

Department of Law and Justice Studies
Revised Tenure and Recontracting Criteria
(For faculty hired after July 14, 2016)*

(10%). Probationary candidates with the rank of Instructor will be judged on the following criteria, with each criteria being weighted as indicated: (1) Teaching Effectiveness (60%); (2) Professional Development (10%) (3) Contributions to the University Community (20%) (4) Contributions to the Wider Professional Community (10%).

The Tenure and Recontracting Criteria in place when a candidate is hired govern the recontracting and tenure decisions for that faculty member unless the faculty member chooses to be judged by a subsequent Tenure and Recontracting agreement. If expectations are increased after a person is hired, they will be judged by the criteria in place when they started at Rowan University.

(1) Teaching Effectiveness

Assessing Teaching Effectiveness

The Department of Law and Justice Studies recognizes the importance of striving for excellence in teaching and as such, *teaching effectiveness* is an important factor in evaluating candidates. Faculty must demonstrate skillful teaching, a commitment to student learning, and engagement with constructive pedagogical practices. Candidates are evaluated on their academic instruction, development of learning activities, development as a teacher, and student mentoring activities.

The Department of Law and Justice Studies regards the following indicative of teaching effectiveness:

- A. Demonstrating command of the current state of the discipline
- B. Developing courses beyond a mere exposition of the textbook
- C. Fluency in major pedagogical approaches
- D. Motivation to experiment and incorporate innovative teaching techniques
- E. Engaging students in the learning process
- F. Creating a challenging class environment for students
- G. Demonstrating a positive attitude toward teaching and learning
- H. Taking an interest in student success
- I. Documented work performed in pursuit of the advancement of the scholarship of teaching

Use of Student Evaluations

Methods of Student Evaluation: Teaching effectiveness will be demonstrated primarily through the use of standard Student Instructional Reports II (SIRs) or University-approved online evaluations. In addition, we will recognize other methods of evaluation when these forms may not be appropriate. For instance, at the graduate level, the faculty member may be required to use an alternate or an additional form of evaluation acceptable to the University and the department. The number of classes for which student evaluations are submitted must be in accordance with

We are interested in an active or continuing agenda of scholarly and creative activity. At each review the candidate's folder will be evaluated for productive research record and promise for continued scholarship.

Scholarly activity is demonstrated in many different ways and published in many journals outside of traditional criminal justice and criminology journals. Law and Justice Studies is a multi-disciplinary field of study where research can be published in various disciplinary journals and still have important practical implications. Collecting empirical and original data is a valued contribution to the knowledge base and commendable form of scholarly activity to the knowledge base; decision makers must therefore acknowledge that it requires considerable time and may delay the publication of articles. Specific examples of valued scholarly activity include, but are not limited to:

- A. Papers in refereed journals or conference proceedings
- B. Law review articles
- C. Books or chapters in books, textbooks, workbooks, or other media productions
- D. Edited works in books or textbooks or workbooks
- F. Monographs
- G. Obtaining or applying for research grants
- H. Creating and working with a dataset
- I. Collecting, coding and transcribing interview and/or focus group data
- J. Papers, roundtables, or demonstrations presented at academic or professional meetings
- K. Acting as a Chair or a Discussant of a panel at a professional meeting
- L. Invited talks to academic institutions, criminal justice agencies and professional organizations based on original research;
- M. Acting as a reviewer for the research of others
- N. Other papers and reports (e.g., policy, trade, in-house, government or technical)
- O. Articles appearing in professional publications or the popular press aimed at disseminating research results or contributing to empirically-based policies
- P. Translations, abstracts, reviews, or criticisms
- Q. Documentation of instructional and classroom research to benefit the teaching-learning enterprise
- R. Reports or presentations to practitioners in the criminal justice system as a consultant or expert witness
- S. Computer software development

and Criminal Justice, the American Society of Criminology (the leading academic professional organization in our discipline) clearly states on its website that “It should be noted at the outset, even stressed, that there are no official rankings of journals in this field.”¹ And while there are journal articles that show the most cited journals in Criminology and Criminal Justice, journals that are most cited are not necessarily the most impactful in every subfield within Criminology and Criminal Justice. As such, faculty are encouraged to publish in influential journals in their own subfield, and to provide information about the quality of their peer-reviewed publications.

Multiple Authorship: Multiple authorship is the norm in our discipline and candidates are not required to have sole-authored publications. Candidates must describe their contribution to multiple-authored works and how their efforts were necessary for the success of the work. They must explain what was unique about their input and approximate what percentage of the total effort it constituted. This becomes especially important because we recognize that the order of listed authors does not always reflect their relative contributions; authors are sometimes listed in alphabetical order, in order of seniority, or starting with the principal investigator(s) on a grant. It is expected that candidates will be the lead author on at least one of the co-authored works, and they must explain why they were listed as first author. It must be clear that candidates a

Probationary faculty with the rank of Instructor are expected to engage in Professional Development rather than Scholarly or Creative Activity. As indicated in Appendix A of the 2018 MOA, Professional Development consists of “those activities which improve an Instructor’s currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise” (p.39).

As mandated by Appendix A of the 2018 MOA, probationary faculty with the rank of Instructor are expected to engage in activities that assist them in “maintaining currency in their discipline,...improving their abilities as teachers,... deepen and/or broaden their knowledge of discipline-specific content,... [and/or] strengthen their understanding and application of the pedagogy of particular disciplines” (p. 38).

These activities can include any of the following:

- A. Participating in professional conferences focusing on criminal justice issues
- B. Attending professional conferences focusing on criminal justice issues
- C. Acquiring and/or maintaining certifications and/or licenses relating to policing, courts, or corrections
- D. Participating in professional conferences focusing on pedagogy specific to the field of criminal justice
- E. Attending professional conferences focusing on pedagogy specific to the field of criminal justice
- F. Participating in workshops or training that focus on teaching and learning
- G. Attending workshops or training that focus on teaching and learning (including, but not limited to, Rowan University Faculty Center workshops and programs)
- H. Developing or enhancing skills in the assessment of learning in subject matter taught in the Department of Law and Justice Studies
- I. Any other activities that enhance knowledge of criminal justice subject matter or pedagogy

The Law and Justice Studies Department incorporates the standards in Appendix A of the 2018 MOA which state:

Characteristics of Excellence in Professional Development for Instructors are

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the instructor for future teaching assignments
- C. The activity results in certification or licensure that is appropriate for the area of instruction or for the practice of teaching within a specific discipline
- D. The activity is recognized as maintaining standing within a profession or discipline

- B. Briefings, seminars, lectures, conferences targeted for general audiences.
- C. Summaries of research, policy analyses, or position papers for the general public or target audiences.
- D. Reviewing journal articles
- E. Contributing to disciplinary and professional organizations.
- F. Service to accreditation bodies or nation examining boards.
- G. Leadership positions in recognized professional organizations
- H. Membership in a research consortium or research working group
- I. Mentoring faculty, staff or students at other institutions

The department expects some level of professional service, if only membership in professional organizations, each year. In addition, the department recognizes the value of service to the general public, especially if that service advances our discipline and/or the department, college, or university in some way.