

FY2013 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Justice Studies Fort Hays State University

I. DEPARTMENTAL OVERVIEW

A. Departmental Mission and Vision Statements

Mission Statement: The Department of Justice Studies challenges those students seeking an undergraduate degree to master crucial roles in a justice system that must adapt to rapidly accelerating change at the local, state, national and global levels. Training will provide opportunities for critical exploration in the classroom and in the field, where the curriculum has high expectations for peak intellectual performance from our majors seeking certification in a variety of areas related to law enforcement, corrections, and the court system. With a priority for maintaining public safety grounded in the rule of law, the department expects students to lead as well as serve, engaging society with competence, innovation, and integrity; because the quality of protection and security tomorrow begins with purposeful preparation today.

Vision: The vision of the Department of Justice Studies 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.

B. Departmental Goals, Objectives, and Strategic Priorities

Goals:

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

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 Department of Justice Studies 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. 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. During the AY 2012-2013, the core of the Department of Justice Studies includes five full-time faculty members. Two of the five members hold the terminal degree (Ph.D.) in the field, while one others is engaged in various stages of their doctorate. Most 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 with ten (10) well-qualified adjunct faculty members to assist with delivering the online degree programs.

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.

C. Department Productivity and Distinctive Accomplishments

- Dr. Darrell Hamlin made multiple trips to work with AASCU Global Engagement Scholars;
- Dr. Darrell Hamlin published several peer and non-peer reviewed articles;
- Dr. Raacke presented at several regional and national conferences with undergraduate students;
- Professor Lynn an author of a successful URE grant;
- Professor Lynn and her undergraduate research assistants took 3rd place at the annual FHSU SACAD poster session;
- Professor Kenton Russell successfully completed a defensive tactics program which he delivers to various entities in the Hays community at request, utilizing a number of our undergraduate students;
- Professor Tammy Lynn finished data collection on her dissertation and should soon finish her doctoral program in sociology (criminology) at Kansas State University;
- Professor April Terry attended multiple trainings over domestic violence, ethics, and sexual rehabilitation which she incorporated into her courses;
- The department set a record for undergraduate majors, graduate majors, and increase in retention this past academic year with increases of 20%, 25%, and 22% respectively;
- The department had 2 representatives nominated for Pilot Awards this year;
- The department set a record for service hours through the two (2) departmental clubs;
- The department successfully integrated two (2) new full-time faculty into the department
- The department set a record for the number of undergraduate degrees awarded this year at 77.

The Justice Studies Program saw continued growth in majors. The program now serves over 429 JUS majors and over 40 MLS students with only five (5) full-time faculty members.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	20	21	36	48	45
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	30	42	42	53	71
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	220/4	245/5	309/6	359/4	429/6
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	30	31	33	33	41
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]	66.67%	85.00%	63.16%	54.55%	76.74%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	3275	4298	5083	5515	5308
Graduate Student Credit Hours [TOTAL GRAD SCH]	269	389	335	405	468
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	1	1	1	1	2
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	3	3	3	3	3
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	53	49	53	57	77
MLS Degrees [MLS DEGREES AWARDED BASED ON 120-4901 ADVISEES IN DEPT]	10	10	9	15	14
<p>Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.</p> <ul style="list-style-type: none"> • Increase in both the Undergraduate & Graduate majors. • Significant increase in the number of graduates with BS degrees. • The need to hire more tenure track full time faculty. 					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	1	1	1	4	3
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	25	25	25	25	40
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	4	6	2	8	8

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	50	100	50	50	60
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	10	8	10	13	10
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	100	100	100	100	80
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0/0	1/25%	1/25%	0/0	0/0
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0/0	1/25%	1/25%	0/0	0/0
Total number students successfully completing an undergraduate research/creative project [TOTAL NUMBER OF UNDERGRAD STUDENTS COMPLETING, CONTRIBUTING TO, OR PRESENTING A CREATIVE OR SCHOLARLY PROJECT]				0	16
<p>Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.</p> <ul style="list-style-type: none"> • The department saw an increase in faculty participation this year in scholarly/creative activities. • The department recognized the need for senior faculty members to include less scholarly-productive members in their research and presentations. • The department recognizes the need to increase student participation in research/creative projects. 					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1* Percentage of students successfully completing the capstone course (A, B or C)	93.8%	95.2%	97.2%	87.8%	89.9%
Direct Outcome 2* Percentage of students receiving a satisfactory score on the graduating senior exit examination (P/F).			100%	NA	NA
Indirect Indicator 1* Percentage of majors employed or attending graduate school upon graduation after 6 mo.		90%	92%	89%	NA
Indirect Indicator 2* Percentage of employers on the departmental advisory board satisfied with graduate knowledge	100%	100%	100%	NA	NA

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
base.					
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.65 53.76	55.9 56.69	56.4 60.53	56.2 54.29	58.5 59.41
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	45.34 34.86	46.1 34.21	43.9 36.71	44.5 42.03	45.1 36.39
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	45.34 42.56	41.0 35.06	38.5 35.99	38.4 43.33	38.6 45.24
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	34.72 35.16	34.0 36.98	32.9 34.91	32.7 35.07	34.0 31.41
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.57 65.81	60.3 58.81	60.8 55.27	59.8 63.10	61.9 62.70
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	14 17.1%	29 46.8%	26 36.6%	13 14.94%	14 13.3%
<p>Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.</p> <ul style="list-style-type: none"> An increase in academic rigor in as noted by student's reported score on Level of Academic Challenge. An increased level of faculty-student interaction in extra-curricular activities. *FY2014 will see a change in direct measure and indirect measure due to changes to affinity diagrams. 					
<p>[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]</p>					
Outcome/Indicator 1 Percentage of SRP's attended by departmental faculty.			100%	100%	100%
Outcome/Indicator 2 Number of New Freshmen Contacted				545	
Outcome/Indicator 3 Number of service hours by students in departmental clubs			199	271	302
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.</p> <ul style="list-style-type: none"> Improved marketing for program and freshmen recruitment procedures has led to direct increases. Increase in the number of student service hours to the community. 					

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
Re-Development of the	The department's undergraduate committee has successfully completed the

Undergraduate Curriculum	re-development of the curriculum. In addition, the program has completed affinity diagrams and began data collection for assessment in Spring 2013.
Re-Development of the Graduate MLS curriculum	The department debated improvements to the MLS curriculum for much of the year. An outline proposal to move the MLS to an MPS will be evaluated in Fall 2014.

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
Re-Development of the Graduate MLS curriculum	[RESPONSIBLE PARTY: Department RESOURCES REQUIRED: Support from upper administration & graduate school SPECIFIC MEASUREMENT: Successful development and offering of courses IMPLEMENTATION PLAN: New curriculum developed and approved for Fall 2015
Assessment Plan Implementation	[RESPONSIBLE PARTY: Department RESOURCES REQUIRED: Support from upper administration, graduate assistant SPECIFIC MEASUREMENT: Data collection in Fall 2013 & Spring 2014 IMPLEMENTATION PLAN: Plan was implemented in Spring 2013 and will continue during Fall 2013

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	N/A
Increase Enrollment	The department was successful in this endeavor during the FY2013. The department saw increases in both the undergraduate and graduate majors.
Improve Persistence and Retention	The department was successful in this endeavor during the FY2013. The department saw a large increase in persistence from FY2012.
Improve Student Learning	The department worked to improve course rigor, program curriculum and assessment during FY2013. It is hoped that data collected during FY2014 will yield results showing improved learning.

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

During the 2013AY, the department went through a strategic planning process. This process included developing a 3 year plan for the department as well as includes a re-development of the undergraduate and graduate majors. Overall, much was accomplished on this 3-year plan. The department will be updating and refocusing the plan this coming fall.

Current Strengths	Current Needs
<ul style="list-style-type: none"> • Hard-working core/adjunct faculty • Strong major headcounts & SCH (Virtual College/On-campus) • Growth in headcounts & SCH (Virtual College) • Cohesive unit via office spacing and student rapport. • Improvement of quality control from previous years (academic rigor, student service/availability) • High employment placement upon graduation • Satisfies mission/priority statements of the university • Active engagement in developmental projects meant to advance the scope, stature, and size of the program, ensuring its role as a leader amongst academic programs at FHSU and beyond. • New VC advisor. 	<ul style="list-style-type: none"> • Student-faculty ratios are critically inflated; need 6th slot for better class size, advising loads, and human resource needs to complete development projects • Advising loads of core faculty are critically inflated • Critical lack of OOE support • 60% of Justice Studies core faculty not tenured or tenure-track, and only 40% terminally degreed • 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 • Terminal degreed adjuncts • Virtual College course developments (and re-developments)
Future Opportunities	Future Threats
<ul style="list-style-type: none"> • Re-Development of MLS program to MPS • Development of new MLS program • Additional assessment instrument (entrance and exit course portfolios) • Additional assessment instrument (electronically-delivered programs) • Virtual College course developments (and re-developments) • Increased support and base of criminal justice practitioners for in-service training workshops • Continued creation of victim advocacy emphasis. • Continued support for Service Learning initiative 	<ul style="list-style-type: none"> • Student-faculty ratio (heavy teaching loads) • Growth in VC SCH and majors with no resources to meet or sustain growth • An expectation from administration to do more than what is currently being accomplished in the department. • Lack of assessment protocol to help “close the loop”

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Re-Development of VC courses	Re-development funds provided by VC and Provost	Partial Completion by Fall 2015
Development of MPS program To coexist with an additional MLS program	A 6 th full time tenure track faculty member	Development during AY 2014-2015, Implementation Fall 2015

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

[Contained in Appendix A](#)

B. Department Staffing Plan

[Contained in Appendix B](#)

C. Bibliography of Departmental Scholarly Activity

[Contained in Appendix C](#)

D. Department Program Assessment Results

[Not Included due to insufficient data.](#)

Appendix A: Department Affinity Diagrams for BS/BA in Justice Studies

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
1. Justice majors will be <i>knowledgeable</i> .	1.1 Majors will characterize the nature of criminal justice as a discipline.	JUS Core Curriculum 101, 200, 250 JUS Elective Curriculum 305, 315, 325, 331, 341, 345, 355, 365, 370, 375, 385 & special topics courses as available for content	JUS 101 Pre-Post Test: Comparison of scores for Justice majors on pre-post test for questions about the nature of criminal justice as a discipline (DIRECT) Departmental Pre/Post Survey: Comparison of scores from select questions on the justice discipline among freshmen and senior participants (DIRECT)		
	1.2 Majors will demonstrate a working understanding of the theoretical, methodological and applicable skill bases within justice.	JUS Core Curriculum 200, 300, 400 JUS Elective Curriculum 325, 341, 345, 350, 365, 375, 385 & special topics courses as available for content	JUS 300: Research papers from JUS 300 will demonstrate methodological skills based on multiple raters using common rubric for analysis (DIRECT)		
	1.3 Majors will apply breadth and depth in selected content areas of justice.	JUS Core Curriculum 101, 200, 225, 250, 300, 310, 400 JUS Elective Curriculum 305, 310, 315, 320, 325, 331, 335, 341, 345, 350, 355, 360, 365, 370, 375, 385, 390, & special topics courses as available for content	JUS 400 Research Argumentative Final Paper: JUS 400 will demonstrate understanding of pros/cons of justice issues based on multiple raters using common rubric for analysis (DIRECT) JUS 101 Pre-Post Test: Comparison of scores for Justice majors on pre-post test for assessment in regard to depth and breadth questions (DIRECT) NSSE Data: Justice major		

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
			response in regard to questions about academic challenge (INDIRECT)		
2. Justice majors will be <i>communicative</i> .	2.1 Majors will communicate, in oral and written form, their understanding of justice related content.	JUS Core Curriculum 300, 310, 400 JUS Elective Curriculum special topics as available for content	JUS 400 Research Argumentative Final Paper: JUS 400 will demonstrate understanding of pros/cons of justice issues based on multiple raters using common rubric for analysis (DIRECT) Oral Presentations: Presentations made in JUS 300 and 400 will demonstrate understanding of justice content based on evaluation by departmental rubric for analysis (DIRECT) NSSE Data: Justice major responses to NSSE questions regarding active and collaborative learning environment (INDIRECT). Service Learning: Completion of projects with area agencies through Service Learning opportunities (INDIRECT)		
3. Justice majors will be <i>ethical</i> .	3.1 Majors will integrate constitutional due process guarantees with the practice of law enforcement, prosecution, and corrections. 3.2 Majors will understand and apply the primary code of criminal	JUS Core Curriculum 101, 250 JUS Elective Curriculum 320, 331, 341, 335, 355 & special topics courses as available for content JUS Core Curriculum 101, 250, 300 JUS Elective Curriculum	Departmental Pre/Post Survey: Comparison of scores from select questions on the justice discipline among freshmen and senior participants (DIRECT) Internship Evaluation: Assessment of ethics based on supervisor's evaluation of Justice		

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
	justice ethics	320, 331, 335, 341, 355, 600	major internship (DIRECT) Agency Reports: Assessment of majors by justice agencies in conjunction with Career Services will reflect positive evaluations of departmental graduates (INDIRECT).		
4. Justice majors will be <i>critical thinkers</i> .	4.1 Majors will identify, develop, defend, and critique arguments and appeals in respect to crime and justice issues. 4.2 Majors will understand an integrated view of coordinated justice administration	JUS Core Curriculum 200, 300, 400 JUS Elective Curriculum 335, 341, 345, 365, 370 & special topics as available for content JUS Core Curriculum 101, 200, 250, 400 JUS Elective Curriculum 325, 341, 345, 365, 370, 385, 390 & special topics as available for content	JUS 400 Research Argumentative Final Paper: JUS 400 will demonstrate understanding of justice issues based on multiple raters using common rubric for analysis (DIRECT) Oral Presentations: Presentations made in JUS 300 will demonstrate understanding of justice issues based on evaluation by departmental rubric for analysis (DIRECT) Departmental Pre/Post Survey: Comparison of scores from select questions on the justice discipline among freshmen and senior participants (DIRECT) NSSE Data: Justice majors responses to NSSE questions regarding academic challenge (INDIRECT)		
5. Justice majors will be <i>global citizens</i> .	5.1 Majors will apply terminology and theory to real-world situations that both	JUS Core Curriculum 101, 200, 250, 310, 400 JUS Elective Curriculum	Applied Activities: Number of Justice majors participating in and successfully		

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
	relate to the field of criminal justice.	305, 315, 320, 325, 331, 335, 341, 345, 350, 355, 365, 370, 375, 385, 390, 600, 670 & special topics courses as available for content	<p>completing independent studies and internships through final papers and supervisor evaluations (DIRECT)</p> <p>Research Opportunities: Number of Justice majors presenting research at undergraduate or professional conferences (DIRECT)</p>		
	5.2 Majors will relate ethically and sensitively with people of diverse background with respect to civic, social, and global responsibilities.	<p>JUS Core Curriculum 310, 400</p> <p>JUS Elective Curriculum 320, 325, 341, 345, 350, 365, 370, 385, 390 & special topics courses as available for content</p>	<p>University Exit Survey: Justice major responses to questions on survey regarding the quality and availability of services/programming related to cultural diversity and the universities support of students regardless of race/ethnicity (INDIRECT)</p> <p>Community Service: Engagement of Justice majors in community service activities through clubs (DIRECT)</p>		
	5.3 Majors will understand and choose appropriate career paths.	<p>JUS Core curriculum 101, 400</p> <p>JUS Elective Curriculum 305, 315, 320, 325, 331, 341, 345, 350, 355, 365, 370, 385, 390 & special topics courses as available for content</p>	<p>Job Placement: Percentage of graduates placed within the field after 6 months & year (INDIRECT)</p> <p>JUS 101 Pre-Post Test: Comparison of scores for Justice majors on pre-post test for assessment in regard to career path exploration (DIRECT)</p>		

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
			<p>Departmental Pre/Post Survey: Comparison of scores from select questions on the justice discipline among freshmen and senior participants about careers plans (DIRECT)</p> <p>Alumni Survey: Survey of alumni in regards to current status and career path (INDIRECT)</p> <p>NSSE data (INDIRECT) will be evaluated for career paths and appropriate advising</p>		

**Appendix B: Department Staffing Plan
(Projected-FY2014)**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Anticipated Department Needs	Faculty Member	Future Faculty Expertise Needed	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track
Generalist, Justice Systems	Hamlin, Darrell	Generalist, Justice Systems		1	Assistant	PhD	Tenure-track
Gender Issues, Corrections, Victim Advocacy	Lynn, Tamara	Gender Issues, Corrections, Victim Advocacy		1	Instructor	MS	Tenure-track
Research Methods, Criminal/Psychological Profiling	Raacke, John	Research Methods, Criminal/Psychological Profiling		1	Assistant	PhD	Tenure-track
Law Enforcement, Defensive Tactics	Russell, Kenton	Law Enforcement, Defensive Tactics		1	Instructor	MS	Tenure-track
Rehabilitation, Prevention, Juvenile Delinquency	Terry, April	Rehabilitation, Prevention, Juvenile Delinquency		1	Instructor	MS	Tenure-track
Law Administration, Legal, Court Systems	TBD	Law Administration, Legal, Court Systems		1			

Appendix C: Bibliography of Departmental Scholarly Activity

Books, Book Chapters, and Referred Articles Published

- **Hamlin, D.** (2012). The painted king [Book Review]. *eJournal of Public Affairs* 1 (2).
- Raacke, J. D., & Bonds-Raacke J. M. (accepted for publication). Are students really connected?: Predicting college adjustment from social network usage. *Educational Psychology*.
- Raacke, J. D., & Bonds-Raacke, J. M. (2013). "The new faculty majority:" Non-tenure track faculty (NTTF) and implications for chairs. *The Department Chair*, 23, 22-23.

Non-refereed Articles and Presentations

- Bonds-Raacke, J.M., **Raacke, J.D.**, & Zoller, B. (2013). *Helpful hints for undergraduates and faculty mentors publishing undergraduate research*. Presented at Great Plains Students' Psychology Convention in Omaha, NE.
- **Hamlin, D.** (2013). *Vonnegut's view: Citizens and science*. Presented at Science Café, Hays, KS.
- Bennett, B. & **Hamlin, D.** (2013). *Old crimes, new markets: Profit-driven trends and the implication for law and culture*. Presented at Times Talk Series, FHSU, Hays, KS.
- **Hamlin, D.** (2013). *Civil resistance and the competent morality of citizenship*. Presented at the Meaning of Citizenship Conference in Detroit, MI.
- Raacke, J.D., Bonds-Raacke, J. M., Park, A., Herrman, L., Mabrey, M., Whitaker, K., Talkington, E., Drum, J., & Ostmeyer, T. (2013). *Dealing with grief: Interacting through social networking sites*. Presented at Rocky Mountain Psychological Association Annual Convention, Denver, CO.
- Wozniak, W., Sullivan, R., Barney, S., Bonds-Raacke, J, & **Raacke, J.** (2013). *Making the most of your time at RMPA: Convention etiquette 101*. Symposium at Rocky Mountain Psychological Association Annual Convention, Denver, CO.
- **Hamlin, D.** (Fall 2012). Miscommunication and the language of the heart in public life. *The Journal of Kansas Civic Leadership Development*, 48-49.
- Bonds-Raacke, J.M., **Raacke, J.D.**, & Zoller, B. (2012). *Helpful hints for undergraduates and faculty mentors publishing undergraduate research*. Presented at Nebraska Psychological Society and Association for Psychological and Educational Research in Kansas joint conference in Hastings, NE.

Scholarly Performances and Other Creative Activities

Student Sponsored Presentation:

- Cronn, E., Campbell, A., & Lynn, T. (2013). *Occupy Wall Street: Violent protesters or public nuisance?* Presented at Research and Creative Activities Week, FHSU in Hays, KS.

Seminars and Invited Talks on Defensive Tactics & Self-Defense Seminars:

- Ellis High school
- Various seminar at FHSU for different organizations
- Colby Community College
- Victoria High School
- Salina High School

Other Activities:

- **Lynn, T. L. (2012)**. Grant funded through URE.
- **Hamlin, D. & Terry, A. (2012)**. Participation in , Domestic Violence Summit 2012: Confronting Violence in our Communities at FHSU.
- **Raacke, J.D. (2011-2013)**. Reviewing activities.
- **Raacke, J.D. (2011-2013)**. Judging activities.
- **Raacke, J.D. (2011-2013)**. Managing Editor of JPI responsibilities.