

**FY2006 DEPARTMENTAL ANNUAL REPORT  
OF CONTINUOUS IMPROVEMENT**

**Department of Political Science and Justice Studies**

**JUSTICE STUDIES PROGRAM  
Submitted by Dr. Brian A. Kinnaird**

**Fort Hays State University**

## **I. Departmental Overview**

Justice Studies exists as a separate and distinct academic program in the larger Department of Political Science and Justice Studies in the College of Arts and Sciences. Existing since 1996, the program offers the BA and BS in Justice Studies in addition to a Justice Studies emphasis in the BGS and MLS degree programs. The program added a distance education component in 1999, becoming fully operational with an exclusive distance education degree program in addition to the traditional, on-campus degree. The department will become two, separate academic departments (Justice Studies Department) (Political Science Department) in FY2007.

### *A. Departmental Mission and Vision Statements*

#### Mission Statement:

Justice Studies is an interdisciplinary field of inquiry focused on the philosophical, theoretical and practical applications of justice, and on the resolution of conflict within society. Rather than train individuals for a particular occupation through sole instruction in specific vocational skills, the program offers a broad liberal arts education which focuses on the cultivation of analytical and creative thought, and the ability to communicate effectively in a 21st century workplace and social environment.

#### Vision Statement:

The vision of the Justice Studies Program is in accordance with its college as an interactive learning program. As a result, Justice Studies responds with interdisciplinary collaboration within the College of Arts and Sciences and the university as a whole. This collaboration links resources to help meet the demands of the information-age learner for a networked educational environment.

#### Identity/Brand-essence Statement:

See appendix.

### *B. Departmental Goals, Objectives, and Strategic Priorities*

#### Goals:

- Create and sustain a program which balances academic preparation with vocational skills;
- Create justice system professionals with a global perspective;
- Create and sustain a curriculum which will allow for the easy transfer of students from Kansas community colleges and other four-year institutions;

- Create and sustain a curriculum of sufficient form and rigor to prepare students for easy access into quality graduate programs or law school;
- Create an environment whereby students are transformed into better communicators and citizens;
- Create justice system professionals with enhanced critical thinking skills and the ability to communicate effectively, both verbally and by the written word.

Scope, Function, & Objectives:

- To provide a program that will acquaint students with the major sub-disciplines in the field, important facets of cultural significance, and the thought patterns conducive to scholarship in the criminal justice field and beyond;
- To provide a sequence of course tracking within the undergraduate major, meant to facilitate the individual students' interest in a specific sub-discipline of the criminal justice system;
- To make efforts on behalf of the program faculty and students to provide and promote public and service learning efforts designed to improve the intellectual and cultural environment of the program, Fort Hays State University, the local community, the service district, the state of Kansas, and beyond;
- To provide various avenues of continuing education in order to serve the needs of non-traditional justice studies students and practitioners whose schedules and lifestyles do not permit on campus, university attendance;
- To maintain active and on-going research agendas in the field in order to expand the body of knowledge in sub-fields relevant to rural America in general, and rural western Kansas, specifically;
- To ensure that justice studies students develop, as a secondary consequence of their education, a sense of self-discipline, direction and enhanced decision-making and leadership abilities;
- By making use of the technological infrastructure at Fort Hays State University, the student will be able to learn more efficiently and effectively. This approach will also acculturate the student to a ubiquitous technological working environment which demands an increasing technical and computer competence.

Priorities:

In brief, the development of a high quality Justice Studies Program will specifically address the following priorities:

### Priority of a Public Service and Public Interest Component

FHSU is charged with the mission of serving the needs of 66 counties encompassing 54,000 square miles of western and central Kansas. With the operation of the Virtual College as a distance learning degree component, the program further serves the needs of students located anywhere around the globe. The Justice Studies Program is the only four-year, undergraduate criminal justice program in the Regent's system in this vast region. Approximately 215 separate and distinct law enforcement, corrections, and court entities operate in this region. These agencies now have increased access to university educated entry level employees, and have an outlet for the in-service education of existing employees. The distance education initiative brings these same services to persons without physical or locational boundaries.

### Priority of a Liberal Arts Tradition

FHSU is charged with the mission of providing a broad, liberal arts education to its constituents. This is of particular concern to the development of the program, in that, unlike many other more traditional academic disciplines, criminal justice programs are forced to make philosophical judgments regarding the focus of their curriculums. More specifically, the decision whether to provide a broad, liberal arts, academically oriented program must be weighed against a more applied, vocationally-focused offering.

In this instance, the decision was consciously made to develop a program built upon the liberal arts tradition, utilizing an interdisciplinary framework in order to remain consistent with the broader university mission. The program, aside from its core faculty, makes use of philosophy, political science and psychology faculty and courses as supplements and cognates. This approach is in addition to the university mandated 55 credit hour general education component.

### Priority of Research Oriented Faculty and Students

FHSU is charged with the mission of providing the students and faculty who are actively engaged in expanding the body of knowledge in their respective fields, through the course of their own independent research activities, thus creating an environment whereby the students are equally inquisitive in their approach to their field and beyond. As of 2004, the core of the Justice Studies Program includes four full-time faculty members. Three of the four members hold terminal degrees of Ph.D. or J.D. in the field, while the other is in the dissertation stage of her Ph.D. All core faculty members enjoy active and on-going publication records, present regularly at conferences, and are involved in various consulting and business ventures. Justice Studies also contracts five (5) adjunct faculty members to assist with delivering the online degree programs. Two of the seven faculty members hold terminal degrees of Ph.D. or J.D. in the field while the remaining five hold a master's degree and practical work experience.

Students in the program are required to be involved in research methods courses and are encouraged to take statistics and other qualitative and quantitative-based courses beyond that required in the program curriculum. Students are currently required to take three hours of

research methods in criminal justice. In addition, instructors (both core and part-time) make a special point of making the latest research in the field available to students through course lectures, seminars and other avenues of dissemination.

**II. Departmental Highlights**

*A. Departmental Productivity and Other Distinctive Departmental Accomplishments*

- Provost’s Award “Best Recruitment of First-time, Full-time Freshman;
- Dr. Kinnaird is awarded Edmund Shearer Faculty Advisor of the Year from the College of Arts and Sciences;
- Dr. Andria Cooper and Dr. Kinnaird successfully pioneer a trip of 22 Justice Studies students to Scotland and England for a spring break study abroad;
- Justice Studies Program is awarded status as the Department of Justice Studies

The Justice Studies Program saw continued growth in majors, from incoming freshman and transfers to new distance education students. The program now serves over 240 JUS majors and over 45 MLS students with only four (4) full-time faculty members and five (5) adjunct professors. Dr. Michael Suchoparek resigned from the department leaving an open space for a fourth faculty member.

*B. Performance Indicators*

<b>Key Performance Indicator</b>	<b>Baseline FY2005</b>	<b>Actual FY2006</b>	<b>Goal FY2007</b>
Number of New Freshmen	30	37	25
Number of Transfer Students	41	40	35
Number of Majors			
Undergraduate (first majors/second majors)	235	247	240
Graduate			
Departmental majors	N/A	N/A	N/A
MLS students	34	27	27
Student Credit Hour Production			

Undergraduate	3838	3884	3884
Graduate	224	215	215
<b>FTE Faculty (Headcount)</b>			
Tenured or Tenure Track Faculty (Headcount)	3.0	3.0	4.0
Non Tenure Track Faculty (Headcount)	0.0	1.0	0.0
Other Faculty (Headcount/Sections Taught)	7 adjuncts @ 32 sections total	5 adjuncts @ 24 sections total	5 adjuncts @ 15 sections total
<b>Degrees Awarded</b>			
Undergraduate	48	43	43
Graduate	N/A	N/A	N/A
Departmental degrees			
MLS degrees	8	10	10
<b>Scholarly Activity (See Section IV for documentation requirement)</b>			
Number of books, book chapters, and <b>refereed</b> articles published	0	0	1
Percent of faculty publishing <b>refereed</b> books, chapters, or articles	0	0	50%
Number of <b>non-refereed</b> articles and presentations	1	3	5
Percent of faculty publishing <b>non-refereed</b> articles or presentations	25%	50%	100%

<p>Number of scholarly performances and other creative activities</p> <p>Percent of faculty in scholarly performances or other creative activities</p> <p>Total number of external grant applications submitted / percent of faculty submitting</p> <p>Total number of funded external grants / percent of faculty funded</p>	<p>3</p> <p>100%</p> <p>2/25%</p> <p>0/0</p>	<p>5</p> <p>100%</p> <p>0/0</p> <p>0/0</p>	<p>6</p> <p>100%</p> <p>1/25%</p> <p>1/25%</p>
<p>Service Activity</p> <p>Percent of faculty meeting acceptable standard of service activity</p> <p>Percent of faculty meeting exceptional standard of service activity</p>	<p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p>
<p>Assurance of Student Learning</p> <p><i>Outcome/Indicator 1</i></p> <p><b>JUS 400: Advanced Seminar in Justice Studies</b> (senior-standing exit/capstone course in JUS curriculum) (<b>average class grade on 5.0 scale (A=5, B=4, C=3, D=2, U=1)</b>)</p> <p><i>Outcome/Indicator 2</i></p> <p><b>Review of Program Effectiveness-Survey of Graduating Seniors</b> (quantitative/qualitative results on file w/Program Director)</p>	<p>4.1</p> <p>Completed</p>	<p>4.0</p> <p>Completed</p>	<p>4.1</p> <p>N/A</p>

Other Departmental Key Performance Indicators (up to 3 additional measures, optional)			
Outcome/Indicator 1			
<b>Northeastern Association of Criminal Justice Education Minimum Standards Project (number of national benchmarks met by FHSU Justice Studies Program—23 possible)</b>	18/23	18/23	19/23
Outcome/Indicator 2			
<b>Adjunct Faculty Evaluations (average faculty score on a 5.0 scale)</b>	4.5/5.0	4.4/5.0	4.5/5.0
Outcome/Indicator 3			
<b>Justice Studies Workshops (Student Credit Hour Production &amp; Number of Practitioners Attending)</b>	72/34	9/13	50/25

C. Current Quality Initiatives and Results

The purposes of quality initiatives, in an environment of continuous improvement, are contained on a multi-layered plane: to provide a process of verification that the program is achieving its stated goals, and the confirmation of the appropriateness of those goals, to identify needed improvements in programs and develop strategies to accomplish these improvements, to lay the cornerstone of a planning process that facilitates improvements in courses, curricula, and program methodology, and to provide the means to assess the program, in that it may serve an identifiable societal need and develop appropriate recommendations regarding this goal.

FY 2006 Quality Initiatives	Results
<p><b>Distance Education Strategic Planning (STUDENT ADVISING):</b> Placement of student engagement representatives to handle the advising and service of distance education students in Justice Studies. Institutional resources are currently not set up as needed to handle the mass-market of distance learners.</p>	<p>No funds were distributed to Justice Studies for this initiative. Dr. Suchoparek was in charge of distance education advising, exclusively and to assist with this process.</p> <p>The initiative saw numerous problems from the communication and training of the</p>

<p>As a result, Justice Studies requires personnel to handle emails, phone calls and registration protocols to satisfy the needs of online learners (also required by NCA and WCET).</p>	<p>student engagement representative to the actual output provided by the student(s). Information technology issues and the inability to coordinate activities was a major problem. This will be reviewed for a new strategy.</p>
<p><b>Center for Criminal Justice Education and Training (CJET):</b> Created three years ago to function as a catalyst for research, training and development of scholars and practitioners in the field of criminal justice. It is our goal to move forward on our Victim Services Project and a publication to be edited by faculty in our program.</p>	<p>Andria Cooper was responsible for the business plans and MOUs for our service area stakeholders related to victim services. Martha Jones was responsible for handling the feasibility and market for the publication and was to report to Brian Kinnaird for consulting and direction related to resources for the project initiation.</p> <p>Current faculty are too busy to complete this initiative. None of it was completed. We will review the feasibility of the CJET initiative.</p>
<p><b>Virtual College course REDEVELOPMENT</b> process for core and elective JUS courses taught by adjunct faculty. This is in response to failed efforts of compliance created by previous administration of JUS and current needs and trends in the market.</p>	<p>Process initiated and completed. Received funds for John Jackson to redo three (3) courses to improve the quality through license agreements.</p>
<p>Development of new interdisciplinary certificate programs in JUS to replace existing (failed) certificate programs.</p>	<p>Was tasked to Dr. Michael Suchoparek. He did not complete and resigned his position.</p>
<p><b>FY 2007 Quality Initiatives</b></p>	<p><b>Responsible Party, Resources, and Plan</b></p>
<p><b>Distance Education Strategic Planning (STUDENT ADVISING):</b> Placement of student engagement representatives to handle the advising and service of distance education students in Justice Studies. Institutional resources are currently not set up as needed to handle the mass-market of distance learners. As a result, Justice Studies requires personnel to handle emails, phone calls and registration protocols to satisfy the needs of online learners (also required by NCA and WCET).</p>	<p>Dr. Brian Kinnaird, JUS majors willing to serve in this capacity. Will run as independent study/arrangement vs. \$\$\$. Based upon last year's failure with this quality initiative, the department will meet to conduct a review of strategy and planning in order to ensure more positive outcomes.</p>
<p>Development of new interdisciplinary certificate programs in JUS to replace existing (failed) certificate programs.</p>	<p>Dr. Brian Kinnaird. The department will meet to discuss the future of certificates in terms of market demands, resources,</p>

	and feasibility.
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**II. Strategic Plan and Opportunities for Improvement for FY2007**

**A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats**

The Justice Studies Program (and as an additional key performance indicator not denoted in this report) holds bi-annual strategic planning sessions in order to reflect on the past year and conduct both short-term and long-term opportunities for improvement for the next fiscal year. This process consists of two (2) meetings (during the month of August prior to the fall semester and during the month of May prior to the end of the spring semester). The meetings consist of informal brainstorming sessions of the core-faculty of the Justice Studies Program, using various multi-media to disseminate information and record data, thoughts, and analyses within the planning process. An annual meeting of the adjunct faculty is also conducted, allowing an opportunity for our part-time faculty to be integrated into the strategic planning process and provide feedback regarding their strengths, weaknesses/needs, opportunities and threats.

Strengths	Weaknesses/Needs
<ul style="list-style-type: none"> <li>• Hard-working core/adjunct faculty</li> <li>• Strong major headcounts &amp; SCH (Virtual College/On-campus)</li> <li>• Exponential growth in major headcounts &amp; SCH (Virtual College/On-campus)</li> <li>• Cohesive unit via office spacing and student rapport</li> <li>• Strong assessment and accountability mechanisms (beyond standard used in most dpts./programs)</li> <li>• Improvement of quality control from previous years (academic rigor, student service/availability)</li> <li>• High employment placement upon graduation</li> <li>• Satisfies mission/priority statements of the university</li> <li>• Core faculty terminally degreed or on an educational track leading to terminal degree</li> <li>• Active engagement in developmental projects meant to</li> </ul>	<ul style="list-style-type: none"> <li>• Given growth and contribution to FHSU (numerous and listed in program proposal), Justice Studies should be given department status, allowing a clearer articulation of mission</li> <li>• Student-faculty ratios are critically inflated; need 5<sup>th</sup> slot for better class size, advising loads, and human resource needs to complete development projects</li> <li>• Advising loads of core faculty are critically inflated</li> <li>• Despite best efforts, more than 90% of justice studies majors have chosen the somewhat less rigorous bachelor of science option, in order to avoid the employment-significant foreign language preference/requirement</li> <li>• Critical lack of OOE support</li> <li>• 100% of Justice Studies core faculty not tenured and only</li> </ul>

<p>advance the scope, stature, and size of the program, ensuring its role as a leader amongst academic programs at FHSU and beyond.</p>	<p>75% terminally degreed</p> <ul style="list-style-type: none"> <li>• Research agendas and outputs meet standard but are weak in sum given the larger teaching load requirements to sustain an effective on and off-campus degree program</li> <li>• Increase OOE support</li> </ul>
<p><b>Opportunities</b></p>	<p><b>Threats</b></p>
<ul style="list-style-type: none"> <li>• Addition of Mr. Kenton Russell as 4<sup>th</sup> JUS slot to replace Dr. Suchoparek</li> <li>• Department status of JUS Program</li> <li>• Development of international programs</li> <li>• Development and coordination of interdisciplinary certificate programs</li> <li>• Additional assessment instrument (entrance and exit course portfolios)</li> <li>• Additional assessment instrument (electronically-delivered programs)</li> <li>• Virtual College course developments (and re-developments)</li> <li>• Virtual College projects (law enforcement online training programs)</li> <li>• Increased support and base of criminal justice practitioners for in-service training workshops</li> <li>• Continued creation of victim advocacy emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• Student-faculty ratio (heavy teaching loads)</li> <li>• Lack of funding for VC salaries</li> <li>• Unapproved VC course approvals</li> <li>• Little to no monetary compensation for adjunct faculty</li> <li>• Growth in VC SCH and majors with no resources to meet or sustain growth</li> <li>• An expectation from administration to do more than what is currently being accomplished in the program</li> </ul>

Opportunities for Improvement

[NOTE: Long-term OFIs are meant to be resource intensive changes requiring permanent or one time resources that can favorably impact the department over the long-term]

<b>Long Term Strategic Initiatives</b>	<b>Resources Required</b>	<b>Expected Outcome</b>
Creation of 5 <sup>th</sup> faculty position	Office space acquired in RH 233A, new laptop, full-time, temporary instructor position \$\$ and commensurate benefits	Implemented for Fall 2008 thus providing better student-faculty ratio and time/resources for a more active/productive research agenda

**III. Supporting Materials (due to a difficulty in attaching documents with border and size requirements, all materials are available as email attachments or in hard-copy.)**

A. Department Degree Program Affinity Diagram(s)

*Available from Program Director via email attachment or hard-copy.*

B. Department Staffing Plan

*Available from Program Director via email attachment or hard-copy.*

C. Bibliography of Departmental Scholarly Activity

*Available from Program Director via email attachment or hard-copy.*

D. Department Program Assessment Results

*Available from Program Director via hard copy.*

E. Other Departmental Information

**IDENTITY STATEMENT:** *Available from Program Director via email attachment or hard-copy.*

F. Special AQIP Report

N/A

