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PREFACE TO THIS MANUAL

This Academic Governance and Policies and Procedures Manual for the School of Criminology and Criminal Justice at Northeastern University outlines the major roles and functions of the School and its faculty and staff, as well as the policies and procedures that govern academic life within the School. This document is meant to augment but not supersede the Northeastern University Faculty Handbook, or other governance/policy and procedure documents of the University. Faculty and staff are directed to the relevant sections of other University policy and procedures as they apply.

1.0 SCHOOL GOVERNANCE

1.1 Mission Statement

The School of Criminology and Criminal Justice prepares students for professional and research careers in criminal justice, criminology and related fields by applying multidisciplinary and comparative social science to understand, predict and explain crime and contribute to the development of public policy within urban communities. Using an active learning approach, the School seeks to develop its students intellectually and ethically, while providing them with a keen appreciation for the complexities of crime, and public and private efforts to make communities safer and ensure justice.

1.2 Unit Goals

The Unit Goals of the School of Criminology and Criminal Justice are focused on making explicit the contribution of the School to the University's Academic Plan: (http://www.northeastern.edu/planning/draftplan/index.html).

The School's contribution to the University's aspiration for national recognition is predicated on drawing high-quality undergraduate students from throughout the United States while continuing to expand graduate education, most particularly at the doctoral level. Building on the School's strong national reputation for undergraduate and graduate education, we seek to increase the quality of students (as measured by secondary academic achievement and entrance scores) drawn to existing academic programs, as well as diversify the regions and states from which students are drawn.

The goals identified for the School are dynamic and may be amended as needed, although the intent of making these goals explicit is to create a framework within which the School can prosper and contribute to the future of the University. By expressing these goals, measures and actions, the faculty and administration of the School of Criminology and Criminal Justice seek to outline future growth for the School as a regional and national leader educating students in criminal justice, criminology, and law and by conducting high quality applied social and behavioral science research focused on the etiology, prevention and control of crime.
A separate Unit Goal's document is available from the Office of the Dean. The School Unit Goals document outlines the goals, actions and measures of success under four headings; 1) pursuing excellence in interdisciplinary and translational research, 2) enhancing student outcomes through experiential education, 3) strengthening urban engagement, and 4) embracing global opportunities.

1.2.1 Pursuing Excellence in Interdisciplinary and Translational Research
Broadening research activities and focus within the School is predicated on increasing leadership within the School for research, while at the same time attracting research-oriented faculty to the School and tenuring faculty within the School who exhibit a consistent level of high quality research. This includes filling senior-level positions and broadening the capacity of the School to attract high-quality scholars, particularly scholars of color.

This focus on research also includes expanding the capacity of the Center for Criminal Justice Policy Research, the Institute for Race and Justice and the Institute for Security and Public Policy to conduct externally funded research, as well as the range of projects funded and faculty involved in conducting this research. This emphasis includes broadening the School's focus on international crime and loss prevention research as "markets of opportunity" for School expansion.

1.2.2 Enhancing Student Outcomes through Experiential Learning
In its efforts to improve the commitment of the School to our students, we have completed curricular revision and the integration of the undergraduate curriculum with co-operative education. Refinement and the re-focusing of the undergraduate curricula is predicated on examining external educational models extant in criminal justice, criminology, law and society and then tailoring these trends and practices into a program that also reflects Northeastern's model of active learning through co-operative education. An outcome assessment is conducted on first, third and fifth year students to gauge the satisfaction of students with the School experience and assess their substantive knowledge in criminology, law and research methods.

Graduate level curriculum includes a focus on applied urban research. The School seeks to expand opportunities for students to become involved in criminal justice agencies through internships, research or volunteer service. Such activities should materially affect the retention of students, while improving the rate of students who complete their degrees "on-time".

In keeping with Northeastern's long-standing, practice-oriented approach to education, the Ph.D. in Criminology and Justice Policy will include two practicum courses. All students will be required to participate in a research practicum that will further prepare students to successfully complete their dissertation research. In addition, each student will choose between a teaching practicum and a policy practicum. Those students interested in pursuing academic careers will participate in a teaching practicum; students who are interested in research or policy areas will participate in a policy practicum that may be located off campus or at one of the School's research institutes.

The School of Criminology and Criminal Justice has had a longstanding attachment and commitment to the agencies that compose the justice system, including private security. The goals established for the
School under the heading “experiential learning” build on the School's history by actively engaging those external to the School in a conversation about curricula, research, community service and the School's leadership role in higher education.

Moreover, the School also seeks to expand its technical assistance to area criminal justice agencies. This assistance takes the form of seminars and professional certificate programs, as well as research support through the Center for Criminal Justice Policy Research, the Institute for Race and Justice and the Institute for Security and Public Policy.

1.2.3 Strengthening Urban Engagement
Criminal justice, law and security related functions in the United States and elsewhere often take on issues associated with urban and metropolitan environments. Partnerships with urban stakeholders help both inform research and provide useful information back to the urban community.

Working independently and in partnership with several Colleges and Schools at Northeastern University, the School of Criminology and Criminal Justice seeks to broaden its urban research and community service focus, while at the same time providing students with a clear focus on criminal justice, and applied social science research, including race and justice issues. Such a focus should not be taken to exclude other avenues that the School is exploring, such as the international arena.

Rather, this focus seeks to root the School in the experiences of metropolitan Boston and similar metro regions in the United States and elsewhere.

1.2.4 Embracing Global Opportunities
Crime and justice policy issues are inherently global concerns at the start of the Twenty-First Century. The issues range from understanding the causes and consequences of crime from a global or a comparative perspective to understanding how policy decisions at all levels of governance (local, state, nation, and international) impact patterns of crime and the administration of justice. As nations make trade-offs between issues of individual civil liberties in exchange for more secure communities, one of the goals of faculty in the School will be to examine the impact of these policies.

Toward the goal of embracing global opportunities, the School has partnered with peer programs in Belgium, China, The Netherlands, and Poland to create opportunities for students and faculty to work and study in non-US locations and approach issues of crime and justice from alternative perspectives. The School will continue to look for opportunities that will expand the educational and research opportunities of students and faculty.

1.3 School Governance
The School of Criminology and Criminal Justice promotes the involvement of criminal justice faculty in the governance of the School. Governance, here, refers to a process whereby tenured and tenure-track criminal justice faculty engage in an ongoing discussion with the administration of the School. This discussion is focused on, among other things, the central focus of the School, its research, teaching and
service missions, and the establishment of faculty-based recommendations for decisions taken by the administration of the School.

The goal of faculty governance is seen as providing a faculty voice in School policy and decision-making, while at the same time creating a collegial environment within the School of Criminology and Criminal Justice. Such an environment provides the context for governance within the School. To function well, School governance requires the active participation of both the faculty and administration of the School. As part of their service responsibilities in the School, faculty members are expected to actively participate in the governance process. To do less is to abrogate a significant faculty service responsibility.

Concomitantly, the administration of the School has the responsibility to provide a supportive environment for faculty scholarship, teaching and service. This administrative responsibility forms the necessary bond between decision-making and governance within the School of Criminology and Criminal Justice.

The School governance system has three major elements. They are by design interrelated, such that each is meant to inform the other, and to actively engage the faculty and administration of the School in an ongoing discussion about the School.

The School Standing and Ad Hoc Committees in which faculty participate form the foundation for faculty input into governance. These committees oversee and comment on important functions and constituents of the School. Such committees report formally to the faculty at-large, who meet (at minimum) each month to consider committee reports and other issues that surface from the faculty and/or the administration of the School. One general exception to this process is the work of the Personnel Committee, a committee charged with specific reporting procedures and making recommendations on personnel related matters in the School (see below).

The Dean of the School will provide a "charge" to each of these committees at the beginning of each academic year, and monitor the committees' pursuit of the charge. At the same time, Chairs with their committees can develop agendas that complement and/or extend their formal charge, and can make recommendations to the School faculty and to the Dean as to changes in existing policies and procedures within the School.

Recommendations for actions and decisions taken by the Dean of the School are to be conditioned by faculty-wide decision-making on matters relevant to the School. Faculty recommendations are captured after discussion. These faculty sentiments are forwarded to the Dean of the School. Consistent with University Policy, faculty recommendations are meant to advise the Dean on decision-making; they are not dispositive.

While the Dean of the School retains discretion regarding decision-making within the School, the intent of this system is to engage the faculty and administration in a deliberate and open discussion about the School and its affairs.
1.4 Standing School Committees
The Office of the Dean will appoint faculty and in some cases an administrative liaison to committees within the School of Criminology and Criminal Justice. Faculty members will discuss their committee assignments with the Dean as part of their annual workload discussion. In general, faculty assignments to committees will recognize the needs of the School and interests of faculty. Faculty at all levels, including Co-operative Education Coordinators, will be represented in the committee structure of the School, as appropriate. Assignment to the Personnel Committee will be governed by the policies and procedures adopted by the faculty concerning personnel actions within the School (see below).

1.41 Undergraduate Committee
Working with the Dean of the School, the Committee is responsible for monitoring and making recommendations on all aspects of the undergraduate program in criminal justice. This includes overseeing the undergraduate program in terms of orientation, registration, waivers and appeals, class scheduling, retention, certification and graduation. This committee also oversees the development of the undergraduate curriculum and any proposed changes to that curriculum. This committee will also oversee the continued development, administration and analysis of data from the annual student outcome assessment.

1.42 Graduate Committee
Working with the Dean of the School, the Committee is responsible for monitoring and making recommendations on all aspects of the graduate program in criminal justice. This includes overseeing the graduate program, in terms of student recruitment, orientation, registration, appeals, class scheduling, certification and graduation. This committee also oversees the development of the graduate curriculum and any proposed changes to that curriculum.

1.43 Personnel Committee
Working with the Dean of the School, the Personnel Committee is charged with implementing key personnel processes within the School, including annual reviews of progress toward tenure for untenured faculty, pre-tenure (third-year) reviews, tenure and promotion reviews of tenure track faculty, and sabbatical leave requests.

Membership on the Personnel Committee is restricted to faculty tenured at Northeastern University. Faculty members with a joint appointment and tenure in the School of Criminology and Criminal Justice will have full participation and voting privileges. Faculty members with a joint appointment, but a tenure home in another academic unit, will have full participation privileges, but no voting privileges.
1.44 Executive Committee

Working with the Dean of the School, the Executive Committee is charged with representing the faculty in deliberations about the School with the Office of the Dean. As a representative committee of faculty, this committee will work directly with the Dean’s Office in an advisory capacity to assess School needs and priorities, to review internal decision-making processes and policies within the School, and to perform annual merit reviews.

Membership on the Executive Committee will include one faculty member from each academic rank elected each year by the faculty of the School. Executive committee appointment will be for a staggered two-year term for tenured members and a one-year term for the untenured assistant professor. All faculty with at least a 50% appointment in the School will be eligible for election to this Committee. Additionally, a representative of the co-operative education faculty advisors in the School will participate on this committee.

1.45 Ad Hoc Committees

Temporary committees will be appointed as deemed necessary by the Dean of the School in consultation with the faculty. Where appropriate an ad hoc committee may become a permanent committee after faculty deliberation.
1.5 Administrative Structure of the School of Criminology and Criminal Justice

Northeastern University
School of Criminology and Criminal Justice
Administration and Staff
2011 – 2012
2.0 ACADEMIC POLICIES AND PROCEDURES

2.1 Faculty and School Collegial Responsibility

The role of faculty member is complicated in that it requires attention to scholarship, teaching, School and university services, and service to the profession and the community. Balancing these concerns is the responsibility of the faculty member and the School of Criminology and Criminal Justice.

Faculty should be prepared to develop curricular opportunities in the School, conduct and publish original research and scholarship, participate as a "good citizen" of the School by serving on committees, attending faculty meetings and other School gatherings, and participating in the criminal justice professional and social communities. Faculty at a nationally focused institution of higher learning, such as Northeastern University, should see their role as connected to producing and disseminating knowledge.

In support of the multiple roles anticipated of faculty in the School of Criminology and Criminal Justice, the School has an obligation to assist faculty and facilitate the development of mature scholars and teachers. Recognizing the importance of this institutional responsibility, the administration of the School of Criminology and Criminal Justice will work with faculty to:

Engage in a dialogue with faculty about the level of support provided.
Support faculty research with research assistants where appropriate and available.
Provide classroom assistance in the form of teaching assistants where appropriate and available.
Provide support for travel to disseminate research, based on faculty development needs and scholarly productivity.
Schedule courses in such a way to facilitate the numerous obligations of faculty.
Where appropriate provide release time to faculty for developmental projects benefiting the individual and the School.

Jointly, the faculty and administration of the School have an obligation to support a collegial environment within the School of Criminology and Criminal Justice. This is taken to mean the development and maintenance of a mutually respectful climate where faculty and administrators communicate directly and clearly, work to minimize confusion or conflict, respect differences of viewpoint and role, while at the same time advance the goals of the School. Collegial environments are characterized by frank and open dialogue, acceptance of dissenting views, sharing information and responsibility, and willingness to support colleagues, staff, administrators, and students, as well as School objectives.

2.2 Outside Professional Activity

Faculty members are permitted to perform outside consulting for up to one day per week during the contract period consistent with University policy. These activities must be reported, however, using a form available from the 'Office of the Dean. At the end of the year, the Dean will provide an aggregate tally of outside activity for faculty in the School.
2.3 Faculty Load
Faculty members within the School of Criminology and Criminal Justice are expected to teach, conduct research, and be involved actively in the governance of the School and University, and otherwise serve the institution, profession and larger community. While a precise apportionment of faculty workload varies by faculty member, the following guidelines are intended to help structure faculty and administrative decisions.

As a general rule, faculty members should devote 40% of their time to teaching, 40% to research/scholarship and 20% to School, professional and community service. Based on both the interests of the faculty member and the needs of the School, other distributions may be arranged by agreement of the faculty member and the Dean.

However, teaching and research/scholarship generally should be neither less than 20% nor greater than 60%, while service should range from 10% to 30%. However, special situations may arise that require a departure from these ranges.

Each year, faculty members should establish an anticipated workload with the Dean. Faculty workloads should reflect the structural and substantive needs of the School, the long-term development of the faculty, and the faculty member's interests. Workload agreements form the basis of allocating faculty time within and/or across the general expectations of faculty, as described above. Faculty workload agreements, which may be amended by mutual consent should the need arise, should be forward to the evaluation committee for use in merit evaluations.

Faculty who are asked to teach a course outside of their regular workload will receive future course release time or a stipend based upon academic rank.

2.4 Grant Buyouts
The School encourages faculty to seek external funding for research, for their own professional development, to help support graduate students and to contribute financially to the well being of the School. To an extent that is both reasonable and feasible, the School will assist faculty in their efforts to secure external grant support for their work.

Additionally, the School will release faculty from teaching obligations following these general guidelines:

- Faculty members will be discouraged from a complete buy-out of all teaching responsibilities. A certain level of teaching is important both for the School and the faculty member’s intellectual vitality.
- Faculty members can buy out of a course assignment for a percentage of their salary as follows:
  - First course: 10% of academic year salary
  - Second course: Additional 15% of academic year salary
  - Third course: Additional 25% of academic year salary
  - Fourth course: Additional 30% of academic year salary
- Faculty members will not be allowed to buy out of their service obligation, which is represented by the remaining 20% of the faculty member’s presumptive workload.
2.5 Policy Regarding Graduate Assistants
University-funded Graduate Assistants (SGAs) are provided to support the undergraduate teaching initiatives of faculty, as well as faculty research. Decisions regarding assignments of SGAs to members of the faculty are first based on the level, type and size of undergraduate courses taught by faculty, and second by the development needs of the faculty and past productivity. In addition, all faculty members are encouraged to seek external funding to support students as research assistants.

The following guidelines shall apply to the utilization of graduate assistants:

- The graduate assistant's academic class work takes priority over assistantship duties. A graduate assistantship should serve as a positive learning experience for the student.
- Graduate students are assigned to work with faculty members for 10 to 20 hours per week for School funded Graduate Assistantships (SGAs).
- As a general rule, SGA time commitments should be viewed as maximums not averages. Time not utilized during a given week is not carried over to a later week, without a prior discussion between the faculty member and the graduate assistant.
- Work assignments during examination weeks should be sensitive to the student's coursework and examinations.
- If possible, faculty should postpone tasks until after the assistant has completed his/her own work.
- The performance of graduate assistants will be evaluated each semester. If a graduate assistant is consistently negligent in fulfilling his/her responsibilities, the assistantship may be revoked.

2.6 Attendance at Senior Celebration
One of the most important milestones for graduating seniors of the School of Criminology and Criminal Justice is the Senior Celebration, which usually occurs a day or two prior to the University's Graduation ceremony. Students and their families and friends often like to acknowledge the faculty person(s) with whom the closely identify. While attendance at these events is voluntary it is important for the faculty to be well represented at this occasion.

2.7 New Faculty
Upon arrival, new faculty should report to the Faculty Secretary for procedural guidelines, and to,

- Obtain a University Identification Card (a copy of your signed position offer letter will be needed)
- Get office keys
- Make an appointment to attend the" New Faculty Orientation Program" at HRM
- Make an appointment to attend an e-mail set-up and training session for Lotus Notes with Information Systems (See the Receptionist in the Office of the Dean to make arrangements).

2.8 Faculty Meetings
As part of the governance system faculty members are expected to participate in all faculty meetings. These meetings will be scheduled at least once per month during the fall and spring semesters, and may be expanded to meet more often, according to the needs of the School.
Faculty meetings will be scheduled for each academic term prior to that term to facilitate faculty and student attendance. An agenda will be circulated by the Office of the Dean through e-mail to faculty at least one week prior to each faculty meeting. Faculty will be encouraged to add to the agenda, as appropriate. As formal meetings, Robert's Rules of Order will govern discussions and recommendations made on the basis of voting. A formal summary of each faculty meeting will be provided in the week following each meeting.

2.9 Book Adoption Orders
Faculty are responsible for completing a book order form online indicating the author(s), title, edition, publisher, ISBN# and date of publication 6 weeks prior to prior to the start of the semester in which the books are to be used.

Faculty should also notify the Office of the Dean also if they wish to use course-packets or non-text book material. Faculty should send a copy of the book order to the Office of the Dean or the Graduate School, as appropriate.

2.10 Course Assignments
Course assignments are made by the Dean of the School in consultation with each faculty member. As part of the process of establishing workload expectations, the Dean and the faculty member will discuss teaching assignments for the coming academic year. Course assignments are made on the basis of three criteria:

(1) The needs of the curriculum of the School,
(2) Past or preferred teaching of faculty members, and
(3) The need to "share" responsibility within the faculty for core and elective courses at the undergraduate and graduate level of instruction.

In addition, course assignments will be made in such a way so as to give faculty members sufficient lead-time to develop new courses, while assuring that individuals are not overburdened with a large number of new preparations in any given year.

In general, it is expected that a faculty member will develop a portfolio of courses that span both required and elective coursework in both the graduate and undergraduate programs. Annually, the School will survey faculty about their teaching interests and make adjustments to assignments where appropriate.

2.11 Course Cancellations
Course registrations will be monitored over the prior semester to ascertain if a class has insufficient student registrants to be offered. During the seventh (7th) week of the prior semester, in consultation with the class instructor, the Office of the Dean will determine whether a scheduled class should he cancelled due to insufficient student registration. If a decision is made to cancel a scheduled class, the Office of the Dean, again, in consultation with the class instructor, will assign that instructor to leach a different course or section for the upcoming semester.
In the Undergraduate Program, "insufficient student registration" is defined as "fifteen (15) or less students". In the Graduate Program, "insufficient student registration" is defined as "five (5) or less students".

2.12 Class Attendance
Faculty members are expected to meet all scheduled classes. Assigned classes are faculty members' first commitment and generally should not be cancelled or rescheduled. Canceling and/or rescheduling classes can occur only with prior approval of the Office of the Dean.

In the event faculty members cannot meet a class, a faculty substitute may be utilized with notification to the Office of the Dean. Prior to canceling/substituting any classes, other than an emergency, the Office of the Dean should be informed in writing about the cancellation or substitution so that the requests can be reviewed and approved or denied.

In the event of an emergency and a class must be cancelled suddenly, the faculty member should notify both the Office of Scheduling at 617 373-3388 and the Office of the Dean, giving the name of the course, the course number, and the room number in which the class is scheduled to meet. The Office of Scheduling will post a notice at the room, which will inform the students of the cancellation.

- All classes should begin and end at the scheduled times. All faculty members and/or graduate assistants are expected to meet every regularly scheduled class for the prescribed times. Missed classes and/or classroom work must be made up.
- Faculty must follow the posted final exam schedule. Prior approval from the Office of the Dean is required to change a final exam date or time.
- The Graduate School does not technically have a final examination period. During the week when undergraduate finals are given, graduate classes should still meet, either for a final exam or for other classroom lecture/activity.

2.13 Faculty Conference Hours
The purpose of faculty conference hours is for students to seek guidance and consultancy on course substance and their academic career whereas academic standing and student life should be raised with the Student Advisors in the Office of the Dean. Career and Co-operative advising is offered by the Co-op Faculty Advisors.

The most current conference hours, as well as class schedule, must be posted outside of all faculty and Co-op Advisor’s offices. When changes are made in scheduled conference hours, such changes must also be posted. Meeting scheduled conference hours should be considered as important as meeting scheduled classes. Faculty members should strive not to schedule other commitments during such hours. The Office of the Dean cannot take appointments for students to see specific faculty members during conference hours.
Faculty should schedule as many conference hours per week as the number of courses plus one, that is, two hours for one class, three hours for two classes, four hours for three classes. Faculty having no teaching assignment, and not on a leave of absence, should schedule one hour per week allowing students to consult with them.
Conference hours should be scheduled at periods when the students are most likely to be able to utilize them. Instructors should avoid scheduling conference hours during student activities periods (between the hours of 11:45am and 1:35pm on Wednesdays and between the hours of 2:50pm and 4:30pm on Thursdays) in order to minimize conflicts with extracurricular programs. In addition, all conference hours should not be scheduled into a single academic sequence (e.g., all three hours falling in sequence. Faculty avoidance of single sequence scheduling will allow those students who have a course commitment in that sequence the opportunity to meet with his/her instructor at a time which would otherwise be impossible.

In addition to regular office hours, faculty should try to accommodate students who need appointments for other time periods. Faculty must submit to the Office of the Dean a copy of his/her class and conference hour schedules at the start of each semester.

2.14 Examinations

2.141 Interim and Final Examinations
It is expected that all faculty members will require interim and final examinations for each course. Mid-term examinations are meant to provide interim feedback to students regarding their progress in the class.

Examinations must be listed in the syllabus for the course and conducted when indicated. Final examinations must be given in the examination week at the end of each semester at a time prescribed by the Registrar's Office. Exceptions to the rule can be made in specific individual cases (and for compelling reasons) only with the prior approval of the Dean. If faculty members receive permission not to give a final examination, the faculty member must be available in his/her office during the two-hour period scheduled for the examination during the final examination week. The Office of the Dean prior to examination week must approve any deviation from this practice.

2.142 The Week Preceding Final Examination Week
No examination of more than half-an-hour in length can be given during the last week of classes in any semester, and then, only one such examination per course is permissible, as long as it does not cover more than two weeks of work in the course. Final examination week is a regular class week for the Graduate School. Thus, faculty may either give an exam or hold a regular class during those days designated as exam week.

Faculty members are responsible for distribution and collecting all final examination/final papers. In a circumstance when this procedure cannot be followed, faculty members are to make prior arrangements through the appropriate Office of the Dean.

2.15 Grading and Course Procedures
All grading procedures, as well as all other procedures pertaining to a course, must be described to students enrolled in the course at the start of every semester in a written syllabus. It is important that all students be aware of all procedures that are to be followed.
2.151 Submission of Grades
All grades are now submitted online through the Banner system. It is important that all student grades be submitted on time each semester as scheduled by the Registrar's Office.

2.152 Undergraduate Grade Equivalents
The University uses a plus (+), minus (-) system of grading a student's achievement in courses. The grading breakdown and subsequent quality point correlations are listed below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

These additional letter grades are available:

- I = Incomplete
- S = Satisfactory Achievement in Pass/Fail Course
- U = Unsatisfactory Achievement in Pass/Fail Course
- X = Incomplete in a Pass/Fail Course
- * = Grade not turned in by instructor
- NG = No Grade should be entered

2.153 Graduate Grade Equivalents
For graduate classes, grades range from A through C- in addition to a failing grade (F). Generally, an "A" grade reflects outstanding work, B reflects work expected of graduate students, and C, while a passing grade, and indicates substandard performance.

**GRADING SYSTEM:**

- **A = 4.0** This grade is awarded to those students whose performance in the course has been of outstanding Graduate caliber.
- **A- = 3.667**
- **B+ = 3.333**
- **B = 3.0** This grade is awarded to those students whose performance has been at a satisfactory level.
- **B- = 2.667**
C+ = 2.333
C = 2.0 This grade is awarded to those students whose performance in the course is not at the level expected in graduate work. This grade indicates significant and substantial gaps in the student’s understanding of the subject matter and is generally predictive of problems in successfully completing the comprehensive examination.

S = Satisfactory
U = Unsatisfactory
I = Incomplete. In accordance with University policy, all incomplete grades must be completed within one academic year. The student must also have on file with the Graduate School Office a signed Incomplete Grade Petition Form.
F = Failure

2.154 Pass/Fail Grades
Any undergraduate student in the School of Criminology and Criminal Justice may enroll in courses on a pass/fail basis as long as the following conditions are met:

(1) No freshman students are eligible to enroll in courses on a pass/fail basis. Students who wish to enroll must be in semester 3 or beyond.
(2) Only one pass/fail course can be taken per semester.
(3) Criminal justice students cannot take criminal justice courses on a pass/fail basis. Nor can criminal justice students take any required non-criminal justice courses on a pass/fail basis. Only non-criminal justice students can take criminal justice courses on pass/fail basis.
(4) Criminal justice courses cannot be offered to the entire class as a pass/fail course.
(5) Students have until the end of the second week of the semester to disclose to the instructor their intent to receive a pass/fail grade; this deadline may be extended to the end of the eighth week at the discretion of the instructor.
(6) The grades recorded on the basis of the pass/fail system will not figure into the computation of the student’s QPA.

2.155 The Grade of "I"
Students may receive "I" grades, which reflect incomplete work, in courses when they fail to complete all the requirements in such courses. They should not receive "I" grades in courses if their performance is so poor that even if they complete all the requirements (i.e., even if they make up all their deficiencies in a satisfactory way), they will still receive an "F" grade in the completed courses.

The period for clearing an "I" grade is restricted to one calendar year from the date it is first recorded on a student's permanent records. Students must complete the Incomplete Grade: Clearance Plan form, in triplicate, on which the precise arrangement for clearing an incomplete (I or X) grade can be specified and signed by the student and instructor. The original should be left at the Office of the Dean. The second copy should be retained by the faculty member. The third copy should be kept by the student.

The University policy regarding "I" grades is as follows: "I" grades that are outstanding for twelve months or more will remain permanently and irreversibly as "I" grades on all records unless waived by the School’s Academic Standing Committee and signed personally by the Dean of that School.
2.16 Confidentiality

It is a violation of the law and thus against University policy to post or in any other way to announce publicly the grades of any student. Grades cannot be posted with the student's name. Neither can a student's examination papers and/or booklets be left in public areas for students to pick up.

Faculty and graduate assistants posting grades in public areas should utilize a predetermined code known only to the student concerned and the instructor. When using a student's Social Security numbers, only the final 4 digits should be used. Also shuffle the alphabetical order of the list so that "A" is not first and "Z" is not last. Photocopies of the grade sheets may not be posted. It is not necessary to post final course grades, since students receive their grade reports by mail within a couple days of the grade deadline and grades are posted to the web when the grades are "run" by the Registrar's Office.

Access to student records: Any disclosure of recorded data or information without the student's written consent is against the law.

2.17 Course Syllabi

All instructors in the School must distribute a syllabus at the start of every semester to all students enrolled in his/her course(s). In addition, a copy of the syllabus must be submitted to the Office of the Dean for each course even if it contains no changes from previous semesters. The syllabi must be in an electronic form so that it can be posted on the School website. Please identify the semester and year the syllabus is being used (e.g., fall 2005). Faculty is encouraged to make extensive use of resources such as 'Blackboard' for posting class documents. The syllabus should contain at least the following:

1. A brief description of the course and course learning objectives.
2. A schedule of the material to be covered, as well as of quizzes, examinations, papers and/or projects.
3. A statement concerning the weights to be assigned to the quizzes, examinations, papers and/or projects for purposes of grading.
4. Information concerning the penalty students can expect if their conduct, participation and/or collaboration in the course do not meet the standards established by the instructor.
5. A statement of academic honesty as described below.
6. Grading standards or some other means of informing students of their progress in a course partway through its completion. This will allow them to modify their approach to the course (or withdraw before the deadline).

2.18 Academic Honesty

2.181 Statement of Academic Honesty

Honesty in academic work is expected of all students. Academic dishonesty is a most serious offense and renders the offender liable to disciplinary action, recognized by the students themselves. The aiding and abetting of students in any academic dishonesty is also considered to be a grave breach of discipline. To avoid questionable situations, faculty should make their expectation about students working together or alone very clear on the syllabus.
If a student is observed cheating or if a student turns in work which the faculty member reasonably believes is not the student's work, the faculty member should report the student to the Director of Judicial Affairs, 202 Ell Bldg. This preserves the student's right to due process.

2.182 Student Cheating
During an examination, if there is a reason to suspect a student's action, a proctor (faculty member or graduate assistant) should give him/her close attention. If he/she continues to cause suspicion, he/she should be specifically warned to concentrate on his/her own work. If necessary, his/her seat may be changed. It should be stressed that the proctor's main duty is to prevent cheating, and a word of warning may often be enough to discourage a student from doing something dishonest. If a student is observed in a definitely dishonest action (e.g. trying to get information from another student, using unauthorized materials, or continuing questionable conduct after being warned), the proctor (instructor) must take the examination from the student, and report him/her to the Office of Student Conduct and Conflict Resolution, 204 Ell Bldg., and report fully the details of the incident. If crib papers and similar materials are found in his/her possession, no warning is necessary.

2.183 Plagiarism
Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source by way of a footnote, endnote, or intertextual note. Please refer to 'Student Handbook' online. The following sources demand notation:

- Word-for-word quotation from a source, including another student's work
- Paraphrase; using the ideas of others in your own words
- Unusual or controversial facts - facts not apt to be found in many places
- Interviews, radio, television program, and telephone conversations

2.19 Dropping a Course
The policy on dropping a course is as follows:

- Course withdrawals will be permitted through the second week of the semester, without any grade recorded on the record.
- A "w" posted to the record will indicate course withdrawals anytime during the third through the eighth week of the semester.
- After the tenth week, no withdrawals will be accepted. At this point, a letter grade other then "W" will be posted to the record.

3.0 STUDENT CONDUCT IN CLASSROOMS

- Smoking: Smoking is not permitted in any University classroom or office building.
- Pets in Classrooms: For public health reasons animals are not allowed in the classroom (with exception of guide dogs).
- Alcoholic Beverages: Possession or consumption of alcoholic beverages by graduate and undergraduate students is not permitted in the educational buildings, recreational facilities and grounds of the Huntington Avenue Campus, the Burlington Campus and the Warren Physical Education and Recreation Center in Ashland except in certain specified areas and as part of a
properly scheduled event and in strict accordance with regulations governing such events. The laws of the Commonwealth of Massachusetts, which prohibit the serving of alcoholic beverages to persons under 21 years of age, must be followed.

- **Tape Recorders:** Students may not use tape recorders in the classroom without the explicit consent of the instructor.
- **Firearms:** No student is permitted to carry any firearm while in any classes or offices of the School of Criminology and Criminal Justice. Authorized police personnel are encouraged to leave weapons off-campus in a secure location, or check their weapons with the Northeastern Department of Public Safety. There are no exceptions to this policy and if students have any questions, they should contact the Office of the Dean.

### 4.0 ADMINISTRATION & ADMINISTRATIVE SUPPORT IN THE SCHOOL

#### 4.1 Administrative Support

Faculty members are responsible for their own word-processing, including papers, correspondence, syllabi, and examinations. Faculty should not request the Administrative Support Staff to use the color printer dedicated to the Center for Criminal Justice Policy Research (CCJPR) unless the job directly relates to the Center. Faculty should produce a copy of exams and syllabi and give them to the Administrative Support Staff for reproduction. Copies of exams should be requested minimum 3 days in advance of date needed. It is required that all exams be copied at Reprographics.

Administrative support will be provided through the CCJPR for research proposals and research presentations attendant to proposals. Administrative Support Staff members in the School are more than willing to assist faculty with appropriate notice, being a critical linkage between the faculty and students and the administration; they are valued members of our team and should be treated accordingly.

#### 4.2 Copy Machines, Supplies, Mail, Telephone Use and Logistics

##### 4.21 Copy Machines

Access to the copiers on the fourth floor of Churchill Hall is allowed only through copy codes. The Budget Analyst is responsible for issuing copy codes to all faculty, staff and graduate students to be used on the copy machines on the fourth floor of Churchill Hall. Excessive use of the copy machines will be addressed by the Office of the Dean.

Faculty/staff should complete small copy jobs (i.e., a few pages) themselves. Moderate copy jobs should be left in an appropriate in-box for completion by the Receptionist. It is required that large copy jobs, typically those in excess of twenty (20) pages be reproduced at Reprographics. (Note: faculty should complete their own confidential copying.)

To the extent possible, all copying of class materials should be done by Northeastern University Reprographics. Please respect copyright issues. A minimum of 3 days advance notice is needed by the faculty secretary to have the materials copied in a timely manner. Please leave the materials with the Faculty Secretary or email them to her. All instructions regarding copying must be attached with the original copy (i.e., number of copies, duplex copying, deadline and color of paper). Also with the
instructions, please leave contact information so that the Faculty Secretary may notify you when the material is completed and available for pick up. If the Faculty Secretary is not available, the Receptionist in the Office of the Dean can help.

The Receptionist will be responsible for the maintenance (calling for repairs, maintaining copying supplies, clearing jams, etc.) of the copy machine in the Dean's suite. The Faculty Secretary is responsible for the 4th floor copy machines.

4.22 Office Supplies

General office and computer supplies for the CCJPR are to be ordered by the Administrative Support Staff in the Center only. All other requests for supplies should be channeled through the Administrative Secretary. Supplies are ordered on a weekly basis. In the event of an urgent order, please contact the Administrative Secretary.

4.23 Mail

Incoming mail is delivered to the Office of the Dean twice each business day at approximately 11am and 3pm. The Receptionist is responsible for sorting and distributing the mail to the appropriate faculty and staff mailboxes on the 2nd and 4th floors. Outgoing mail can be left at either the 4th floor mailroom or at the Office of the Dean.

Urgent requests for sending mail by express carrier or United States Postal Service Express Mail should be addressed to the Office of the Dean. The appropriate paperwork will be completed by the Receptionist. Since each airway bill contains preprinted CCJ billing information, airway bills must be kept in the Office of the Dean. The Receptionist is responsible for maintaining a record of each mailing as well as shipping supplies.

4.24 Telephone

The use of office telephones at the School's expense is restricted to professional and/or School related matters.

When office telephones are used to make outgoing calls for personal reasons, faculty and staff should keep an accurate record of such calls. At each month end, faculty and staff will be provided with an itemized list of telephone calls. It is up to each faculty, staff and student to review the itemized bill and reimburse the School for any personal calls. Checks may be made payable to Northeastern University School of Criminology and Criminal Justice. Please submit a copy of your bill and your reimbursement check to the Budget Analyst. Excessive use of the telephone will be addressed by the Office of the Dean.

- Faculty should not make telephone calls from non-University telephones and charge them to their office and/or other University numbers. In addition, outside telephone calls are not reimbursable, unless approved in advance by the Office of the Dean.

4.25 Logistics

Faculty and staff requests for reservation of meeting rooms Churchill 200 and Churchill 301 should be addressed to the Assistant to the Dean.
4.25.1 Criminal Justice Computer Laboratory Use

The School controls the use of the computer lab in 418 Churchill Hall. Faculty/staff have unlimited access (except during classes, etc.) to the lab. Personal access numbers to the 4th floor lab are available from the Assistant to the Dean. Students are also allowed to use the labs with certain restrictions.

4.3 Travel for Professional Purposes

In order to encourage and to recognize research and the dissemination of scholarly papers, and/or fulfilling of leadership roles in criminal justice professional societies, the following guidelines will be used in reviewing requests for professional travel assistance:

(1) The School will attempt to provide appropriate travel funds for faculty/staff members who have been invited to prepare and present papers at professional society meetings. Where more than one faculty member is involved in the preparation of a single paper, the School will provide support for only one faculty member, who will be designated by the faculty members involved.

(2) The School will attempt to provide travel funds for faculty/staff who are chairpersons of meetings, discussants and/or moderators of sessions or who, in a formal fashion, are invited to assume a leadership role in a professional society meeting. Funding of this travel is seen as a secondary priority following the presentation of research.

(3) Allocation of travel resources will be conditioned by faculty needs for untenured faculty and the productivity of tenured faculty. Each year the Dean of the School will set a travel budget for each faculty/staff member. Travel expenses in excess of the set travel budget are to be paid out of pocket unless authorized by the Dean. After the third year review, untenured faculty productivity will also be taken into consideration in travel allocations.

(4) Since the amount of funds for travel is limited, all faculty/staff members must submit to the Dean by the end of the first week in October their tentative requests for the academic year. The attached form should be used for all travel requests. These forms must be submitted and approved prior to the travel.

(5) Faculty/staff should follow University guidelines concerning travel as described in the Administrative Handbook.

(6) Upon returning from travel, faculty/staff should complete an "Expense Reimbursement Voucher," which can be found online as well as on the Q drive: Q:\CeJtinalForms\reimbursement.xls. The form should be submitted to the Administrative Secretary within 3 days of returning from travel. All original receipts must be attached to the Expense Reimbursement Voucher. In the event a receipt is lost, a written explanation must be given as to why the receipt is missing.

(7) In order to insure prompt reimbursement, the form must be completed accurately. The form is broken down into two sections, travel and non-travel. All travel expenses are broken down by object code. It is important that all expenses are recorded in the correct object code. It is also important that the "Travel Expense" destination, dates, and purpose be completed on page 1.

(8) The reimbursement form is 2 pages in length. Completing the second page first will ensure that all travel expense information is sorted correctly by object code. Please do not change any preprinted information. For example do not cross out "Bus Fare" and write in "Taxi." Since there is no object code for taxi related expenses, the taxi expenses would fall under "Other Items (Misc.)."

(9) Turnaround time for travel reimbursements should be approximately 3 days from submission to the Administrative Secretary. Accounts Payable should have a reimbursement check sent within 5 business days unless a problem or question arises.
(10) It is the responsibility of each Faculty, Staff and Student to provide an accurately completed "Expense Reimbursement Voucher," attach all original receipts, and sign the voucher as "employee."

(11) Airline tickets and hotel reservations should be made early to get the best rates.

4.4 Reimbursement for Expenses Incurred

(1) Faculty, staff and students requesting reimbursement must have expenditures pre-approved by the Dean of the School prior to incurring the expense. Everyone is required to complete the University's "Expense Reimbursement Voucher," attach all original receipts, sign it and give it to the Administrative Secretary. Reimbursement requests should be submitted within three days of incurring the expense. In the event a receipt is lost, a written explanation must be given as to why the receipt is missing.

(2) The "Expense Reimbursement Voucher" can be found online or on the Qdrive:CCITinaFormsreimbursement

(3) In order to insure prompt reimbursement, the form must be completed accurately. The form is broken down into two sections, travel and non-travel. All non-travel expenses are to be listed under the "Non-Travel Expenses" section. It is important that all expenses are recorded by object code. Should you have more than three expenses, please provide a breakdown of the expenses by object code, date, business entity, and amount. If you need assistance with an object code, please ask the Budget Analyst. Object codes can also be found in numerical and alphabetical order on the Budget Office's webpage. Please use one line per object code.

(4) If purchasing food for a meeting, please DO NOT list the expense under "Meals" object code 3028. This object code is only used for meals purchased while traveling. Food purchased for a business meeting or staff meeting should be reimbursed under object code 4320.

(5) It is the responsibility of each Faculty, Staff and Student to provide an accurately completed "Expense Reimbursement Voucher," attach all original receipts, and sign the voucher as "employee."

4.5 Payment of Invoices

Per University guidelines, invoices related to School expenditures that are under $3,000 should be paid using the procard. Invoices in excess of $3,000 or charging any ledger 3, 5, 6, the Institute, and the Center should be paid on an Invoice Approval Form even if they are under $3,000. The Administrative Secretary is responsible for processing the Invoice Approval Form. Invoices should be processed within three days of receipt. Barring any issues with the vendor, payment of invoices should not be held up for any reason. It is important to process invoice payments promptly. Please do not hold onto invoices. Once an invoice is received and reviewed it should go directly to the Administrative Secretary. The invoice turnaround time within the School should be 3 days.

4.6 Professional Development Funds

Faculty will receive a $2,000 allowance annually for professional development. The professional development allowance includes funds for travel and book or research-related purchases. When ordering books for classroom consideration or use, faculty should first check with the publisher if desk
copies are available. The School will not pay for desk copies without proof from the publisher that copies were not available. Should this occur, the cost for the book will not be charged against the professional development fund.

4.7 Vacation and Sick Time Accruals for Administrative Professional and Support Staff

The Receptionist is ultimately responsible for the reception area. The Receptionist should not plan vacations on days that require his/her presence for example 'I am here', student walk-ins, registration week, add/drop, etc. In the event the Receptionist cannot be present during these times, the Administrative Secretary should be available to cover. In the event the Administrative Secretary is unavailable to cover, the Faculty Secretary should be available to cover. To ensure proper telephone coverage, vacation days will be granted on a first come first serve basis. Exceptions are made when students are available to assist in telephone coverage.

The School of Criminology and Criminal Justice follows the University's policy and procedures as they relate to vacation and sick time. Support staff should email their respective supervisor and the Budget Analyst informing them of vacation.

A detailed University vacation policy can be found on the HRM website at:
http://www.northeastern.edu/hrm/benefits/vacation.html

The University sick time policy can be found on the HRM website at:
http://www.northeastern.edu/hrm/benefits/sick.html

The University provides the following vacation accrual based on grade and years of service. Note vacation time does not carry over into the next year, regardless of grade or years of service. When calling in sick, all staff members should call into the Receptionist as well as their respective supervisors.

4.8 Holidays

The University observes the following holidays:

- New Year's Day
- Martin Luther King Jr. Day
- Presidents Day
- Patriots Day
- Memorial Day
- Independence Day
- Labor Day (floating holiday)
- Columbus Day
- Veterans Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas

If a member of the Support Staff works on a holiday, the Support Staff must take a compensation day during the same week of the holiday. If one's supervisor or work load does not allow for a day off, then the Support Staff member must be compensated with overtime pay. If a member of the Professional/Administrative Staff works on a holiday, the compensation day must be taken within the same month of the holiday. There will be no overtime granted for Professional/Administrative staff members.
4.9 Flexible Summer Schedule

At the discretion of the University's president, the School will observe the University's flexible summer schedule. The work hours during the flexible schedule are Monday-Friday 8:00am to 5:00pm. During this schedule, professional and support staff are allowed to work a 4 day week. The "comp" day usually Monday or Friday must be taken within the same week worked. Vacations taken during the flexible summer schedule are charged as 5 days not 4 days.

The Receptionist should coordinate with the Administrative Secretary and the Faculty Secretary coverage of the reception area during his/her "comp" day. The Receptionist should plan his/her "comp" days according the advising schedules.
5.0 POLICIES, PROCEDURES, AND CRITERIA FOR REVIEW AND MENTORING OF FACULTY

5.1 General Statement of Purpose

The purpose of this document is to set forth a mentoring plan and to establish performance criteria, policies, and procedures with respect to annual, merit, mid-term, tenure, and promotion review of faculty within the School of Criminology and Criminal Justice. Decisions to grant tenure and promotion are among the most critical in university life. Earning tenure and promotion requires careful, deliberate planning by each faculty member that begins during the first year of appointment and continues throughout the process of career development. It is in the best interests of both the faculty and the School that criteria for tenure and promotion be clearly defined so that, from the outset, faculty members can manage their careers in as productive a manner as possible. Probationary faculty also benefit from regular, ongoing assessment that lets them know where they stand and provides them with guidance to make necessary adjustments. Annual reviews of progress toward tenure and a thorough mid-term review are conducted with these aims in mind.

The School of Criminology and Criminal Justice evaluates candidates for tenure and promotion based on performance in the areas of research, teaching, and service. Considerable anxiety and stress arise when there is a lack of clarity regarding the weight accorded each of these areas, and the relative weight accorded various activities and accomplishments within each area. To the maximum extent possible, faculty members should be aware of those activities and accomplishments that count, as well as their relative significance. They should know, for example, that research and teaching are weighed more heavily than service in tenure decisions; that publishing in refereed journals is regarded more highly than authoring textbooks; that excellence in teaching and service will not compensate for weakness in research productivity.

Although we recognize the desirability of introducing a high level of predictability to tenure and promotion decision-making, we reject the idea of evaluating faculty solely on the basis of a quantitative formula. Criminal justice is a multidisciplinary field. Differences in faculty areas of expertise are linked to variations in both outlets for publication and opportunities for external research funding. There is no "one size fits all" plan for research and publication. Moreover, there are significant differences in faculty assignment related to the needs and mission of the School. Consequently, it is essential that there be sufficient flexibility in the evaluative process to accommodate variation in faculty roles within the School and skill areas and capacities as professionals in the field. Notwithstanding the need for flexibility, decision-making regarding tenure and promotion should be objective and reliable. This requires clear criteria and expectations as well as informed consideration by those who are involved in conducting evaluative reviews and making recommendations. To facilitate this process, it is essential that we articulate clear but multifaceted criteria for tenure and promotion; that we establish procedures for comprehensive reporting of faculty activities and accomplishments; and that we establish procedures and expectations for periodic review, for the preparation of evaluative reports, and for making recommendations to the Dean.

The document is designed to serve the following purposes:

1) Development
a) To provide a means of encouraging excellence in research/scholarship, teaching, and service.

b) To contribute to the mentoring of untenured faculty members by providing information concerning institutional expectations that can be used to guide choices regarding the broad range of professional and institutional challenges and opportunities that confront them.

2) Evaluation

a) To facilitate fair and objective decision-making regarding contract renewal, merit raises, tenure and promotion.

b) To provide a means whereby differences among faculty in educational background and expertise, and in university assignment, can be fairly accommodated.

3) Due Process

a) To ensure that faculty performance evaluation decisions are consistent, just, and objective, and to provide mechanisms by which faculty may appeal these decisions when they perceive that these standards have not been met.

b) To document compliance with university policy and thus provide protection for the individual and the institution.

5.2 The Role of the Personnel Committee in the Evaluation Process

The School of Criminology and Criminal Justice Personnel Committee has the following responsibilities:

5.2.1 Annual Progress Toward Tenure Review:
The Personnel Committee will carry out annual "progress toward tenure" reviews of all untenured faculty. It is very important and a matter of fairness that untenured faculty receive clear and consistent communication from colleagues as to their progress towards tenure. These reviews will also assist faculty mentors, whose function is to represent untenured faculty members' interests with respect to such matters as course scheduling and committee assignments, and to provide guidance and advice to mentees in pursuing lines of career development. The progress toward tenure report shall be appended to the annual merit review (completed by the Executive Committee).

5.2.2 Mid-Term Review:
The mid-term evaluation, conducted in the spring of the third year of service, is a more thorough and detailed review of the untenured faculty member’s cumulative record of activities and accomplishments. It also includes an assessment of the faculty member’s research plan and probability of publication from this research. The more specific question is whether the progress of the candidate is indicative of an ability to meet the requirements of tenure within the prescribed time limits.

5.2.3 Tenure and Promotion:
The Personnel Committee is responsible for carrying out tenure and promotion reviews and for submitting reports and recommendations to the Dean. General university procedures and criteria for promotion and tenure are outlined in the Faculty Handbook. However, responsibility for application and amplification of these procedures and criteria is delegated to the School. Later sections of this document discuss the activities and accomplishments that will be evaluated, their relative significance, and the kinds of evidence on which evaluations will be based.
5.2.4 Merit Review:
Merit reviews for both untenured and tenured members of the faculty will be carried out by the Executive Committee. The personnel committee appends the annual “progress toward tenure” report to the merit review for the untenured faculty.

5.2.5 Other Personnel Functions:
As requested by the Dean, the Personnel Committee meets and makes recommendations with respect to other personnel matters.

5.3 Committee Membership, Elections, Sub-Committees

5.3.1 The Personnel Committee
Membership on the Personnel Committee is restricted to faculty tenured at Northeastern University. Faculty members with a joint appointment and tenure in the School of Criminology and Criminal Justice will have full participation and voting privileges. Faculty members with a joint appointment, but a tenure home in another academic unit, will have full participation privileges, but no voting privileges.

The Personnel Committee Chair will have responsibility for forming sub-committees as necessary. Subcommittees of the Personnel Committee include:

5.3.1.1. Candidate Review Subcommittees:
Individual subcommittees consisting of three tenured members of the Personnel Committee will be appointed by the Committee Chair to prepare drafts of (1) annual progress toward tenure reviews of all untenured faculty; (2) mid-term reviews of untenured faculty at the end of their third year of service to the university; (3) tenure reviews of untenured faculty holding the rank of Associate Professor, and (4) tenure and promotion reviews of those seeking tenure and promotion to Associate Professor. All tenured Personnel Committee members must review all materials submitted by and on behalf of each untenured faculty member undergoing annual review as well as each candidate for third-year, tenure and promotion reviews.

However, to organize the work, the Personnel Committee Chair will appoint a subcommittee to specialize in the case of each faculty member under review.

In the case of persons seeking promotion to Full Professor, only tenured faculty holding the rank of Full Professor are eligible to serve on the promotion committee. The committee must include at least three members. If fewer than three members of the criminal justice faculty hold the rank of Full Professor, the Dean, in consultation with the tenured faculty, and subject to approval by the Provost, will appoint additional members of the committee from the ranks of Full Professors in related disciplines. The Chair of the committee will be elected by its members.
5.3.1.2 Other Subcommittees:
The Personnel Committee Chair may appoint other subcommittees to carry out other work of the committee as it becomes necessary.

5.4 Faculty Advising and Career Development
The Dean will meet with new tenure-track faculty members during the first semester of their first year in the College to acquaint them with the tenure and promotion regulations of the College and the University. After consultation with the tenured faculty and with the new faculty member, the Dean will appoint a member of the tenured faculty acceptable to both to serve as a faculty advisor. Ideally, the faculty advisor will be an individual whose research interests are similar to those of the untenured faculty member. The faculty advisor will ordinarily work with the same untenured faculty member over the course of the pre-tenure period. However, both the faculty advisor and advisee are free to request a change of assignment at any time.

The fundamental purpose of the faculty advising program is to ensure that untenured faculty receive information, advice and support that will help them to perform at the level required to meet the norms and standards for tenure in the College and the University. The faculty advisor can and should serve other purposes as well (e.g., bringing the advisee into the community of the College, socially and academically; introducing the mentee to institutional norms; providing guidance with respect to techniques of classroom instruction; apprising the mentee of institutional sources of support for teaching and research), but the primary focus will be on the tenure process and how one develops into a faculty member who performs at a level deemed worthy of tenure. At a minimum, it is expected that the faculty advisor and advisee will attend university-sponsored mentoring events, will participate in College-sponsored mentoring events, and will meet privately at least once each semester, although more frequent meetings may be helpful.

The fundamental elements of the faculty advising model are as follows:

- Untenured faculty need guidance as they choose among activities. Faculty advisors should use their best judgment in advising untenured faculty about the kinds of activities in which they might engage. Discussion might ensue around questions such as these: Should I write a textbook? Should I engage in consulting or research activities that are unlikely to produce publishable pieces of work? Should I agree to conduct a program evaluation for a local community agency if it has no publication potential? Should I continue to publish in the subject area of my dissertation or should I expand my research agenda? Should I develop new courses that will require significant preparation time? Should I volunteer to take on significant committee assignments? The role of the faculty advisor is to provide advice with respect to such matters in light of their likely impact on the tenure decision.

- The faculty advisor can be helpful by directing the advisee to other faculty members who can serve as consultants on aspects of the advisee’s research (e.g., assistance with analytic techniques; obtaining faculty comments on drafts of papers before they are submitted for publication review). The faculty advisor can also advise the mentee on potential publication outlets, and their relative status in the discipline.
- The faculty advisor’s role is also one of transmitting information about institutional resources, e.g., statistical support, teaching workshops, computer courses, and provost’s research funds.

- The faculty advisor also has a responsibility to advocate for the advisee in terms of course and committee assignments. It is appropriate for the faculty advisor to alert administrators if s/he feels that the advisee is being asked to undertake disproportionately heavy administrative or teaching responsibilities, and to encourage modification of work assignments.

- The faculty advisor is expected to help the untenured faculty member in preparing dossiers for third-year and tenure and promotion review. However, the faculty advisor should not be the advisee’s advocate or representative in terms of performance review or tenure or promotion consideration. Like other members of the tenure and promotion committee, the faculty advisor should evaluate the candidate impartially, and should recuse himself/herself from voting if s/he is unable to maintain objectivity.

5.5 Criteria for Tenure and Promotion, Annual Review, Midterm Review, and Merit Review

Annual reviews, merit reviews, midterm reviews, and tenure and promotion reviews are based on performance in the areas of research/scholarship, teaching, and service. In addition, in keeping with provisions of the Faculty Handbook contained in Section II.B.I. (June 2000), evaluative criteria for tenure include the candidate’s promise for future professional development and the long-range needs of the School and the University.

5.5.1 Research

Research is defined to include all scholarly inquiry, which serves to increase the body of knowledge in the discipline. It involves the development of new insights and results in the faculty member’s area(s) of study and the presentation and publication of those insights or results.

The hallmark of this criterion is scholarly publication, especially of articles appearing in refereed scholarly journals, books, book chapters, and monographs. Other indicators of accomplishment in this area include, but are not limited to, the award of external research support; the presentation of papers at national, regional, and state professional meetings and seminars; the writing of technical reports on projects completed or in progress; and the citation of one’s work by other scholars.

In the evaluation of scholarship, both the quality and quantity of the faculty member's published work are considered. Judgments about the quality of scholarship are accorded great weight. Nevertheless, while quality is a priority, a quantity of work sufficient to demonstrate a pattern of sustained scholarly productivity is essential to tenure and promotion. Quality of scholarship is indicated in a number of ways, e.g., by the ranking/reputation of the journals in which articles appear, by the degree to which one's work is cited by other scholars, by published reviews of one's work, by awards or other forms of recognition from professional societies, and by invitations to present one's work or to serve on peer review panels.
5.5.2 Teaching
Teaching encompasses all of those endeavors by which a faculty member contributes to the learning and intellectual growth of the student. It includes, among other things, teaching regularly scheduled classes, engaging in instructional development activities (e.g., developing new courses and/or new approaches to existing courses, attending instructional workshops), preparing instructional materials (e.g., writing textbooks and teaching software), mentoring students in thesis preparation and directed independent study, and advising.
Indicators of accomplishment in the teaching area include, but are not limited to:

- Positive student evaluations of both the method and content of instruction.
- Peer evaluations that rate highly aspects of instruction such as the organization of a course, the currency of the material presented, the quality of student engagement and interaction in the classroom, and the use of pedagogical aids
- The number of thesis committees on which the faculty member has served
- Engagement of students in research activities through directed independent study
- Effectiveness of co-op integration activities

5.5.3 Service
Service encompasses a faculty member's contributions to the university in areas other than teaching and research, as well as contributions to the profession and to the community. Faculty members are expected to perform basic citizenship duties within the School and the university. These activities include, but are not limited to, active participation on School and university committees, mentoring other faculty, serving as a peer evaluator of teaching, and acting as an advisor to a student organization. Service to the profession includes such activities as holding office and/or serving on committees in regional and national professional associations. Service to the community involves sharing professional expertise with community agencies and organizations at the local, state, regional and national levels, as well as using the media to reach general public audiences. Service also includes membership on task forces and advisory boards, delivery of presentations, training and workshops, provision of technical research assistance, and similar activities. Community service is highly valued given the urban mission of the university.

5.6 Applying Tenure and Promotion Criteria
The expectations of faculty achievement in the areas of research, teaching, and service vary by rank and length of service. For example, beyond some threshold, service is generally not a major consideration in the tenure decision. Although the candidate must demonstrate a commitment and ability to contribute to the School, the profession, and the community, scholarly productivity and quality teaching are weighed more heavily than service in recommendations for tenure and promotion to Associate Professor. (Expectations for service generally will increase with rank). Research/scholarship and teaching are weighted about equally in tenure and promotion decisions: a strong record in both areas is expected, and a deficit in one of these areas will not compensate for stellar performance in the other.
In the sections that follow, we outline institutional expectations and discuss the application of performance criteria in relation to stages of career development. We also present a classification scheme representing levels of performance achievement representative of "distinction," "excellence," and "proficiency," discuss examples of the types of achievements representative of each, and show how this scheme can be applied to tenure and promotion considerations. The classification scheme is included in Appendix A.
5.7 Mid-term Review

For assistant professors at the time of mid-term review, the expectation for research is that the faculty member will have clearly established a research agenda, as evidenced both by works in progress and by articles successfully submitted for publication in peer-refereed journals. Journal submissions should occur at a consistent rate. At the time of the third-year review, it is not expected that all articles will have appeared in print, but that a few may be published and a few in press. Especially well regarded are articles placed in highly ranked outlets relevant to the faculty member’s area of expertise (e.g., Criminology, Justice Quarterly, Journal of Criminal Law and Criminology, Journal of Research in Crime and Delinquency, American Sociological Review, major law reviews, Law and Policy, Law and Society Review, Developmental Psychology, Journal of Consulting and Clinical Psychology). Essays in edited volumes are also appropriate and will balance a smaller number of articles appearing in journals. Publication of book reviews is given little weight. Publication of textbooks is viewed as a teaching, rather than a research function. Presentation of papers at professional meetings is encouraged. The expectation is that presentations will eventually be developed into published articles.

It is anticipated that among the initial publications of an untenured faculty member holding a first appointment there will be publications based upon the dissertation. However, there needs to be evidence of the development of a new research program or topic, or a significant extension of the dissertation topic, with a high probability of publication from the new research.

In the area of teaching, the expectation is that faculty will have developed a portfolio of four to six courses and will have achieved "proficiency" in teaching as demonstrated by student and peer evaluations of their most recent classes. Unlike annual evaluations, the mid-term review will consider the cumulative record and will look at patterns of activity that are not evaluated annually. It is not expected that teaching proficiency will have been established from the outset. Where the initial evaluations of teaching are poor or mediocre, tangible efforts to improve instruction through consultation with the faculty mentor, peer evaluators, and staff of the Center for Effective University Teaching are expected. Gradual improvement to a level of proficiency by the third year is expected.

In the area of service, the expectation is that the faculty member will have played an active role as a member of School committees and will have contributed to the profession, most often by chairing sessions or serving as discussant at professional meetings. Volunteering to make other service contributions is encouraged as long as service activities do not become so time consuming as to interfere with development in the areas of scholarship and teaching.

5.8 Tenure and Promotion to Associate Professor

The untenured Assistant Professor seeking tenure and promotion to Associate Professor will have demonstrated a pattern of "excellence" in activities related to research/scholarship. Most importantly, the rate and quality of publication should be indicative of a sustained level of excellence in research activity. (Except in the most exceptional of circumstances, a spurt of publications just prior to the tenure decision will not balance a record that is devoid of publications in earlier years.) The candidate also needs to demonstrate that he or she has made the transition from graduate student to mature and independent researcher/scholar by pursuing new areas of inquiry and developing a well-defined research agenda. The successful candidate may have obtained extramural funding to support his/her research. It is anticipated that the rate of publication may slow during the early phases of new-research
projects. It is most important that the cumulative record of research activity, publication, presentations, and other scholarship be indicative of the candidate's commitment and ability to make successful and lifelong contributions to the development of knowledge in the field.

The expectation of the School is that the candidate for tenure and promotion to Associate Professor will have made a successful transition from student to teacher. The candidate needs to have demonstrated the ability and motivation to develop new course material and successfully impart it to students. The candidate should have a record of success in teaching scheduled classes as well as mentoring students. Preferably, the candidate will have achieved a level of "excellence" in activities related to teaching and instructional activity, as evidenced by student and peer evaluations.

The expectation is that candidates for tenure and promotion to Associate Professor will have demonstrated, at a minimum, a sustained pattern of "proficiency" in service activities. Evidence of the willingness and ability to work with colleagues for the benefit of the School and the University is an important element in this determination.

5.9 Promotion from Associate to Full Professor
Promotion to Full Professor is recognition of the candidate's academic maturity. While the recommendation involves reviewing the candidate's entire career, the record should show significant achievements beyond those demonstrated at the time of promotion to Associate Professor. The overall standard for a positive recommendation is "distinguished accomplishment." The ideal candidate for positive recommendation for promotion to Full Professor will demonstrate that s/he has achieved "distinction" in all of the dimensions of the faculty role: research/scholarly activity; teaching and related instructional activity, including curriculum and program development; and extensive and exemplary work in collegial governance and administrative activities, and in service to the profession and the community. Distinction in the area of research - including evidence that the candidate's work has contributed in a significant way to the intellectual development of the discipline - is a prerequisite to promotion to full professor. The candidate for full professor is expected to have achieved a national or international reputation for scholarly achievement. A positive recommendation for promotion may be based on evidence that the candidate has achieved distinction primarily in research, while continuing to be excellent in other dimensions of the faculty role.

Distinction with regard to research means the continuing contribution to shaping the intellectual development of the field. It includes a broad array of accomplishments, such as a pattern of publication of scholarly work in leading journals; publication of books; a pattern of work that is highly regarded by peers in the discipline; a record of outside support in the form of grants and contracts; frequent citation of work by other scholars; extensive peer review work; a pattern of invited presentations at international, national, regional, or state meetings; and commitment to mentoring other faculty in their research activities.

Distinction with regard to teaching and related instructional activity can be demonstrated in a variety of ways. These include, but are not limited to, continued demonstration of superior teaching; commitment and ability to take a leadership role in program and curriculum development; commitment to mentoring of students on theses and directed independent study; commitment to enhancing the instructional abilities of other faculty; and the preparation of pedagogical tools, including textbooks and software programs.
Distinction with regard to service includes the demonstration of broader and more significant service than candidates for Associate Professor. Ideally the candidate will have a record of extensive service and especially leadership on School and University committees, longstanding service to and leadership in professional organizations, and/or longstanding and exemplary service to community groups, organizations, and agencies.

5.10 Procedures for Annual Review of Faculty

5.10.1 Submission and Review of Annual Activities Report:
By no later than February 1st of each year tenure-track or tenured faculty member will submit an Annual Activities Report (see Appendix C) to the Dean’s Office, who will distribute it to all members of the Executive Committee. The report -which may, at the faculty member’s discretion, include a cover letter- will describe in detail the faculty member’s activities in the areas of research, teaching, and service for the previous calendar year and will also include a statement of the faculty member’s plans for the upcoming year. Student and, where applicable, peer evaluations of teaching will be appended to the Activities Report, along with course syllabi and documentation of research activity.

5.10.2 Preparation and Reporting of the Review:
For both untenured and tenured faculty, the Executive Committee will draft a written Annual Review, including a statement of the contributions of the faculty member during the period under review, evaluation of strengths and weaknesses, suggestions for improvement. For untenured faculty members, the Personnel Committee will add a Summary Assessment of progress toward tenure ("exceeds expectations," "satisfactory progress," "unsatisfactory progress"). By April 1, a copy of the Review will be delivered to the faculty member, to the Dean, and to the faculty mentor.

By April 1st, the Dean will deliver copies of his/her Annual Reviews to all tenured and untenured faculty. Subsequently, all faculty members will meet with the Dean to discuss the review. At their discretion, untenured faculty may include the faculty advisor in the meeting with the Dean, to discuss the review and, as necessary, to recommend changes to the faculty member’s plans for the upcoming year.

Copies of the Annual Review will be placed in each faculty member’s personnel file, along with any written response that the faculty member may wish to append to it.

5.11.2 Scoring:
Faculty shall be assessed in each of the workload areas (teaching, research/scholarship, and service) using a scale with values ranging from 0 to 4, as follows:

4  Distinguished (Exceptional)
3  Excellent (Above Average)
2  Proficient (Average)
1  Below Average
0  Poor
Since proficient/average performance is placed in the middle of the scale, most faculty shall normally score in the 1 to 3 range. The extremes shall be assigned only when the performance is extraordinary in either direction. To derive an overall merit score, these score values will be weighted by the faculty member's workload distribution. A typical faculty workload distribution is 40% teaching, 40% research/scholarship, and 20% service. However, each faculty member shall determine his/her own particular workload distribution in consultation with the Dean. Normally, the research/scholarship and teaching workloads should each vary between 20 and 60 percent with service ranging between 10 and 30 percent. Exceptions to these ranges are permissible if special circumstances exist.

The overall merit score shall be derived as follows:

\[(\text{Teaching percent} \times \text{Teaching score}) + (\text{Research/Scholarship percent} \times \text{Research/Scholarship Score}) + (\text{Service percent} \times \text{Service Score}) = \text{Overall Merit Score}\]

5.11.3 Determining the Merit Raise:
The Dean shall have a discretionary set-aside pool equal to 10% of the total merit dollars, to reward achievement not reflected in the merit scores.

The remaining 90% of the merit pool shall be distributed on the basis of the overall merit scores. The raise pool (after the Dean's set-aside) shall be split in half: one half to be distributed on the basis of dollars and the other half on the basis of percentages, with both halves weighted by the overall merit score.

5.11.4 Review of Faculty on Sabbatical:
Individuals who will be on sabbatical for all or some portion of a merit period must file a Sabbatical Plan in advance, approved by the Dean of the School, which sets forth the faculty member’s planned activities for the sabbatical period (conducting basic research, writing, retooling, etc.) and the percentage of time to be devoted to each. The merit raise for the sabbatical period will be determined by multiplying the performance ratings (see 8.2 above) in each of the areas specified in the Sabbatical Plan against the percentage of time assigned to each.

5.11.5 Failure to Fulfill Contractual Responsibilities:
Individual failures to fulfill contractual responsibilities (as outlined in appointment letters, annual renewals, etc.) are taken into account in assessing performance of all faculty. They will normally result in scores of 0 or 1 for the area in which the failure has occurred, resulting in a reduction of the merit salary increase that might otherwise have been awarded to that individual. Substantial and persistent failures of performance will render the overall performance of a faculty member unsatisfactory and will preclude the award of merit increases of any kind for that year.

5.11.6 Reporting of merit raises:
Merit raises will be reported to all faculty members by the Dean around May 1 (following Provost’s Office approval). Faculty will receive their merit scores (the overall rating plus the teaching,
research/scholarship, and service scores) and associated commentary prepared by the members of the Executive Committee, and copies of these shall be placed in the faculty member's file. The Dean will review merit evaluations with each faculty member and will also distribute to all faculty a summary report indicating how the merit pool was distributed, including the mean and range of dollar raises awarded to the faculty as a group.

5.12 Procedures for Mid-Term Review

5.12.1 Submission of Dossier:
By no later than March 15th in the third year of service, untenured faculty members will submit a dossier of materials for mid-term review to the Chair of the Personnel Committee. The required contents of the dossier are presented in Appendix B.

5.12.2 Subcommittee Review:
All tenured members of the Personnel Committee must review the full dossier. However, to facilitate the work of the committee, the Personnel Committee Chair will appoint a three-member subcommittee of the tenured faculty to draft a written Review detailing the factual information relating to the candidate's record in research/scholarship, teaching, and service, and rendering a preliminary assessment regarding the candidate's prospects for earning tenure. The draft must be completed by May 1st.

5.12.3 Committee Deliberations:
The tenured members of the full Personnel Committee will then meet to discuss the dossier and the draft prepared by the subcommittee, and vote to accept or modify the judgment of the subcommittee regarding whether the candidate is making satisfactory progress toward tenure. A majority of the tenured members of the Personnel Committee must approve the final version of the review. If it appears that tenure at this institution is unlikely, this shall be clearly stated in the final committee report so that the candidate can begin the process of seeking employment elsewhere. In more promising cases, the review will focus on what, if any, changes in professional activities may be recommended to enhance the prospect for tenure.

5.12.4 Reporting:
By no later than May 15th, a copy of the Review will be delivered to the faculty member and to the Dean, who will advise the untenured faculty member in writing of the extent of his/her concurrence with the Review. A copy of the Mid-Term Review will also be provided to the faculty mentor. The faculty mentor will meet with the faculty member to discuss the review and, as necessary, to recommend changes to the mentee's plans for the upcoming years. A copy of the Mid-Term Review will be placed in the candidate's personnel file, along with the Dean's assessment of the Review, and any response that the candidate may wish to append to it.
Mid-Term reviews assess the achievements of a faculty member through the end of the review period only. Even the most positive Mid-Term review does not guarantee a future positive tenure recommendation.

### 5.13 Procedures for Tenure and Promotion

The candidate’s dossier is due to the unit tenure committee on September 15 of the year of tenure consideration and must be submitted electronically. The University guidelines for preparing comprehensive dossiers for Tenure reviews must be followed (see [http://www.facultymentoring.neu.edu/documents/ModelDossierCurrent.pdf](http://www.facultymentoring.neu.edu/documents/ModelDossierCurrent.pdf)). The timeline below is subject to change (please check Provost Office website for current academic year deadlines).

<table>
<thead>
<tr>
<th>Annual Deadlines. When noted dates should be confirmed with School and College Dean's Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 15</strong>*</td>
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<tr>
<td><strong>February 1</strong>*</td>
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<td><strong>March 1 - June 1</strong>*</td>
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<tr>
<td><strong>September 15</strong>*</td>
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<td><strong>October 15</strong>*</td>
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<tr>
<td><strong>December 1</strong>*</td>
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<tr>
<td><strong>February</strong></td>
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<tr>
<td><strong>March – June</strong></td>
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<td><strong>Summer</strong></td>
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#### 5.13.1 Eligibility

**5.13.1.1 Tenure:**

In accord with University regulations, untenured faculty members shall be informed each year in writing by the Dean of the School of the number of probationary years remaining and the year of mandated tenure consideration. In the spring of the academic year prior to that in which the tenure decision is to be made, notice shall be given and shall include a copy of the School and University regulations. The tenure review will ordinarily take place during the year identified in the candidate's letters of appointment. In accord with University regulations, the probationary period will not exceed the sixth year of full-time employment in the rank of Instructor, Assistant Professor, Associate Professor, or Professor at Northeastern. However, a full-time faculty member who is on leave for at least one academic semester (e.g., sick leave, family leave, maternity/adoption leave) may petition the Provost to delay tenure consideration for one year. Service of part-time faculty and full-time employees in any
other capacity, including administrative work, will not generally be credited toward the probationary period.

A faculty member may request that tenure consideration occur early, in an academic year prior to the tenure consideration year identified in his/her letter of appointment. The request shall be submitted to the Dean by the beginning of the spring semester prior to the academic year in which the candidate wishes to be considered for early tenure. The Dean, after consulting with the tenured facility, shall notify the candidate whether or not early tenure consideration will be permitted. If approval for early tenure consideration is given, and the candidate is denied tenure, the candidate may subsequently go up for regular tenure consideration in the year identified in his/her letter of appointment. Pursuant to the terms of the Faculty Handbook, no decision regarding denial of early tenure consideration or denial of early tenure is grievable or appealable since the candidate may reapply for tenure consideration in the academic year identified in the letter of appointment. For a complete description of early tenure consideration procedures, see the Faculty Handbook.

5.13.1.2 Promotion
A facility member may be considered for promotion in any year, upon his/her request.

5.13.2 The Dossier

5.13.2.1 Tenure and Promotion:
By no later than September 15th of the year in which the tenure decision is to be made, the candidate shall submit a dossier organized as outlined in the Provost Office's Guidelines for the Preparation and Format of the Tenure and Promotion Dossier (this document is regularly updated and can be found here: http://wwwfacultymentoring.neu.edu/documents/ModelDossierCurrent.pdf). Briefly summarized, the tenure dossier shall include a curriculum vita; candidate statements on research, teaching, and scholarship; supporting documents on research, including copies of publications and other scholarly writings that are in press; supporting documents on teaching, including teaching load summaries, sample syllabi, and both student and peer evaluations; supporting documents on service; previous performance evaluations, including annual, merit, and third-year reviews. To these materials submitted by the candidate will be appended confidential external reviews.

5.13.2.2 Promotion Only:
The dossier for candidates for promotion only shall be identical to those for tenure and should also be submitted no later than September 15th.

5.13.3 Procedures for External Review
The Personnel Committee will obtain evaluations of a candidate's contributions to the field from a group of four outside scholars who work in the candidate's area(s) of expertise. The evaluators will consist of some persons suggested by the candidate and others identified by the Committee.
5.13.3.1 Selection of Reviewers:
Each candidate must submit the names of at least five non-Northeastern scholars who work in the candidate's area(s) of expertise. The Personnel Committee Chair, in consultation with other members of the committee and the Dean, will select two or three of these individuals as external reviewers. They will also select at least three other scholars not identified by the candidate. Candidates will be asked to identify anyone with whom s/he has more than an arm's length relationship and anyone who is ideologically or otherwise opposed to the candidate and therefore unlikely to provide an objective assessment. Reviewers who the committee and the Dean agree may be inappropriate will be replaced by more suitable ones.

The rank of the external reviewers should at least equal the rank that the candidate is seeking. Reviewers should be nationally recognized in their discipline or subfield. They should be individuals without prior mentoring, collaborative, or collegial working relationships with the candidate who can make an objective assessment of the candidate's contributions.

The Dean may contact the reviewers informally to ascertain their willingness to serve as evaluators. However, an official request for an evaluation shall be in the form of a letter composed in accordance with the model prepared by the Office of the Provost.

5.13.3.2 Materials to be Submitted to External Reviewers:
Each external reviewer will receive a cover letter from the Dean indicating the professional level for which the candidate is being evaluated (tenure, promotion to what rank) and asking him or her to evaluate the quality of the candidate's scholarship and its contribution to the field. The packet sent to each reviewer will include a copy of the candidate's curriculum vita and a minimum of six pieces of scholarship authored by the candidate. The candidate will choose the writings to be included in the packet. The candidate has the option of including more than six pieces of work, up to a maximum of ten pieces.

5.13.3.3 Copies of External Reviews
A copy of the external reviews shall be included in the candidate's dossier. These materials are confidential and shall not be revealed to the candidate.

5.13.3.4 Unsolicited letters/evaluations:
Unsolicited reviews and/or recommendations, either internal or external, will be handled in accordance with procedures described in the Faculty Handbook.

5.13.4 Procedures for Committee Review

5.13.4.1 Role of the Subcommittee:
All tenured members of the Personnel Committee must review all materials in the dossiers of candidates for tenure and promotion to Associate Professor, and all full professors must review all materials in the dossiers of candidates for promotion to Full Professor. However, to facilitate the work of the committee,
the Personnel Committee Chair will appoint a three-person subcommittee to draft a summary of each case under review.

The subcommittee will thoroughly review the dossier and prepare a written Summary Review detailing the factual information relating to the candidate's record in research/scholarship, teaching, and service. The subcommittee report will be presented to eligible members of the full committee for discussion. The subcommittee report will not include a recommendation on the candidate, but rather serve as an objective descriptive summary of the review materials submitted by the candidate and the reports of external evaluators.

Subcommittee reports on candidates for tenure/tenure and promotion must be presented to the tenured members of the full Personnel Committee by November 15. Subcommittee reports on candidates for promotion only must be completed by December 15.

5.13.4.2 Deliberations and voting:
During the first week in December, the Chair of the Personnel Committee will schedule deliberation sessions involving all tenured members of the full Personnel Committee to discuss the candidacy of persons seeking tenure and/or tenure and promotion. During the second week in January, the Chair of the Personnel Committee will schedule deliberation sessions for candidates seeking promotion only.

Only faculty serving at the rank of Full Professor are eligible to deliberate and vote on candidates seeking promotion to the rank of Full Professor.

No member of the Personnel Committee may vote on a particular candidate unless s/he has been present for all of the Committee deliberations on that candidate.

Voting shall be by show of hands. A simple majority of affirmative votes among those present shall be necessary to recommend tenure or promotion.

5.13.4.3 Report:
A written report summarizing the deliberations and approved by the Committee, including the numerical tally of its vote on the candidate, shall be given to the candidate and made a part of the candidate's dossier. In addition to the recommendation of the Committee and the reasons for it, the report may include a summary of dissenting opinions. Where the recommendation of the Committee is negative for a candidate for promotion only, it is incumbent upon the Committee to propose developmental actions that would prepare the candidate for promotion at a future date.

The candidate shall have ten calendar days to append a written response to the report if s/he desires. If the candidate chooses to make no response, the report and recommendations of the Committee shall be promptly submitted to the Dean. If a response by the candidate is generated, the candidate may request that the Committee meet again, consider the response, and vote again before the recommendation is submitted to the Dean. If the Committee alters its report or recommendation pursuant to a request for reconsideration, the revised vote and/or report shall replace those originally written. Earlier versions shall be removed from the dossier and not referenced in the submitted documents. The report and recommendations of the Committee shall be submitted to the Dean no later than 10 days following receipt of the candidate's response.
5.13.5 Dean's Recommendation:
The Dean of the School will submit a report and recommendation, which shall be included in and complete the dossier. A copy of the Dean's recommendation shall be furnished to the candidate and to the Committee. The complete dossier will be submitted to the Provost, who shall decide whether or not to recommend the candidate for tenure.

5.13.6 Tenure Appeals:
In the case of a negative recommendation from the Provost, the candidate may, within five days of receipt of the Provost's recommendation, provide the Provost with additional pertinent information to consider regarding his/her candidacy or request that the Provost reconsider his/her decision, following the Tenure Appeals process described in section H.B.3. of the Faculty Handbook.
## APPENDIX A: GUIDELINES FOR CLASSIFICATION OF ACHIEVEMENT IN EACH AREA OF THE FACULTY ROLE

### I. Research / Scholarship

<table>
<thead>
<tr>
<th>EVIDENCE OF DISTINCTION</th>
<th>EVIDENCE OF EXCELLENCE</th>
<th>EVIDENCE OF PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authored books with reputable presses</td>
<td>An authored book with a reputable press</td>
<td>Edited book</td>
</tr>
<tr>
<td>Series of articles in refereed journals highly ranked in the</td>
<td>Series of book chapters or articles in 2(^{nd}) tier journals in the faculty member’s discipline</td>
<td>Series of articles in 3(^{rd}) (lowest) tier refereed journals; monographs, technical reports, published book reviews, articles in non-refereed journals</td>
</tr>
<tr>
<td>Pattern of success in obtaining significant external funding through grants or contracts</td>
<td>Pattern of success in obtaining external funding through grants or contracts</td>
<td>Obtaining one or two small grants or contracts</td>
</tr>
<tr>
<td>Editorship of a journal devoted to research in the discipline</td>
<td>Editorial board appointment for a journal devoted to research in the discipline</td>
<td>Referee for a journal devoted to research in the discipline</td>
</tr>
<tr>
<td>Extensive peer review for granting agencies or publication presses</td>
<td>Occasional peer review for granting agencies or publication presses.</td>
<td>Infrequent peer review for granting agencies or publication presses</td>
</tr>
<tr>
<td>Award of prestigious fellowship</td>
<td></td>
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<tr>
<td>Award by professional organization for book or other publication</td>
<td>Favorable reviews of book</td>
<td></td>
</tr>
<tr>
<td>Keynote address at international, nations, regional, or state meeting</td>
<td></td>
<td>Presentation at international, national, regional, or state meeting</td>
</tr>
</tbody>
</table>
### II. Teaching and Instructional Activity

<table>
<thead>
<tr>
<th><strong>EVIDENCE OF DISTINCTION</strong></th>
<th></th>
<th><strong>EVIDENCE OF PROFICIENCY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication of widely adopted textbook in the discipline</td>
<td>Publication of textbook</td>
<td></td>
</tr>
<tr>
<td>Series of articles in refereed journals relating to teaching or instruction</td>
<td>Publication of 1-2 articles in refereed journals relating to teaching or instruction</td>
<td></td>
</tr>
<tr>
<td>Series of chapters in edited volumes relating to teaching or instruction</td>
<td>Publication of 1-2 chapters in edited volumes relating to teaching or instruction</td>
<td></td>
</tr>
<tr>
<td>Editorship of a journal devoted to teaching or instruction</td>
<td>Editorial board appointment for a journal devoted to teaching or instruction</td>
<td>Referee for a journal devoted to teaching or instruction</td>
</tr>
<tr>
<td>Pattern of TCE/TRACE scores of 4.2 or above on student evaluations</td>
<td>Pattern of TCE/TRACE scores between 3.3 and 4.2 on student evaluations</td>
<td>Pattern of TCE/TRACE scores between 2.5 and 3.2 on student evaluations</td>
</tr>
<tr>
<td>Pattern of outstanding peer evaluations of teaching</td>
<td>Pattern of excellent peer evaluations of teaching</td>
<td>Pattern of satisfactory peer evaluations of teaching</td>
</tr>
<tr>
<td>Recognition via university teaching awards</td>
<td>Recognition via teaching awards from the School or student organizations</td>
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<tr>
<td></td>
<td>Leadership in the development of programs and/or curricula</td>
<td>Participation in the development of programs or curricula</td>
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<tr>
<td></td>
<td>Development and adoption of</td>
<td>Updating of course materials in</td>
</tr>
</tbody>
</table>
new courses not taught elsewhere or extensive redesign of existing courses  
sufficient depth to reflect changes in the field

Pattern of chairing graduate doctoral and/or thesis committees

Pattern of participation on graduate doctoral and/or thesis committees; Chairing a single doctoral or thesis committee

Serving on a single doctoral or thesis committee

Conducting instructional workshops

Attending instructional workshops and incorporating learning into teaching practice

Pattern of mentoring graduate students resulting in co-authored publications

1-2 co-authored articles and/or book chapters with graduate students

Evidence of effectiveness in co-op integration activities

Pattern of leadership in student organizations

Pattern of participation in student organizations

### III. Service

<table>
<thead>
<tr>
<th><strong>EVIDENCE OF DISTINCTION</strong></th>
<th><strong>EVIDENCE OF EXCELLENCE</strong></th>
<th><strong>EVIDENCE OF PROFICIENCY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer in a national or international scholarly or professional association</td>
<td>Officer in a regional or state scholarly or professional association</td>
<td>Non-elective participation on committees of a scholarly or professional association</td>
</tr>
<tr>
<td>Chair of a program or conference committee for a scholarly or professional association</td>
<td>Member of a program or conference committee for a scholarly or professional association</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session chair or discussant at a conference for a scholarly or professional association</td>
</tr>
<tr>
<td>Pattern of chairing major School, College, or University committees</td>
<td>Pattern of membership on major School, College, or University Committees</td>
<td>Member on other School, College, or University committees</td>
</tr>
<tr>
<td>Extraordinary accomplishment in</td>
<td>Accomplishment in significant administrative assignments</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>significant administrative assignments within the School</th>
<th>within the School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment to major federal or state commissions, task forces, or boards</td>
<td>Appointment to regional or county commissions, task forces, or boards</td>
<td>Appointment to local commissions, task forces, or boards</td>
</tr>
<tr>
<td>Technical assistance to federal or state agencies</td>
<td>Technical assistance to regional and local agencies</td>
<td></td>
</tr>
<tr>
<td>Pattern of presentations in national media</td>
<td>Pattern of presentations in local or regional media</td>
<td>Occasional media presentations</td>
</tr>
<tr>
<td>Workshops for community or practitioner groups</td>
<td>Speeches to community or practitioner groups</td>
<td></td>
</tr>
</tbody>
</table>

**APPENDIX B: GUIDELINES FOR THE PREPARATION OF DOSSIERS FOR MID-TERM TENURE AND PROMOTION REVIEWS**

The candidate's dossier is due to the unit tenure committee on September 15 of the year of tenure consideration and must be submitted electronically. The University guidelines for preparing comprehensive dossiers for Tenure reviews must be followed (see http://www.facultymentoring.neu.edu/documents/ModelDossierCurrent.pdf)

1. CURRICULUM VITA, which shall include the following:

   **A. Research/Scholarship**

   *Publications:* listed in separate categories by date of publication within categories. Each entry should include full citations, including beginning and ending page numbers.
   - Refereed articles
   - Non-refereed articles
   - Books
   - Book chapters
   - Abstracts
   - Book Reviews
   - Internally-Published Monographs and Technical Reports

   *Works in press:* "In press" means written, accepted, and awaiting publication. Works currently under review: (Include only in dossiers for mid-term review)
Presentations and Proceedings: listed in separate categories by date within categories. List title, co-author(s), the name of the organization or meeting that sponsored the conference, the place of the meeting, and indicate any special status accorded the presentation (e.g., invited paper, plenary address, keynote address)

Journal editorship, editorial board appointments, reviewing for journals related to research/scholarship, peer reviews for granting agencies or presses

B. Grants and Contracts

Externally-funded and internally-funded grants/contracts should be listed separately.

Create separate categories for each of the following:

- Funded Projects
- Proposals Under Review
- Unsuccessful Proposals (optional)

For each funded project and proposal under review, indicate the title of the proposal, the funding agency, the candidate's status (e.g., PI, Co-PI), the names and roles of other key participants, the amount requested and the funding period (e.g., 12 months, 18 months). Also include the date of submission of proposals under review.

C. Instruction

List courses taught and differentiate between graduate and undergraduate courses. Identify masters and doctoral candidates supervised, and role on each committee. Identify the number of students supervised on directed independent study. List publication of textbooks and other instructional materials (e.g., Instructor's Manuals, Study Guides), including full citation. Journal editorship, editorial board appointments, reviewing for journals related to instruction

D. Service

List all significant service performed in separate categories by date.

Institutional
- Department
- School
- University

Professional
- Include membership on program or conference committees, service as session chair or discussant at annual meetings, consulting activities (indicate paid or gratis)

Public/Community
- Include appointment to local/regional/state/national commissions, task forces, boards; other work performed for same or for community agencies
E. Honors and Awards

2. STATEMENT ON RESEARCH/SCHOLARSHIP

Begin with a statement of research and scholarship focus. Explain the research questions addressed, the funding received to support the research (if applicable), the directions the research has taken, and the significance of the work. Include a discussion of research work undertaken with students and with the external community. Finally, discuss work in progress and research plans for the future, identifying future funding opportunities (if applicable).

3. STATEMENT ON TEACHING

Begin with a statement of teaching philosophy. Identify courses taught and discuss involvement in curriculum development, supervision of graduate and undergraduate students, and advising. The text should include other indicators of commitment to teaching such as the writing of textbooks, the development of interactive and other pedagogical tools, and participation in seminars/workshops to improve teaching effectiveness. It also should describe actions taken to incorporate the goals of the Academic Common Experience and to integrate classroom-based and non-classroom-based learning.

4. STATEMENT ON SERVICE

Begin with a statement of service philosophy and identify the areas in which you have made contributions. Discuss service undertaken in each of the three areas, focusing on leadership positions held and special projects completed.

5. RESEARCH: SUPPORTING DOCUMENTS

Include in this section copies of publications, works in press, works under review (in dossier for mid-term review only), final reports, and other evidence of research and scholarship.

6. TEACHING: SUPPORTING DOCUMENTS

Teaching Load Summaries
Identify all courses taught as well as class size. Indicate new preparations. Courses taught for extra compensation should be identified.

Sample Syllabi (May also include sample exams, review materials, etc.)

Student Evaluations:
TCEPs, TRACE evaluations, and the results of any other university evaluations, must be included for all sections taught for at least the previous five years. If any evaluations are missing, there should be an explanation. It is also helpful to include a table which summarizes the student evaluations. The candidate may include any statements of explanation about the student evaluations which s/he deems important to enlighten the committee.

Peer Evaluations
Include all peer reviews conducted beginning with the second year of service at Northeastern. Any written responses to peer reviews may also be included.

Other Evidence of exemplary teaching (awards, student letters, etc.)

*Publications related to Instruction:* Include textbooks and other pedagogical contributions, including published works, works in press, and works under review (in dossier for mid-term review only).

7. SERVICE: SUPPORTING DOCUMENTS

Materials which support substantive service activities should be included here.

8. PERFORMANCE REVIEWS

All performance reviews (prior annual, merit, mid-term, tenure and promotion) should be included.
APPENDIX C. SCHOOL OF CRIMINOLOGY AND CRIMINAL JUSTICE ANNUAL ACTIVITIES REPORT