

## **Law and Justice**

### **Faculty Performance Standards For Reappointment, Tenure, Promotion, Post Tenure Review**

#### **7.2.7 Performance Standard - Department of Law and Justice**

The role of a faculty member in an academic institution of higher education is one of multiple responsibilities. It involves such activities as instruction and student service, scholarship, mastery of subject matter, and continuing efforts and evidence of professional growth and development.

The Department of Law and Justice subscribes to this role concept. These roles and responsibilities have been established in the Collective Bargaining Agreement (CBA). In accordance with this document the above faculty responsibilities have been placed into three categories: (1) Instruction (2) Scholarship; and (3) University and Public Service. Typically, no faculty member can excel in all these areas. Individual faculty will make choices as to where to expend more of their efforts between the remaining two areas based upon a faculty member's interests, skills, and opportunities as well as in consideration of university, programmatic and departmental needs.

It must be recognized that in personnel actions involving tenure and/or promotion, a combination of demonstrated proficiency and contributions in all three areas must be evident. Achievement levels in the three areas increase as one applies for higher academic rank. Faculty members, in considering their careers and promotional opportunities, should familiarize themselves with the standards articulated in the Collective Bargaining Agreement, University Faculty Performance Standards, and Faculty COTS Standards.

#### **7.2.7.1 Instruction: Standard and Evaluation**

Since Central Washington University is fundamentally a teaching institution, effective teaching is expected from each faculty member. Instructional activities are specified in Article 13.3.1 of the C.B.A. and in 7.1.1.

7.2.7.1.1 Law and Justice encompasses a number of parent disciplines such as law, criminal justice, psychology, sociology and political science, within its evolving multidisciplinary approach, methods and scholarship. Therefore, expertise will be highly varied and diverse among faculty members.

7.2.7.1.2 In evaluating effective teaching, it should be recognized that student evaluations of instructors rest on factors that are not always directly related to the competence of the instructor or what the student learns in the classroom.

7.2.7.1.3 The Law and Justice Department will utilize the Student Evaluation of Instruction (SEOI) as a measure of student assessment of classroom performance for professors and lecturers as provided in 7.1.1.4, and recognizes other faculty developed instruments and means of teaching evaluation as provided in 7.1.1.6 that section.

**7.2.7.2. Research and Scholarly Activity: Standard and Evaluation**

The Law and Justice Department, like the College and University, believes that the faculty have the responsibility to conduct scholarly work that promotes the discovery and extension of knowledge for our students, discipline, colleagues, and community. We believe that a variety of activities represent legitimate scholarly endeavor, including, discipline based research, applied research, and the scholarship of teaching and learning.

NOTE: provisions 7.2.7.2.1(a) & (b), governing requirements for tenure and promotion, are binding on faculty hired on or after September 1, 2013. At the time of review, faculty members hired before this date may elect to be reviewed for tenure and/or promotion under these provisions by submitting a formal-written request indicating their preference to the chair of the department. The faculty member being reviewed will make certain to include the appropriate guidelines in their professional record. Reviewers will take responsibility to utilize the appropriate guidelines in each case.

7.2.7.2.1 The policies of the college and university are sufficient to describe the research and scholarly expectations of the Law and Justice Department's faculty with the following additions:

(a) Faculty shall publish, or have accepted for publication, three Category A products to be eligible for tenure.

(b) If the faculty member's scholarly work is represented solely by Category B accomplishments

(communications, encyclopedia entries, research notes, letters, papers presented, etc.) it is expected that they have significance comparable to or exceeding the normally expected number of peer reviewed publications. The Law and Justice department will be responsible for determining if Category B accomplishments meet these criteria.

(c) Candidates for promotion must provide evidence of regular and substantive contributions of peer-reviewed scholarly work (see 7.2.7.2.1 (d)). The balance of instruction, scholarship, and service is expected to evolve throughout an individual's career and performance expectations in each category are established through the annual workload plan that is assigned by the department and approved by the dean.

(d) In category A of the University Guidelines, the Law and Justice Department recognizes law review and law journal articles as products in this category since the University recognizes the J.D. plus Master's as terminal degrees for this department and these are primary venues of publication for those with this disciplinary background.

1. In the Department of Law and Justice, scholarship includes the following two categories:

**Category A**

- 1) publication of authored and co-authored books, edited books, as well as book chapters;
- 2) publication of authored and co-authored articles and essays in peer-reviewed and/or refereed journals, or publication in the proceedings of regional, national and international meetings/conferences (restricted to instances in which the entire paper is subject to peer review prior to presentation and publication in the proceedings).
- 3) authored or co-authored articles published in law reviews and law journals;
- 4) funded peer-reviewed external grants (lead PI or substantive co-PI);
- 5) applied research (scholarship of application) such as invited program evaluations or technical reports that involved an extensive amount of time and effort on the part of the researchers; and
- 6) research notes in peer-reviewed and/or refereed journals

### **Category B**

- 7) presentation of scholarly papers, the organization of sessions, participation in panels, workshops, round tables or other similar activities at regional, national, international professional meetings;
- 8) program evaluations, the collection of social and archival data such as: oral history, social documentary, ethnographic data, and other applied research;
- 9) book reviews in peer-reviewed and/or refereed journals;
- 10) essays and articles published in responsible venues directed toward the academic community or the general public;
- 11) submission of grant proposals, funded grant proposals and participation in activities related to existing grants;
- 12) development and implementation of cross-cultural and/or international projects, exchanges and consultations.
- 13) citation in or expert opinion solicited by recognized media;
- 14) invited addresses, research grants and awards, and other external recognition of achievements which are indicative of a scholar's standing with peers;
- 15) mentoring of students in scholarly activities.

(e) We find that four completed Category B research and scholarship activities may be equivalent to one Category A research and scholarship activity, per evaluation period.

### **7.2.7.3. Service: Standard and Evaluation**

The service role of Law and Justice Faculty is viewed along five important dimensions:

- (1) The department subscribes to a collegial model of decision-making as a policy formulating mechanisms. This requires active involvement by faculty in administrative service activities at the department level, such as service on committees, individual tasks and projects, and participation in department goals and objectives
- (2) Faculty are also encouraged to represent the department by participating in COTS and University service activities as required.
- (3) It is also recognized that Law and Justice Faculty have important discipline-related community, public and professional service roles and are encouraged to be actively involved in such activities.
- (4) Advising students is an integral part of each faculty member's workload. In this department, 60 advisees per faculty member is standard. An overload of advisees shall result in a reduction in workload units as

follows: the assignment of 61-80 advisees shall be equivalent to a one-unit workload reduction; the assignment of 81-100 advisees shall be equivalent to a two-unit workload reduction; the assignment of 100+ advisees shall be equivalent to a three-unit workload reduction.

- (5) The Law and Justice Department is located across several CWU campuses. Where the program is housed at a satellite Center (not Ellensburg), the program is overseen by program directors. With faculty as program directors at four university centers we recognize and value the service and commitment that is extended in having those additional responsibilities. The position of Program Director is a fixed position. The duties and responsibilities of a LAJ Program Director include, but are not limited to:
- a. Advise Law and Justice major and minor students regarding the LAJ program.
  - b. Develop annual Center schedule of classes.
  - c. Admit new and qualified students to the major and work with Center staff on new major-students.
  - d. Act as liaison between Center support staff, Ellensburg LAJ support staff, and Chair.
  - e. Review and suggest changes in quarterly departmental drafts of class schedules for Center.
  - f. Handle current and prospective student questions about programs.
  - g. Participate in recruiting outreach efforts and events.
  - h. Offer scheduling guides for Center LAJ students each quarter.
  - i. Conduct quarterly orientation for new LAJ students at Center.
  - j. Maintain informational bulletin board onsite with information regarding courses, jobs, and developments in the field.
  - k. Inform Center students regarding scheduling and departmental issues.
  - l. Write recommendation letters for current and graduated students, and as well as conduct reference interviews for background investigations.
  - m. Assist students with the paperwork for substitutions, co-ops, independent studies, and other issues regarding their files and graduation requirements.
  - n. Mentor and monitor lecturers regarding textbook selection, teaching, and student issues.
  - o. Handle complaints from students regarding program issues and forward their concerns to LAJ chair.
  - p. Act as LAJ Center liaison with Center career services, academic advising, student life, and library services at the assigned Center.

If, for reasons other than approved university leave, short-term illness, or short-term disability, a Program Director is unwilling or unable to perform the abovementioned responsibilities, s/he may be removed or replaced by

the Dean, by a recommendation of the department, to meet the needs of the Center they represent.

#### **7.2.7.4 Collegiality**

Collegiality is an important aspect of research and creative endeavor. Faculty members are expected to be honest and direct when communicating with faculty and staff and are to treat each other with dignity and fairness.

##### **7.2.7.4.1 Definition and Role:**

- 7.2.7.4.1.1 Admittedly, defining “collegiality” is difficult, however, we think it important and distinctive enough to mention it separately here, since there may be some areas where it is not, for example, embodied in “departmental service” narrowly defined.
- 7.2.7.4.1.2 Despite these difficulties, we think it clearly means constructively rather than destructively interacting with departmental colleagues. Thus, collegiality in terms of working together, treating each other with mutual respect, and aiding colleagues and the department to be successful in our goals and professional life, is an expected part of the job; and at the extreme, the antithesis of these qualities undermines all of them.
- 7.2.7.4.1.3 We would further note that collegiality refers only to professionally relevant areas related to faculty roles within the Department, and not to personal likes and dislikes, or whether someone has the same sense of humor, etc. Similarly, academic and political freedom is at the core of our discipline, and independent views and disagreements can serve a useful function. Therefore, it is imperative that the individual respect differences in research paradigms and topical concentrations among the faculty and strives to support one’s colleagues in their professional development.

#### **7.2.7.5 Discipline specific standards for title, rank and tenure**

The department’s policies regarding title and rank are consistent with college and university policies.

#### **7.2.7.6 Department Standards for Excellence**

##### **7.2.7.6.1 Teaching**

In order to demonstrate excellence in teaching, the faculty member must meet ALL of the following criteria:

- Demonstrate sustained performance through student evaluation of instruction as evidenced by minimum average of 4.0 on the questions “How would you rate this course as a whole” and “How would you rate this instructor’s teaching effectiveness?” on the Student Evaluations of Instruction (SEOI). The average is taken across all courses taught during the review period. If the faculty member's teaching has a large percentage of credit-bearing courses that do not include SEOIs, then the faculty member should be able to provide alternate and convincing evidence of excellence in teaching. If persistent areas of concern are noted from students or peers, the instructor must have demonstrated steps to remedy. These steps may include attending institutional offerings (e.g., professional development seminars), regional/national teaching conferences/workshops), increased peer reviews and discussions, syllabi reviews, etc.
- Review and summarize SEOI results obtained during the review period, including a self-reflection of changes in teaching strategies based on the results.
- Document peer review of syllabi and other instructional materials (e.g. assignments, assessments, etc.). Peer review should occur the majority of the years during the review period.
- Have your teaching observed at least once by a peer during the review period.
- Teach classes as assigned by the department chair.
- Contribute to department efforts to develop curriculum and offer undergraduate and/or graduate programs.

### **Department Standard for Excellence in Scholarship**

In order to demonstrate excellence in scholarship (for the purposes of promotion to full professor and post tenure review merit), the faculty member must meet ALL of the following criteria:

- Participation in regional or national or international forums in which faculty present their own research and interact with external members of our discipline. Outcomes (Category B) should average one per every 2 years in the evaluation period.
- Publish a minimum of 1 Category A on average every 2 years during the evaluation period. At least one Category A publication should be a “first” or “corresponding” authorship.

### **Department Standard for Excellence in Service**

In order to demonstrate excellence in service, the faculty member must meet ALL of the following criteria:

- Perform at least two university service activities during the review period.
- Participate in department committees during the review period (as assigned).
- Perform at least two service activities to the profession or community during the review period.

Service contributions can include, but are not limited to:

*Service to the University*

- Serve on university, college, and departmental committees;
- Serve in an administrative capacity within the department, such as Department Chair or Center Program Director or Director of Graduate Program;
- Expert assistance to individuals and groups within the university;
- Participation in student recruiting activities;
- Organize university event;
- Coordinate speaker series; or
- Evidence of work with student organizations or activities.

*Service to the Profession (discipline)*

- Serve a professional organization through committee, task force, or panel work;
- Serve a national or regional agency, including appointment to a funding panel;
- Edit or review of publications for a refereed journal or book;
- Provide a solicited review of grant proposals from an extramural funding agency;
- Convene or organize a formal workshop, conference; or
- Organize or chair a session at a national or regional professional meeting.

*Service to the Community (must be related to professional expertise)*

- Deliver invited lectures and presentations in law and justice to community group;
- Serve on discipline related community committee;
- Provide professional expertise to organization or agency outside the university.

**7.2.7.7 Post Tenure Review**

Post-tenure review assures continued performance in assigned areas of faculty work at appropriate rank and consistent with the university mission and accreditation standards. Performance in the three areas of faculty work is typically expected during any five-year post-tenure review cycle, but evaluation will be based on a faculty



member's approved workload plan. All tenured faculty members are expected to sustain scholarly activity during any given post-tenure review period. The balance of instruction, scholarship, and service may evolve throughout an individual's career and performance expectations in each category are established through the workload plan that is assigned by the department and approved by the dean. Thus, while it is expected that all faculty members will be able to demonstrate an ongoing pattern of scholarship, we recognize that publication and grants (Category A activities in the CBA) are not necessarily expected every five years as long as it is consistent with the faculty member's approved workload plan.

#### 7.2.7.7.1 Post Tenure Review Merit

In order to be considered for merit adjustment based on scholarship, teaching, or service performance, through post-tenure review, a full professor must demonstrate that he/she has continued to meet department, college, and university criteria for excellence in the appropriate area. Department standards for excellence in scholarship, teaching and service are listed in section 7.2.7.6.

*[Responsibility: Dean, College of the Sciences; Approved by: Marilyn A. Levine, Provost/VP for Academic & Student Life; October 2014]*