communities is also valued and may take the form of books or articles, professional papers, policy documents, innovative curricula in the form of pedagogical research, or online professional educational

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

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

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

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

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

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

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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 leaderships. In service areas and demonstrate the impact of their activities to achieve promotion from Associate professor to Full professor, Distinguished professor or from NTTP II to NTTP I.

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

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

on scholarship.

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

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

Summary

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

COVID Modifications to Program Standards for Criminal Justice Faculty Preamble

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

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

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

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

Teaching

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

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

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

Scholarship

The modified expectation for publications for assistant professors to achieve tenure and promotion is one

