

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

*Updated Fall 2020, as per the Memorandum of Agreement of the Impact of COVID-19

On September 24, 2020, Rowan University issued a new Memorandum of Agreement concerning the impact of the global pandemic associated with COVID-19. This memorandum states as follows:

“COVID-19 may have a profound impact on a candidate’s performance in the three areas: teaching and/or professional performance, scholarly research and/or professional development, and service to the university and to the wider and professional communities.” As such: “consideration shall be given to all members who include an impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three areas.”

The Rowan Mission: A Visionary Mission for Student Learning, Research Excellence and Service

Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and educational experiences, pathways, environments and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

Vision Statement for the College of Humanities and Social Sciences

Empower. Transform. Engage. Creating connections in teaching, research, and service to advance society.

Mission Statement for the College of Humanities and Social Sciences

Empower. Transform. Engage.

- Empower students to create innovative academic pathways so that they may become successful and adaptable leaders and innovators with a lasting impact on society.
- Faculty and students engage with local and global communities to conduct transformative research that mobilizes knowledge to benefit society.
- Grow and develop mutually beneficial connections among students, faculty, and community partners to reimagine the future.

Mission of the Department of Law and Justice Studies

The purpose of the Department of Law and Justice Studies is to provide a meaningful educational experience through superior teaching, to produce a high level scholarly and creative activity, and to provide valuable service. We aim to increase our students' knowledge of crime and society's response to crime, while enhancing their critical thinking, reasoning, writing, and logic skills. Through evaluation and analysis of criminal justice policies and programs, law, and correlates and causes of crime, students will gain a thorough understanding of the intended and unintended consequences of criminal justice decision-making on social and community justice, victims and offenders.

Introduction- Law and Justice as an Academic Discipline

The Department of Law and Justice Studies is committed to the pursuit and dissemination of knowledge in the discipline of Criminal Justice. Criminal Justice has been and remains a multidisciplinary field of study, with roots in Law, Humanities, Social Sciences, Public Policy, and other fields. It is concerned with the study of crime and deviance and the reactions of society to crime and deviance. Areas of inquiry include- but are not limited to- the examination of political, economic and cultural factors shaping definitions of crime and influencing social responses to crime, the study of social and individual forces leading to criminal conduct, and the analysis of the organization, composition, interactions and behaviors of the many agencies and actors that comprise criminal justice systems.

Terminal Degree Requirements:

The Department of Law and Justice Studies expects Assistant Professors to possess a Ph.D. in Criminal Justice or a closely related field. Instructors are expected to possess any one or more of the following degrees: Ph.D., M.A., M.S., M.Phil., J.D., or Ed.D.

Tenure and Recontracting Criteria- Broad Considerations

The Department of Law and Justice Studies will evaluate probationary candidates with the rank of Assistant Professor on the following criteria, with each criteria being weighted as indicated: (1) Teaching Effectiveness (40%); (2) Scholarly and Creative Activity (30%) (3) Contributions to the University Community (20%); (4) Contributions to the Wider Professional Community

(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

the latest Memorandum of Agreement on Recontracting and Tenure (MOA). The faculty member, at his or her discretion, may use more than the minimum, although this is not required or expected.

Expectations: While there are no *exact* measures that would demonstrate teaching effectiveness on student evaluations, we expect that scores in major areas of measurement will be near or above the averages for similar courses. Comparative averages, however, must be used cautiously, and variation among faculty and courses must be factored into the average score (faculty of all levels of teaching experience are measured, as are courses from all types of four-year institutions, and of varying levels of rigor and popularity).

If a candidate's evaluation results are significantly below comparative scores, the candidate must, when appropriate, explain the divergence. Candidates must also demonstrate the use of their evaluations to strengthen their teaching.

Furthermore, teaching effectiveness must be demonstrated by consistently strong scores *across* evaluations. One course, or a small percentage of the total number of courses, that is noticeably weaker than others must not create an impression of teaching ineffectiveness if most course evaluations, overall, are sufficiently strong.

Peer Observations

In-class peer observations must be conducted and written by tenured faculty members; the number submitted must be in accordance with the latest MOA. It is expected that these observations will show sufficient student engagement, a high level of content expertise, strong organizational skills, efficient use of classroom time, familiarity with students (e.g., recognizing them by name), appropriate pedagogical methodologies, and enthusiasm for the candidate's subject. The faculty member conducting the observation must, where appropriate, include in writing constructive critique and/or areas for improvement.

Other Indications of Teaching Effectiveness

In addition to SIR survey responses, a candidate is encouraged to include informal indicators of teaching effectiveness in their re-contracting materials. For instance, SIRs also include the opportunity for students to provide, in a structured setting, written qualitative feedback. It will be the policy of the Department of Law and Justice Studies, however, that faculty administering SIRs announce the opportunity to provide qualitative feedback; it will be up to students to do so if they wish. Another example would be email or written correspondence from current or former students

Candidates are also encouraged to attend workshops designed to enhance their pedagogical skills. While this is not a requirement, we would encourage faculty in their first three years of teaching at the college level at Rowan to attend workshops, either through Rowan University or other venues.

(2a) Scholarly and Creative Activity (for Assistant Professors)

Assessing Scholarly and Creative Activity

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

- T. Book reviews and encyclopedia entries
- U. Editing a journal of peer-reviewed articles or a scholarly book
- V. Acting as a grant application reviewer
- W. Applying for internal and external Institutional Board Reviews
- X. Creating memoranda of understanding with outside agencies for research purposes.
- Y. Working with students on research projects, where the student has a substantial role in the project
- Z. Creating measures or surveys in research

The expectations outlined here recognize that candidates might not have published works by their second year, as new faculty typically must spend a considerable amount of time preparing new classes and adjusting to a new career; furthermore, the publishing process can take years. This is an especially important consideration in our discipline, since journal or law review articles are generally long-20 to 30 pages in length for the former and considerably longer for the latter. Also, publishing can be a lengthy process; it can take an average of 3-6 months to receive reviews for submissions and another 1-2 months for revise and resubmits. We would nonetheless expect evidence of an ongoing research agenda that shows the promise of future publications at the early stages of the candidate's career. However, an active research record and trajectory of publications must appear in the faculty's record by the second year of service.

Publications: The refereed journal article is the most typical type of scholarship in the field of criminal justice, followed by the research monograph or book. While the research monograph or book in the field is highly valued and can be used to substitute for refereed journal articles, it is not usually required. As such, it is expected that a candidate's scholarly record includes refereed journal articles or the equivalent. For example, a law review article could substitute for a refereed journal article and a book published by an academic press or reputable trade publisher could be considered in lieu of refereed journal articles depending on the quality and significance of the book in the field. Letters of acceptance for publication satisfy the publication requirements. Articles that have been given a "revise and resubmit" or a "conditional acceptance" status will not satisfy the publication requirements but will be considered as evidence of research potential.

Conference Presentations: Professional meetings provide an occasion for the dissemination of research as well as the opportunity for constructive feedback from professional colleagues. We expect candidates hired to have presented scholarly papers/works, including poster sessions and round tables, at national, regional or international meetings by the time they apply for tenure. Acting as a Chair or a Discussant of a panel at a professional meeting is also of importance to active involvement and will be considered by the time a candidate applies for tenure.

Journal Quality: Assessing scholarly work in the fields of Law and Justice varies according to the subfield of research. Moreover, there is large fluctuation in the rankings of criminal justice and criminology journals over time, and there are many criminal justice journals not covered in the Journal Citation Reports' calculation of impact factors. In fact, in the fields of Criminology

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 are establishing their own research agenda and not merely assisting with the research of others.

Grants: Securing funds (internal or external) to support scholarly research is considered a valuable contribution to the scholarly process, and faculty members are expected to apply for funds that support research and scholarly activities. However, we understand that external funding is highly competitive, and typically awarded to faculty at research institutions, and to faculty with light teaching loads; there is, moreover, limited availability of internal funding. Unfunded grants are also considered a valuable research activity.

External Reviewer: Candidates hired after July 14, 2014 have to provide a tenure review letter from an external reviewer for their seventh year contract and tenure. The purpose of using an external reviewer is to advise the university as to the broader impact and value of a faculty member’s scholarly work in the discipline.

Rowan’s Teaching Load: Research expectations are based on the currently implemented 3-3 teaching load for pre-tenured faculty. Should the teaching load change for the university generally or in a particular faculty’s research workload assignments, changes in research expectations would need to be made. For example, faculty who have received a reduced teaching load from the dean to publish or to engage in scholarly activities will be evaluated accordingly. Adjusted load for service is not considered in the process of evaluating research. Candidates who have received positive feedback in each of their pre-tenure reviews can expect a favorable tenure decision provided they have fulfilled what they promised in their earlier recontracting materials.

(2b) Professional Development (for Instructors)

Assessing Professional Development

¹ <https://www.asc41.com/links/journals.html>

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

- E. The activity permits the demonstration of leadership within a profession or discipline (p. 39)

(3) Contribution to University Community

Contribution to the University Community requires the candidate to participate in the shared governance process and to use their expertise, knowledge and professional judgments for the betterment of the institution.

Active participation and leadership in campus activities and governance includes, but is not limited to:

- A. Chairing a department, college, or university committee
- B. Contributing to tasks central to the department's day-to-day activities
- C. Helping the department meet the expectations of the College and the University
- D. Program Coordination
- E. Senate participation
- F. Union Participation
- G. Mentoring other faculty or staff within the candidate's own Department, College, or University
- H. Representing the institution for advancement in activities such as open houses, and the recruitment of students
- I. Participation on a department, college or university search committee.

In the candidate's first year, basic departmental service (attending departmental meetings, attending departmental functions, etc.) is expected. By the second year, basic departmental service is expanded to include mentoring of majors and service on at least one departmental committee. By the third year and beyond, departmental service continues and the candidate may wish to assume a leadership role. In addition, the candidate is expected to engage in basic college and university service (membership on college committees, all-university committees or task forces, interdisciplinary advisory boards, etc.).

(4) Contribution to the Wider and Professional Community

The candidate will address social or institutional issues beyond the Rowan campus(es) using his or her expertise, knowledge, and seasoned professional judgments. The candidate's activities may include, but are not limited to, the following:

- A. Consulting or providing technical assistance to public or private organizations.

- 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.