The Criminal Justice PhD program’s professional development and ethics goals of its students is to train and provide them with skills to obtain employment in leading academic institutions, private research foundations, and other policy and government oriented positions. The skill set includes the following:

- Ability to conduct original research
  - Assessment: successfully passes research methods and statistics comprehensive exam, and completes dissertation.
- Ability to write funded research grant proposals
  - Assessment: submitted funded research proposals for their dissertation or other research projects
- Ability to present research findings at academic conferences, job talks, and other venues
  - Assessment: present research papers at academic conferences; obtain employment at academic universities, research foundations
- Ability to craft curricula vitae that highlights their strengths and accomplishments.
  - Assessment: obtain employment at academic universities, research foundations
- Ability to write an original scholarly work, using primary or secondary sources
  - Assessment: publish in peer review journals and edited volumes
- Pedagogical techniques for effective academic instruction
  - Assessment: GTF evaluation by criminal justice PhD faculty; student evaluations each semester.
- Ability to understand and adhere to research ethics and the institutional review board process.
  - Assessment: Students successfully complete (1) the Collaborative Institutional Training Initiative (CITI) training course in the protection of human subject research; (2) Responsible Conduct of Research (RCR) training on-line modules; (3) dissertation and other research projects are approved by the institutional review board.
Learning Opportunities:

- A series of professional development seminars for the Criminal Justice doctoral students is offered each spring semester. The nine-part colloquium is mandatory for first year doctoral students, voluntary for other students, and strongly encouraged for students who have defended the dissertation proposal. Topics include effective teaching practices, writing the dissertation proposal, the IRB process, writing the dissertation and research ethics and accountability, and getting published.
- Students are assigned a faculty mentor for their first year in the program.
- Students are mentored by their dissertation advisor and members of the dissertation committee.
- Students are required to take a yearlong research methods course. Student assignments include successfully completing CITI, RCR, and writing a research proposal.
- Students are encouraged to seek out faculty with similar interests to obtain employment as research assistants, to gain experience working on data collection efforts or conceptual projects.
- Students presenting at academic conferences for the first time and/or requesting travel reimbursement funds are required to participate in a “practice” presentation conference. This conference is attended by the Executive Officer, Deputy Executive Officer and PhD faculty who critique and offer constructive comments on the presentation.
- All GTFs are required to attend at least one workshop per semester at the Center for the Advancement at John Jay College to improve their pedagogical skills.
- Each year the program offers professional development talk by a leading scholar on applying for dissertation grants. This is required for all first year students and others are strongly encouraged to attend.
- Each year, on a rotating basis, the program offers one of two elective courses, “getting published,” or “writing a research grant proposal.”