

Standards of Excellence

Criteria for the Evaluation of Faculty Performance: Annual Review, Promotion, Tenure, Pre-Tenure Review, and Post-Tenure Review

Department of Criminal Justice & Sociology College of Letters and Sciences Columbus State University

Revised
October 24, 2011

The Department of Criminal Justice & Sociology criteria for evaluation of faculty performance are intended to address all members of the department. The main responsibility of the faculty is teaching, and subsequent emphasis should be given to excellence in teaching when evaluating performance. Additionally, professional growth and development as well as professional service must be considered in each evaluation. These standards are written in an effort to supplement (not supplant) the standards established for the College of Letters & Sciences and the standards of excellence for Columbus State University.

Pre-Tenure Review

In the spring of the third year of a tenure-track faculty member's service at Columbus State University, the faculty member shall undergo a third-year review (Faculty Handbook 106.10). Upon review, the faculty member should be able to provide documentation that supports:

- achievements and progress in teaching and advising
 - service to the Department, the College of Letters and Sciences, the University, the community, and the criminal justice community
 - continued professional growth and development and progressive academic scholarship,
- and
- a definitive two-year plan for each of the above-mentioned areas

This pre-tenure review will be conducted by the department chair with an option to request the assistance of an outside expert in the faculty member's specialized field for further assessment. The department chair will also provide support and advice to the candidate in order to further the preparation necessary to achieve tenure.

Standards for Service

A. Tenure-track and tenured faculty

It is highly important that faculty members in Criminal Justice and Sociology participate as often as possible in service to the department, the College of Letters and Sciences, the University community, the city community and the criminal justice community. Each faculty member is encouraged to maintain and/or seek out service opportunities in all of these areas in order to create a network system which will, in turn, be heavily relied upon to benefit the Criminal Justice & Sociology Department and its students.

Each faculty member is asked to sit on at least one standing committee and serve on ad-hoc committees, as appointed by the Department Chair. Further examples of service include leading major committees, advising majors and mentoring new faculty members, coordinating and supervising departmental interns, the criminal justice professional service fraternity, and national criminal justice honor society, coordinating and delivering core courses, and providing and supervising specialized field trips and interactive studies in criminal justice.

Aside from departmental duties, faculty members are encouraged to establish a record of service which they choose within the campus community itself, the city community and a specialized, professional field in criminal justice/sociology. Such service should be in concert with the mission of the university. For the purposes of evaluation, promotion, and tenure, quality of service is the main criterion; the actual number of service items a faculty member lists is not, by itself, meaningful, as relates to the provision of service and accomplishment.

Competence means serving the department and becoming active in a select number of service venues, which might involve university committees, faculty and student organizations, public appearances, community activities, professional memberships, etc. Excellence is achieved by showing leadership in significant service venues on and off campus, which might include organizing seminars, coordinating conferences, instituting new programs and procedures, bringing in speakers, serving in executive positions of organizations, etc.

B. Full-time, non-tenure faculty

Non-tenure track faculty members are considered, in every sense, to be full members of the department, and their voice in departmental matters is essential. They are encouraged to participate as members of departmental committees, particularly in those areas that directly influence teaching and teaching performance in the department. They are also encouraged to participate in departmental workshops and in mentoring new non-tenure track or part-time faculty.

Standards for Professional Growth and Development and Academic Scholarship

Professional growth and development and academic scholarship encourage faculty members to renew and/or maintain their professional interests through research, creative endeavors, seminars, conferences, networking, and learning opportunities of all types. The faculty member should continuously participate in and document all scholarly and/or creative activity. Included in these activities would be presenting regularly at conferences, acting as a peer reviewer, participating in seminars, serving as an officer in a professional organization, etc.

All faculty members are encouraged to continue in faculty development activities of their choosing, as they arise. Faculty members should, at the same time, focus on, at least, one successful publication in a peer-reviewed venue. This requirement would greatly facilitate both tenure and promotion. For promotion to full professor, the candidate should show continued

competence (including the publication minimum) in the years leading up to his/her application.

A faculty member's record of publication should be recognized by peers outside the institution.

Documentation

Evaluation documents and applications for tenure and promotion are rhetorical at best. To help evaluators make informed judgments, faculty members are encouraged to provide accurate documentation and interpretation of all submitted materials.

Promotion of Full-Time, Non-Tenure Track Faculty

Full-time (non-tenure track) faculty are eligible for promotion. If a faculty member has the terminal degree or the equivalent (see Faculty Handbook §107.1) and has completed the necessary years of service at rank (see Faculty Handbook §107.2), he or she must inform the Department Chair of the intention to stand for promotion by the time of the annual review interview. The candidate should provide documentation of success and progress in the three major areas of evaluation. The Department Chair will assess the candidate's progress toward promotion and advise the candidate on how to better prepare for the promotion process.

Collegiality

All members of the Department of Criminal Justice and Sociology will be respectful, productive, constructive, encouraging, and professional in their relationships with other faculty members.

Faculty Evaluations

Annual evaluations are used to monitor progress toward tenure and promotion, post-tenure review, and to allocate merit pay raises (when funding permits). It is the responsibility of each faculty member to furnish to the Department Chair, at the end of each calendar year, a portfolio of materials to document basic performance and provide evidence of meritorious performance.

Each of the three areas of performance will be evaluated at two levels: basic performance (minimum required expectation) and meritorious performance (performance worthy of consideration for merit pay increases, tenure, and promotion). While faculty are expected to satisfy all basic performance criteria in each area, no individual is required to satisfy all possible meritorious activities in order to be evaluated as exhibiting meritorious performance.

Teaching Excellence

Criteria for Basic Performance (minimum required expectation)

The faculty member should:

1. Maintain an atmosphere that fosters mutual respect between students and faculty, inside and outside of the classroom, and avoid threatening, insulting, or disrespectful behavior and language, while embracing a positive and supportive style of faculty-student interaction.
2. Comply with all minimum performance requirements stipulated in the CSU Faculty Handbook regarding the instructional responsibilities of faculty.
3. Comply with the University Sexual Harassment policy as stipulated in the Faculty Handbook.
4. Average an instructional load of 12 contact hours per semester, for the spring and fall semesters of each evaluation period (not including May or summer courses) unless granted an approved course load reduction.
5. Post regular office hours and be available to students for appointments at other times.
6. Provide students with a course syllabus on the first day of class. The syllabus should be clear in its description of policies on course objectives, grading, attendance, withdrawal procedures, classroom demeanor, special needs or accommodations, and course outline/schedule. Course syllabi should be submitted to the department office by the end of the first week of class.
7. Maintain a level of instruction that is appropriate for university-level academic work.
8. Submit student evaluations for all courses taught within the evaluation period including summer sessions, and including both upper and lower division courses (if both are taught). This will exclude internship and independent study courses.
9. The faculty member should also provide a self-assessment, a statement of teaching philosophy, and a statement of goals and objectives to be achieved prior to the next evaluation period.

Criteria for Meritorious Performance

The faculty member should:

1. Average more than 12 contact hours without extra compensation, with the understanding that work without pay should not become an expectation for either basic or meritorious service.
2. Develop a new course or program.
3. Be nominated for, be a finalist for, or receive a teaching award.
4. Mentor undergraduate students in independent studies or internships
5. Mentor undergraduate researchers in presentation of their results at professional meetings, or publishing their results in professional journals.
6. Make application for a grant to improve instruction or courses in one's discipline.
7. Receive a grant to improve instruction or courses in one's discipline.
8. Conduct or participate in a teaching workshop.

Professional Development, Growth and Achievement

Criteria for Basic Performance

The faculty member should:

1. Maintain a membership in at least one professional society related to one's discipline.
2. Attend at least one meeting of a professional society each year (if funds permit).
3. Possess or earn a doctoral degree in one's field

Criteria for Meritorious Performance

The faculty member should:

1. Author a book or book chapter related to one's discipline.
2. Submit a proposal for a research grant or contract that contributes to one's discipline, the department, college, or the university.
3. Receive a research grant or contract that contributes to one's discipline, the department, college, or the university.
4. Publish a paper in a refereed journal.
5. Present a paper or poster at a professional meeting.
6. Coordinate a seminar/ workshop related to one's discipline or university-wide mission.
7. Receive a college or university Faculty Development Grant.
8. Attend more than one meeting of a professional society each year, funds permitting.
9. Participate in a professional conference (e.g., chair a session, serve as a panel member or discussant, serve on a program committee, serve as a referee for proposed presentations, etc.)
10. Serve as an editor or reviewer for a journal or book.
11. Serve as a reviewer for discipline-related grants.
12. Be awarded a sabbatical
13. Complete advanced formal study in one's discipline such as residencies, fellowships, certifications, etc.

Service

Criteria for Basic Performance

The faculty member should:

1. Provide basic and competent student advisement.
2. Serve as a member of at least one active university or Faculty Senate committees each year, if available.
3. Serve as a member of at least one college or department committee, if available.

Criteria for Meritorious Performance

The faculty member should:

1. Provide student advisement in ways that go well beyond average expectations for this activity.
2. Chair a University or Faculty Senate committee.
3. Chair a college or department committee.
4. Perform beyond normal expectation in ways that contribute to the completion of departmental tasks and to the accomplishment of departmental goals.
5. Actively participate in more than one university or Faculty Senate committee.
6. Actively participate (e.g., serve as an officer or board member) in a regional or national professional organization or community organization that is related to one's discipline, to one's department, to the university-wide mission or to the general academic profession (e.g., the Academy of Criminal Justice Sciences or the American Sociological Association).
7. Contribute to public outreach activities related to one's discipline, to one's department or to the university-wide mission (e.g., Science Fairs, Social Science Fairs, Community volunteer activities, etc.).
8. Be nominated for, be a finalist for, or receive a service award.
9. Serve as a faculty advisor for an active student organization (e.g., Gamma Lambda Chapter of Lambda Alpha Epsilon).

I have read the faculty performance criteria for the Department of Criminal Justice & Sociology and understand that effective immediately, these are the standards for evaluation in this department.

_____ Dr. Michael Bailey, Chair	_____ Date
_____ Dr. Richard Newton	_____ Date
_____ Dr. Dorinda L. Dowis	_____ Date
_____ Dr. Florence Wakoko-Studstill	_____ Date
_____ Professor Bridget Downs	_____ Date
_____ Professor Theresa Willey	_____ Date