Department of Criminology, Justice Studies & Global Security RTP Guidelines

The purpose of this proposal is to provide clarity to faculty members in the Department of Criminology, Justice Studies and Global Security in terms of expectations regarding retention, promotion and tenure. It should be noted that this proposal does not supersede any procedures outlined in the NSU Faculty Handbook.

I. Evaluators

Per the Faculty Handbook, the department chair serves as the initial evaluator regarding promotion and retention. The chair makes a recommendation to the college dean, who also conducts an evaluation.

Per the Faculty Handbook, the departmental Tenure Committee serves as the initial evaluator regarding tenure. The chair and the college dean also have an opportunity to provide an evaluation.

II. Broad Criteria Areas

According to the Faculty Handbook, faculty members are to be evaluated in the following broad criteria areas for promotion and tenure:

- Effective classroom teaching
- Scholarly or creative achievement
- Contributions to the institution and profession (university and professional service)
- Performance of non-teaching semi-administrative or administrative duties (if applicable)

This proposal will utilize these criteria areas with two (2) modifications. These modifications are made for the purpose of clarification and simplification. First, because the intent of this proposal is to formulate guidelines for the evaluation of faculty, the "Performance of non-teaching semi-administrative or administrative duties" area will be considered under "Service Contributions to the Institution and Profession." Second, in order to clarify the role of collegiality in the retention and tenure review process, the following collegiality and professionalism policy shall be adopted and considered as a separate criteria.

Therefore the criteria areas for evaluation can be generally articulated as:

- Teaching
- Scholarly activity (Scholarship of Teaching & Learning, Discovery, Application and Integration)
- Service Contributions to the Institution and Profession
- Collegiality and Professionalism

COLLEGIALITY AND PROFESSIONALISM

Collegiality and professionalism within the department are crucial to the mission of the university, college, and Department of Criminology, Justice Studies and Global Security. Collegiality and professionalism within the department include but are not limited to the following:

- Faculty treat colleagues and staff with respect and courtesy.

- Faculty follow University, College, Department procedures.

- If it does not intrude on commitments already accepted by faculty, they should accept additional responsibility when asked or initiate accepting responsibility.

- Faculty fulfill responsibilities as requested, readily cooperate to fulfill responsibilities, or contribute constructively to fulfilling responsibilities.

- When appropriate, faculty should provide constructive advice and counsel to colleagues or constructively assist colleagues.

III. Definitions of Effective Classroom Teaching and Scholarship as Defined by the Faculty Handbook

Effective Classroom Teaching

Teaching includes all work that is intended to advance learning within an engaging, civil environment. The assessment of teaching should be evaluated as objectively as possible and take into account quantitative indicators such as contact hours, number of preparations, number of students, number of advisees, student evaluation ratings, peer/observer ratings, etc. However, the primary evidence of effective teaching should come from the assessment of learning outcomes/learning gains exhibited by students.

Scholarship of Teaching and Learning

Contributions to Teaching and Learning involve facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the mission, vision, and values of Northeastern State University.

Scholarship of Discovery

Scholarly activity in this area constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines.

Scholarship of Application

The diversity of internal and external needs, as well as faculty training and experience, leads to many different forms of Professional Application. However, Professional Application activities share all of the following distinguishing characteristics:

> They contribute to the public welfare or the common good;
> They call upon faculty members' academic and/or professional expertise;
> They directly address or respond to real-world needs; and
> They support NSU's vision, mission, and values.

Faculty members who are engaged in Professional Application use their academic training and experience to serve the public and contribute to NSU's mission, vision, and values. Professional Application includes internal service to the discipline, department, college, and university and contributing to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs. Externally, Professional Application addresses the core values associated with regional stewardship, which can be found by reading material defining 'Making Place Matter', AASCU's initiative that has been adopted by the Oklahoma System of Higher Education Board of Regents.

Scholarship of Integration

Integration is a scholarly area that gives meaning to isolated facts, putting them into perspective and into context. Connections across the disciplines to solve problems, raise questions for research and examination, and involve others from various backgrounds to create and initiate new ways of thinking all reflect this area of scholarship. Integration can also involve fitting original research into larger intellectual patterns and work underway to lead new understandings. Key words often used to reflect the possibilities of scholarship inherent within this area include interdisciplinary, integrative, and interpretive.

IV. Evaluative System

The Department recognizes the diversity of activities performed by criminal justice, legal studies and homeland security faculty members at NSU and the difficulty of quantifying the relative merits of those activities. Therefore, these RTP guidelines will not provide a set "scorecard" of accomplishments, which must be achieved in order to earn retention, promotion and tenure (four publications, teaching evaluations in the 85th percentile, service on three university wide committees, etc.) Rather, faculty members will earn retention, promotion and tenure by displaying genuine excellence in the areas of teaching, scholarly activity and research. What is expected of each individual faculty member in order to achieve promotion and tenure will be made clear through feedback coming from **annual** evaluations by the department chair.

Beginning with the first year of employment, the chair and the mentor committee will provide written feedback to the faculty member which will include an assessment of how well the faculty member has performed in the areas of teaching, scholarly activity and service in the assessment

year and detailed direction on what is expected from the faculty member in the following year in the three criteria areas. Copies of these yearly evaluations will be maintained by both the chair and faculty member. The evaluation will be primarily based on the chair's assessment of the faculty member's professional file, which will consist of a curriculum vita which specifies the activities in the three criteria areas. At the end of this proposal is a list of activities which will be considered in these evaluations. It is not necessarily an exhaustive list. If the faculty member engages in an activity not on the list and believes they should receive some "credit" for this, they will be allowed to do so. It is incumbent on the faculty member to make an argument for any activity which they think should positively count toward promotion and tenure.

This annual evaluative process will be somewhat collaborative. After the chair assesses the professional file, there will be a face to face meeting to discuss the content of the evaluation. After this discussion, the chair will produce the written evaluation which will be reviewed by the faculty member. A second face to face meeting will be held to finalize the written evaluation. After the second meeting the chair will produce a final written evaluation which will be signed by both the chair and the faculty member. If for some reason there is a dispute over the validity of the evaluation, the faculty member can produce a written "dissenting" opinion, a copy of which will be retained by the chair.

The purpose of this process is to provide annual feedback so that individual faculty members are in the best possible position to earn promotion and tenure. If faculty members respond positively to the feedback, then they will be in a position to earn promotion and tenure. If they choose not to respond positively to the feedback, they will run the risk of being denied promotion and tenure.

V. Evaluative Standards

Faculty members can apportion their commitment to teaching, research, and service. The allocation of their time must be clearly stated on the evaluation form. Collegiality and Professionalism are expected of all faculty in the department. Because these elements are essential to the effective functioning of the department, members must work cooperatively with each other and in a congenial manner.

Faculty will be evaluated according to the following standard: Does Not Meet, Meets or Exceeds expectations. The following guidelines will be applied by the mentoring committee and/or department chair.

Evaluation of Faculty Achievements: Effective Classroom Teaching

Does Not Meet: Lack of organization; multiple, substantiated valid student complaints; student evaluations below the average in department courses; little evidence of efforts to improve; does not use classroom technology; does not update course readings/textbook; inadequate commitment to criteria for evaluation of teaching.

Meets: Evidence of effective classroom teaching, pedagogical innovation, student advisement and mentoring, promotion of student research, student evaluations above the average in

department outcomes, and a demonstrated commitment to a range of criteria enumerated in the faculty handbook and the activity list in section VII of this document, identified by the university and department as indicators of faculty teaching competence.

Exceeds: In addition to the evidence provided as meeting expectations, faculty will exceed expectations where his/her performance reflects maturity acquired in years of teaching, exceptional student evaluations significantly above the average in department outcomes, and/or an exceptional aptitude for classroom instruction as well as an expansion of the scope and depth of commitment to the criteria enumerated in the faculty handbook and the activity list in section VII of this document, documenting a continuous effort to improve the quality of teaching, classroom organization, and information delivery.

Evaluation of Faculty Achievements: Scholarship

Does Not Meet: Lacks a research agenda; unable to document research progress; evidences little effort to make research results public; demonstrates insignificant scholarly and professional growth; inadequate commitment to the criteria for evaluation of research.

Meets: Demonstrates a specific research agenda as outlined by the Boyer model; documents annual research progress; exhibits professional activity and growth; and displays commitment to excelling in the list of activities enumerated in the faculty handbook and the activity list in section VII of this document.

Exceeds: In addition to displaying the traits outlined as meeting expectations, faculty will exceed expectations where his/her performance requires even greater commitment to the list of activities enumerated in the faculty handbook and the activity list in section VII of this document

Evaluation of Faculty Achievements: Service Contributions to Profession, University, Community

Does Not Meet: Evidences little or no professional, university, or community service; inadequate commitment to the criteria for evaluation of service to the profession and the university community.

Meets: Demonstrates a willingness to assist in forwarding the mission and goals of the department, college, and university, as well as the greater community beyond Northeastern State University's boundaries and displays a commitment to the a range of criteria enumerated in the faculty handbook and the activity list in section VII of this document.

Exceeds: In addition to displaying the traits outlined as meeting expectations, faculty will exceed expectations where his/her performance displays greater service to the university and the community beyond the classroom and academic discipline. It also demands heightened commitment to the a range of criteria enumerated in the faculty handbook and the activity list in section VII of this document.

Evaluation of Faculty Achievements: Collegiality and Professionalism

Does Not Meet: Fails to follow university, college, and department procedures; does not accept additional responsibility when asked; fails to fulfill responsibilities as requested; does not treat colleagues and staff with respect and courtesy; inadequate commitment to the criteria for evaluation of collegiality and professionalism.

Meets: Works harmoniously with colleagues and staff; follows university, college, department procedures with little supervision; accepts additional responsibility and other obligations when asked; and provides evidence of effort to achieve the goals of collegiality and professionalism outlined in the criteria above.

Exceeds: In addition to displaying the qualities outlined as meeting expectations above, faculty will exceed expectations where his/her performance requires the acceptance of greater responsibilities in the Northeastern community and a demonstration of maturity and sound judgment in addition to a greater commitment to the qualities outlined in the criteria above.

VI. Annual Evaluative Timetable

Faculty Attaining Tenure Track or Hired after Fall 2011

Non-Tenured Faculty	Deadline	Faculty Handbook Reference
Probationary Faculty meet with Mentor Committee	Before Oct. 15	No handbook reference, reasonable guidance for the chair
Memo from Mentoring Committee filed with Chair	Oct. 15	No handbook reference, reasonable guidance for the chair
Faculty Member submits professional portfolio to chair (forwarded to retention/mentoring committee)	January 2	Section 3.442
Retention/Mentoring Committee report due to chair	February 1	Section 3.442
Chair recommendation for retention due to dean	February 15	No handbook reference, reasonable guidance for the chair
Faculty notification of Non-Reappointment	March 1	Section 3.443
Submission of Professional Portfolio for Tenure to dean	September 30	Section 3.524
First tenure committee meeting	October	Sections 3.531 and 3.532
Second tenure committee meeting	On or before Oct. 31	Section 3.533
Department chair recommendation on Tenure to dean	November 10	Section 3.534
Dean recommendation on Tenure to VPAA	December 1	Section 3.534

Faculty Notification of Tenure	July 1	Section 3.537

Tenured Faculty	Deadline	Faculty Handbook Reference
Tenured Faculty Member submits professional portfolio to dean for promotion in rank or three (3) year review	September 30	Provost Interpretation
RTP committee meeting	October	Section 3.362
Chair recommendation letter to dean	October 31	Section 3.362

Faculty Attaining Tenure Track or Hired before Fall 2011

Tenured faculty hired prior to the Fall 2011 semester remain under the teaching, scholarship and service criteria in effect at the time they were hired. Thus, they are bound by the RTP guidelines in the Faculty Handbook as well as any department or college level guidelines that were in effect prior to the adoption of the new RTP guidelines.

Non-tenured faculty hired to begin teaching prior to the Fall 2011 semester may elect, but are not required, to follow the faculty retention/mentoring committee review process. The following are deadlines for those electing *not* to use the mentoring committee process. (See table above if you are a non-tenured faculty member hired before Fall 2011 who is electing to use the mentoring process).

Non-Tenured Faculty	Deadline	Faculty Handbook Reference
Faculty Member submits professional portfolio to chair	January 2	Section 3.442
Chair recommendation for retention due to dean	February 15	No handbook reference, reasonable guidance for the chair
Faculty notification of Non-Reappointment	March 1	Section 3.443
Submission of Professional Portfolio for Tenure to dean	September 30	Section 3.524
Department chair recommendation on Tenure to dean	November 10	Section 3.534
Dean recommendation on Tenure to VPAA	December 1	Section 3.534
Faculty Notification of Tenure	July 1	Section 3.537

Tenured faculty are required to follow the new RTP post-tenure review process.

Tenured Faculty	Deadline	Faculty Handbook Reference
Tenured Faculty Member submits professional portfolio to dean for promotion in rank or three (3) year review	September 30	Provost Interpretation
RTP committee meeting	October	Section 3.362

| Chair recommendation letter to dean | October 31 | Section 3.362 |

VII. Activity List

The following list of activities is meant to provide examples of the kinds of evidence in the areas of Teaching, Scholarship, and Service Contributions to the Institution and Profession that may be considered for inclusion in a professional file. The list is not meant to be exhaustive and examples may rise to the level of what constitutes scholarship (see Appendix C2 of the Faculty Handbook for scholarship defined by NSU deans). There may be other evidence, worthy of inclusion, which is not mentioned on the list. Also, the evidence on the list should not be interpreted as requirements, but as examples of the kinds of evidence candidates, mentoring committees, chairs and deans may consider when evaluating a candidate's performance.

Teaching
Student teaching evaluations
Winning of teaching awards at the university wide level or higher
Development of new courses
Nomination for teaching awards at the university wide level or higher
Evidence of major revision/updates of courses
Evidence of innovative teaching
Evidence of innovative use of instructional media/technology
Honors courses taught
Supervision of thesis or other major student projects
Advising load
Independent studies
Capstones
Thesis hours supervised
Supervising interns
Directing theses
Sitting on theses committees
Student portfolios
Any teaching of courses above the normal load for no pay
Student comments on courses
Peer evaluations
Supervising student research/creative activities
Participation in continuing education workshops/conferences
Quality Matters Course Completion

Scholarly Activity
Publication of a book that advances knowledge in faculty member's field
Publication of refereed article in national or regional journal
Publication of an article in a non-refereed professional or trade journal
Funded or submitted grant proposal from a national or regional level funding agency
Publication of a chapter in an academic book related to faculty member's field
Publication of a refereed article in a state/local journal

Paper presentation at a national or regional convention
External Grant Reviewer
Grant funded by state/local funding agency
Paper presentation at a state/local convention/meeting
Panel participant at a national or regional convention (not requiring production of a paper)
Published academic book reviews
Published reviews of academic artistic/creative efforts in faculty member's area of expertise
Article submitted to refereed journal
Artistic/creative entry submitted to juried competition
Panel proposal submitted to convention/meeting of relevant academic organization
Paper submitted to convention/meeting of relevant academic organization
Presentation of scholarly work to community organizations
Presentation at workshop/conference

Service Contributions to the Institution and Profession
Semi-administrative duties (Director/Coordinator of a unit within the department)
Chairing university wide committee or council
Long term community service function relating directly to faculty member's area of expertise
Coordinating/directing large scale university/community event
Coordinating/directing academic meeting at the state level or higher
Officer in national or regional academic organization
President of state academic organization
Member university wide committee or council
Chairing departmental level committee or council
One time community service function relating directly to faculty member's area of expertise
Coordinating/directing small scale university/community event
Chairing panel at national or regional academic meeting
Reviewer for papers submitted to national or regional academic meeting
Officer other than president in state academic organization
Sponsor, student organization
Member departmental/college level committee
Volunteer at university/community event
Submission of a brief of law in a court of general or appellate jurisdiction

Department of Criminology, Justice Studies & Global Security
Boyer Rubric

Name: _____   **Date:** _____

Circle: Retention   Tenure   Promotion

Two-inch binder: _____ Current CV   _____ 3-5 page Reflective Narrative   _____ Evidence   _____ Letters

_____ Portfolio Sections dedicated to Teaching, Scholarship, and Professional/University Service

	Does not meet criteria	Meets criteria	Exceeds criteria	Notes
Teaching _____% *Involves facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the mission, vision and values of Northeastern State University.*				
Scholarship _____% *Scholarly activity in this area constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines.*				

Professional/University Service ____% *Faculty engaged in Professional Application use their academic training and experience to serve the public and contribute to the NSU's mission, vision, and values. Application includes internal service to the discipline, department, college, and university and contributing to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs.*				
Collegiality and Professionalism *Collegiality and professionalism within the department are crucial to the mission of the university, college, and Department of Criminology, Justice Studies & Global Security.*				

STRENGTHS:

AREAS THAT NEED DEVELOPMENT:

RECOMMENDATION REGARDING RTP:

GOALS FOR NEXT ACADEMIC YEAR/TERM: