Department of Criminology and Criminal Justice Policies
Missouri State University

Approved November 2, 2016
Amended May 15, 2017

I. Administrative Services Policy

A. Christy Titus is the Administrative Assistant. She is responsible for overall operations in the Department Office, maintaining budget records, conducting Department procedures, supervising other office staff, managing student workers, assisting the Department Head, and performing other important tasks too numerous to list.

B. Allow 1 working day for all copies (including scans) and please avoid last minute "emergencies."

C. It is the responsibility of the faculty member to administer make-up quizzes and tests. Secretarial staff is not available for these tasks. If a faculty member is not able to proctor an exam, arrangements need to be made with a colleague. The main Department Office is available for students to take make-up exams. Please remember we cannot guarantee absolute silence for students taking make-up exams.

D. Mail is distributed between 11:30 a.m. and 1:30 p.m. (Monday through Friday) and will be in your mailboxes in the Department Work Room shortly thereafter. All outgoing mail should be left in the mail slot in the Department Office.

E. Supplies are kept in the cabinet in the Copy Room. If you need something that isn't available, let the administrative assistant know and he will order it for you. *Please do not leave whiteboard markers in classrooms.*

F. We have a "secure trash can" in the Department Office. You can use this receptacle to dispose of exams, student papers, and other "confidential material." The disposal company empties this unit every so often and securely handles the materials.

G. The Department office opens at 7:30 AM and closes at 4:30 PM, Monday through Friday.

II. Workload Policy

The following department workload policy document only applies to Fall and Spring semesters during the academic year and does not apply to the Summer Term.

A. Standard Overall Work Load-

Based on the University workload policy document, faculty in the Department of Criminology and Criminal Justice are expected to work the equivalent of 30 academic credit hours per academic year (mid-August through mid-May). This basic formula includes a twelve-hour teaching load and the equivalent of three credit hours for standard department, college, university, and professional service

activities along with keeping current in the discipline, per semester. All instructors (not including tenured and tenure-track faculty) are expected to follow the standard workload model, unless other arrangements are negotiated with the Department Head and approved by the Dean.

In the Department of Criminology and Criminal Justice, course equivalencies are defined as follows: A faculty member receives workload teaching credit based on the number of credits a student earns when taking a particular course. For example, a standard three-credit hour graduate or undergraduate course (seated, online, or via other distance education modality) with up to 90 students counts as three credit hours toward the teaching load. Service learning components do not count in this workload calculation. Though rarely scheduled, a three-credit hour course with an enrollment cap over 90 students shall count as six credit hours toward the teaching load.

Each year prior to February 15, every full-time continuing faculty member (tenured, tenure-track, and continuing instructors) will meet with the Department Head to discuss their workload for the coming academic year.

B. Standard Teaching Load for "Research Active" Faculty-

The standard teaching load for "research active" faculty is nine credit hours per semester. Normally, a "research active" faculty member is defined by the Department of Criminology and Criminal Justice as tenure-track or tenured faculty who gives a scholarly presentation annually at a professional meeting AND publishes (or has acceptance for publication of) either a refereed article, book chapter or book every two years. Further, the Department of Criminology and Criminal Justice requires all "research active" faculty to continually demonstrate an active and productive scholarly agenda. It also is possible for faculty members to negotiate reassigned time from teaching, even additional reassigned time, for administrative duties and special projects. Examples include serving as a Program Coordinator, needing additional time for a significant research, grant-based, or applied scholarship activity, or needing additional time for a significant service activity (i.e. the presidency of a professional organization). These reassignments must be negotiated with the Department Head and approved by the Dean.

Generally, the Department will provide tenure-track faculty, during their first year at Missouri State, an additional three credit hours of reassignment (meaning a six-hour teaching load during both semesters) in order to make significant progress on their research agenda, contingent on Dean's support and approval.

C. Teaching Overloads-

While very rare, it is possible to have a teaching overload during a given semester or semesters. Generally, teaching overloads only should occur in extreme circumstances where classes must be covered on an emergency basis. Overloads must be approved by both the Department Head and Dean.

An overload is defined as teaching seated, online, or other distance learning courses beyond the standard load for either "research active" or other faculty. For example, a "research active" faculty member would be considered as having an overload if asked to teach four courses in a given semester; faculty following the "standard" workload model would be considered as having an overload when their semester teaching load goes beyond twelve credit hours. Independent studies,

thesis supervision, service learning components, or any teaching related activity outside a regular course are not used in the calculation of an overload.

As stipulated in the University Workload Policy document, faculty members teaching an overload will be compensated at 2.5% of base pay per credit hour, unless other arrangements (i.e. additional course reassignment) are agreed-upon by the faculty member, Department Head, and Dean. This overload policy does not apply to special arrangements between the faculty member and other units on-campus, such as agreements to teach IDS/UHC 110 or special session courses (i.e. intersession or weekend) for a stipend agreed-upon between the faculty member and that outside unit.

III. Reappointment, Tenure, and Promotion Criteria Guidelines

The policies and procedures utilized by the Department for faculty evaluation are guided by, and consistent with, relevant aspects of the *Missouri State University Faculty Handbook* and policies distributed by the College of Humanities and Public Affairs (CHPA) Dean's Office and the Missouri State Provost's Office. These policies also reflect the mission and goals of the Department of Criminology and Criminal Justice. For detailed information on various timetables, procedures involved after personnel evaluation decisions are made at the department level, and appeals, consult the *Faculty Handbook*, the *Academic Work Calendar*, or policies distributed by the CHPA Dean's Office and the Provost's Office. The Department policies and procedures operate within these established guidelines and describe the processes involved in making personnel evaluation decisions within our unit that will be forwarded to the CHPA Dean's Office.

The policies in this section will be reviewed each Fall Semester by the Department Faculty to assure compliance with the Faculty Handbook and other relevant policy statements, as well as the adequacy of department policies for handling personnel evaluations. Changes and amendments may only be made by a majority vote of the ranked faculty in the Department.

A. General Principles and Procedures

1. Faculty at Missouri State University are expected to engage in professional activities that encompass three areas: teaching, research/scholarship, and service. As noted in the *Faculty Handbook*, "professionalism and collegiality are essential to Teaching, Research, and Service activities, and are evidenced in at least two important ways: maintaining high standards of professional ethics and performing as a responsible member of the University community."

2. Each faculty member is responsible for assembling evidentiary documentation and submitting materials according to established deadlines. Departmental deadlines will be announced at least 30 days prior and distributed via e-mail by the Department Head.

3. Instructors and professors applying for promotion have the option of using either the most current version of promotion criteria or an earlier version of promotion criteria that has been in effect within seven years of the application.

4. Faculty applying for reappointment, tenure and/or promotion must submit an application portfolio. The following materials should be included:

a. For tenure and/or promotion, the standard, approved *cover* sheet for the application distributed by the Provost's Office.

b. A cover letter or statement briefly explaining accomplishments in teaching, research/scholarship, and service during the review period.

c. An updated curriculum vita.

d. Documentation in support of teaching activities organized according to guidelines distributed by the CHPA Dean's Office.

e. Documentation in support of research/scholarship organized according to guidelines distributed by the CHPA Dean's Office.

f. Documentation supporting service activities organized according to guidelines distributed by the CHPA Dean's Office.

5. Missouri State University requires all candidates for tenure and promotion (with the exception of faculty applying for promotion to the rank of Senior Instructor) to have their materials examined by external reviewers following the timelines and guidelines established by the Provost's Office. The external reviewer primarily focuses on the candidate's scholarship. Written statements from external reviewers are included in the applicant's portfolio.

6. Faculty Evaluation Committees (FEC) reviewing reappointment and tenure applications are comprised of tenured faculty in the candidate's department. The FEC considering promotion applications will be comprised of the Faculty in that program at or above the rank for which the candidate is applying. In case a program cannot assemble a FEC with at least three members, the Department Head will locate qualified Faculty outside the candidate's program willing to serve on the FEC for that particular case.

7. Candidates should submit their portfolio for reappointment, tenure, and/or promotion to the Department Office according to a deadline established by the Provost's Office and announced by the Department Head prior to September 1 of each academic year.

8. The FEC also shall have access to the department permanent file for each candidate. This file includes:
   a. Annual letters of review by the Department Head.
   b. Previous recommendations by the FEC.
   c. Any negotiated changes in normal expectations or individualized goals and objectives. Individual faculty members may examine their own file and make appropriate copies. Under no circumstances may documents be removed from the file or the Department Office. No document may be added or removed from the permanent file without the knowledge of the affected faculty member. The Department Head and Department Administrative Assistant are responsible for maintaining the security of the permanent files.

9. Candidates may add materials to their application file, such as a research article accepted for publication, as the review process is ongoing.

10. The FEC will craft a statement and make a recommendation for each reappointment, tenure, and promotion decision, using the prescribed form distributed by the Provost's Office, The form will be signed by each member of the FEC. After completion, the FEC Chair will forward the committee recommendation to the Department Head according to the deadline established by the Provost's Office. The Department Head then will forward a copy of this recommendation to the candidate.

11. After making his or her recommendation to the CHPA Dean on a candidate's application for reappointment, tenure, or promotion, the Department Head will meet with each candidate for the purpose of discussing his or her application and informing her or him of the Department Head's recommendation to the Dean. Each candidate also will receive a written statement from the Department Head by the date established by the Provost's Office.

12. Pre-Tenure Reviews: Each year during the probationary period, the Department Head and FEC shall conduct a pre-tenure review. All tenured faculty members in the applicant's program will be consulted for this process. The FEC and Department Head will specify in writing to the probationary faculty member one of the following outcomes, with detailed support:

>   a. Progress towards tenure is satisfactory.

>   b. Progress towards tenure is questionable, identifying areas for improvement and providing specific suggestions.

>   c. Progress towards tenure is unsatisfactory, providing specific rationale.

B. Reappointment Criteria

Decisions for annual reappointment of tenure-track faculty during the probationary period are based on demonstrated high quality performance beyond the basic competencies required for initial appointment. Successful candidates for reappointment will have documented achievements indicating developing competencies in teaching, research/scholarship, and service appropriate for the point in their career when the review occurs. The candidate must be making satisfactory progress toward the awarding of tenure. Each review of probationary faculty includes a detailed account of strengths and weaknesses in the candidate's record.

1. Teaching: Tenure-track faculty shall submit a portfolio to the FEC containing a brief statement of intent for each course along with the syllabus, sample tests, and any other relevant course materials. Documentation of teaching effectiveness should include such items as descriptions of innovative methods used in the classroom, a record of advising, and evidence of faculty development in teaching. Issues such as prior teaching experience, teaching load, class size and level, and the nature of the courses taught will be taken into consideration.

2. Research/Scholarly Activity: Tenure-track faculty must demonstrate a scholarly agenda for recognizable outcomes. In subsequent reviews, these faculty must demonstrate meeting their scholarship agenda. Tenure-track faculty are expected to present papers at professional conferences and produce scholarly publications, or the equivalent.

3. Service: Faculty must demonstrate service contributions through a combination of department, college, university, professional, or community organizations.

C. Criteria For Recommending Tenure

Decisions to grant tenure are based on evidence of strong performance in the areas of teaching, research/scholarship, and service. In particular, there must be evidence of effective teaching, a successful research/scholarly agenda demonstrated by scholarly outcomes, and service consistent with the mission of the Department, College, and University.

1. Teaching: Faculty must demonstrate a record of effective teaching performance as defined by department policy. Teaching is a central responsibility of the University and effectiveness in teaching is required for tenure. Faculty must show continual effort to improve their teaching. The tenure portfolio should include a statement of the faculty member's philosophy of teaching and how this is incorporated into the classroom. Teaching intensive activities, such as written assignments, essay exams, and experiential learning exercises, especially when applied in upper-division courses, will be viewed positively.

2. Research/Scholarly Activity: There is no strict number of scholarly publications required for tenure; however, faculty generally and typically are expected to demonstrate achievements equivalent to four scholarly peer-reviewed publications, some of which may be in-press at the time of tenure consideration. The FEC and Department Head have the discretion to decide what constitutes the equivalent of four scholarly peer-reviewed publications, taking into consideration the quality of the work, and must support this decision in writing. We also expect candidates to demonstrate a record of at least five paper presentations at professional conferences appropriate to their discipline. In the judgment of the FEC and Department Head, an academic book can be considered equivalent to several of these scholarly products if it was completed and received final acceptance for publication during the applicant's probationary period. Applicants also must indicate evidence of taking a lead role in the production of scholarly outcomes and, if the tenure-track faculty member comes to Missouri State with previous scholarly outcomes, that faculty member must demonstrate a sustained scholarly agenda during the probationary period.

3. Service: Faculty must demonstrate significant service contributions through a combination of department, college, university, professional, or community organizations.

D. Criteria For Recommending Promotion

1. Promotion from Instructor to Senior Instructor:

 The rank of Senior Instructor involves a demonstrated record of excellence in teaching and service activities. In order to be eligible for the rank of Senior Instructor, a faculty member is expected to provide leadership in teaching, contribute to course and curriculum development, and provide appropriate university and community service.

Instructors are eligible to apply for appointment to Senior Instructor in the Fall Semester of their fifth year of employment with the University. Number of years is not an entitlement for this promotion and judgments will be made at all levels based on the standards for excellence in teaching as measured by departmental criteria developed in accord with the *Faculty Handbook* and University parameters.

a. Teaching: Promotion to Senior Instructor requires faculty to demonstrate a record of effective teaching performance in accordance with the Department's standards. A determination of effective teaching is based on the department's teaching performance policy. Teaching is a central responsibility of the University and effectiveness in teaching is a fundamental requirement for promotion to Senior Instructor. Faculty must show continual effort to improve their teaching and this effort must be documented in the teaching effectiveness portfolio. The application portfolio should include a statement of the faculty member's philosophy of teaching, how this is incorporated into the classroom, along with a record of student advising. Teaching intensive activities, such as written assignments, essay exams, and experiential learning exercises, especially when applied in upper-division courses, will be viewed positively.

b. Service: Promotion to Senior Instructor requires a consistent and significant record of service contributions through a combination of department, college, university, professional, or community organizations.

2. Promotion from Assistant Professor to Associate Professor:

The status of Associate Professor indicates a demonstrated and enhanced record of effectiveness in the areas of teaching, research/scholarship, and service. A tenure-track faculty member successfully meeting requirements for tenure in teaching, research/scholarship, and service, also meets requirements for promotion to Associate Professor.

a. Teaching: Teaching is a central responsibility of the University and effectiveness in teaching is required for tenure. Faculty must show continual effort to improve their teaching. Faculty must demonstrate a record of effective teaching performance. The promotion portfolio should include a statement of the faculty member's philosophy of teaching and how this is incorporated into the classroom. Teaching intensive activities, such as written assignments, essay exams, and experiential learning exercises, especially when applied in upper-division courses, will be viewed positively.

b. Research/Scholarly Activity: There is no strict number of scholarly publications required for tenure; however, faculty generally and typically are expected to demonstrate achievements equivalent to four scholarly peer-reviewed publications, some of which may be in-press at the time of tenure consideration. The FEC and Department Head have the discretion to decide what constitutes the equivalent of four scholarly peer-reviewed publications, taking into consideration the quality of the work, and must support this decision in writing. We also expect candidates to demonstrate a record of at least five paper presentations at professional conferences appropriate to their discipline. In the judgment of the FEC and Department Head, an academic book can be considered equivalent to several of these scholarly products if it was completed and received final acceptance for publication during the applicant's probationary period. Applicants also must indicate evidence of taking a lead role in the production of scholarly outcomes and, if the tenure-track faculty member comes to Missouri State with previous scholarly outcomes, that faculty member must demonstrate a sustained scholarly agenda during the probationary period.

c. Service: Faculty must demonstrate significant service contributions through a combination of department, college, university, professional, or community organizations.

3. Promotion from Associate Professor to Professor:

The status of Professor is the highest, most prestigious, academic rank indicating a strong and cumulative record of accomplishment and effectiveness in teaching, scholarly activity, and service. Further, the rank of Professor requires demonstrated leadership in academic endeavors, including the ability to initiate activities and take on responsibilities based on the expertise and wisdom accumulated through sustained academic experience.

a. Teaching: Promotion to Professor requires a documented strong record of sustained teaching effectiveness according to the department standards. Contributions are expected to extend beyond normal teaching responsibilities and include efforts such as planning new courses and/or curricula, innovative teaching techniques, interdisciplinary teaching, educational work with student or community groups, and effective academic advising or mentoring, to name just a few examples. Teaching awards, grants, and applying principles in the scholarship of teaching and learning obviously strengthen the application.

b. Research/Scholarly Activity: While there is no specific number of publications required for promotion to Professor, at a minimum each faculty member is expected to demonstrate outcomes including eight scholarly publications, some of which may be in-press at the time of promotion consideration, and ten paper presentations at professional conferences appropriate to their discipline. These requirements represent accomplishments over the entire career of the faculty member. In the judgment of the FEC and Department Head, a published book can be considered equivalent to several scholarly products if it was completed and received final acceptance for publication since the applicant's last promotion. However, it is essential candidates requesting promotion to Professor demonstrate a sustained and consistent scholarship record since their promotion to Associate Professor. Additional scholarly activities strengthen a candidate's application for promotion to Professor. Candidates for Professor must have a clearly defined research agenda, solid evidence of success accomplishing this agenda, and demonstrated ability to operate as an autonomous, or lead, scholar.

c. Service: Promotion to Professor requires a documented record of sustained service both within and outside of the Department demonstrating leadership and initiative. Service activities directly related to the University/College/Department or the use of expertise from one's discipline will be given the greatest emphasis. Service awards, grants, and various other service-related activities strengthen this application.

E. Criteria For Recommending Early Promotion

Individuals who have exhibited sustained performance in teaching, service, and scholarship in rank for a minimum of 5 years and who, while employed at Missouri State University, have had extraordinary accomplishments in each performance area may apply for early promotion. According to the Faculty Handbook, early promotion requires performance that *significantly exceeds* the normal expectations for tenure or promotion. Factors which may help determine extraordinary accomplishments for each performance area are listed below:

Scholarship: In addition to meeting standard requirements for scholarship, the individual has a record of sustained achievements and publication as a lead author in a top-tier peer-

reviewed journal and/or a significant quantity of publications in mid to upper tier journals, has a sustained pattern of publication with collaboration in top-tier journals, or a substantial research grant from a competitive source.

Teaching: In addition to meeting standard requirements for teaching, the applicant has received recognition for outstanding teaching, employed innovative curriculum development, or engaged in substantial mentoring activities with students.

Service: In addition to meeting standard requirements for service, the applicant has taken on chairing an active campaign and shepherded a new and significant initiative/project to completion.

IV. Annual Review Policy

As part of the university's annual review process, all faculty members are required to submit materials each year for departmental review. The policy for organizing these materials is described below.

1. Provide an updated **Curriculum Vita**.
2. Include a **Personal Statement** sectioned into the categories of teaching, research, and service and supply the following information for each section:

Teaching:
Section V of the Department of Criminology and Criminal Justice policy document describes in detail how teaching performance is evaluated. Please review that section thoroughly before proceeding with this part of the Personal Statement. The following must be included for the teaching component of the annual review.
a. State your teaching goals for the upcoming year; and
b. Provide a self-assessment of teaching in the year under review which accomplishes the following:
- Review and assess your teaching scores for the spring and fall semesters in relation to the corresponding department means and note any points or concerns regarding the potential influential factors listed from a to h in the current Teaching Performance Policy;
- Discuss your perceived strengths and weaknesses in your courses and include any information relevant to course preparation and design, engagement with students, and engagement in faculty development activities;
- Discuss strategies for improving teaching for the upcoming year; and
- Provide an overall assessment of your teaching performance.

Research/Scholarship*:
a. State your research/scholarship goals for the upcoming year;
b. List and describe all publications from the review year;
c. List and describe all academic and professional presentations from the review year;
d. List and describe any other scholarly activity from the review year, such as research-related grant proposal submissions and awards or student mentoring; and

e. Explain how your scholarly activity during the review year fits within and/or expands upon your overall research agenda.
*This information is not required for instructors and senior instructors but may be included for the annual review at their discretion.

Service:
a. State your service goals for the upcoming year;
b. Provide an overview of your service-related accomplishments from the review year. Include the committees on which you served and the positions you filled as well as specific contributions you made. Identify which of the following categories each of your service activities falls into: department, college, university, professional, or community.

3. Supply **Supporting Documentation** for your Teaching, Research/Scholarship (if applicable), and Service sections. Include copies of all student teaching evaluations and samples of course syllabi, exams, and assignments in this section, as well as letters from journal editors regarding manuscript acceptance and completion of article reviews and letters from agencies recognizing service participation. You may feel free to add self-created tables to help organize any information you want to highlight.

The annual review process also requires all faculty members to update their Digital Measures accounts by the deadline announced by the Dean. This account can be assessed through the following link: http://www.digitalmeasures.com/login/missouristate/faculy/

The Department Head will provide a detailed account of strengths and weaknesses of each faculty member and provide an overall summary assessment of performance on the relevant annual review forms provided by the Provost Office.

V. Teaching Performance Policy

Teaching performance is assessed by using a totality of the circumstances approach involving an examination of student teaching evaluations and a faculty member's teaching portfolio. As noted in the Faculty Handbook, student evaluations should account for no more than 50% of the total teaching evaluation. All assessments of faculty teaching performance must be adequately explained and justified in writing by the department head as part of the annual review process.

Student teaching evaluation scores in both seated and online courses are weighed in relation to the department means, with consideration given to various factors which may influence these scores. These factors may include such things as:
        a. Whether the course is a graduate or undergraduate course;
        b. Course modality (online, seated, or blended);
        c. Course enrollment;
        d. Whether the course is an upper or lower division course;
        e. Whether the course is taught as a seminar or in a traditional style;
        f. Whether the course is a new prep and how many times a course has been taught;
        g. The incorporation of service or experiential learning components; and
        h. Response rates in online courses.

Faculty will submit a digital teaching portfolio (with one hard copy to the Head) at annual review which includes the following:

        a. a statement of overall teaching goals for the upcoming year; and

        b. a self-assessment of the prior year's teaching performance, with attention given to the following areas:

- A review of teaching scores in relation to the factors mentioned above, a discussion of perceived teaching strengths and weaknesses, an explanation of strategies to improve teaching for the upcoming year which may incorporate information from qualitative comments or student complaints, and an overall personal assessment of one's teaching performance;
- An overview of how courses are prepared and designed, with consideration given to syllabi conformity to department and university standards (including student learning outcomes) and methods of evaluating student performance (e.g., types of tests, written assignments, essay exams, and experiential learning exercises);
- A discussion of factors related to faculty engagement with students, such as whether a) the class syllabus was available at the beginning of the semester, b) office hours were adequately maintained, c) tests, papers, and assignments were graded with scores posted in a timely fashion (generally within two weeks), d) student inquiries and concerns via phone, email, or in person were promptly addressed, e) letters of recommendation were written for students, and f) any student mentoring activities were performed which went beyond normal class interactions (e.g., independent studies and capstone papers); and
- If applicable, descriptions of engagement in faculty development activities (e.g., teaching workshops and conferences) and pedagogically-based presentations and research publications as well as any teaching-related awards received should be included.

VI. Faculty Mentoring Policy

A faculty mentor will be assigned to each new faculty member. The role of the mentor is to help acclimate new faculty to the department and advise the person on matters related to teaching, research, and service.

VII. Graduate Program Policies

A. Criteria for Graduate Faculty Status:

For membership on the Graduate Faculty of the Department of Criminology and Criminal Justice, applicants must meet the following minimum criteria:

        a. Faculty status in the Department;

        b. Terminal degree in criminology, criminal justice, or a related field. A J.D. is not a terminal degree for this purpose;

        c. Three publications in refereed academic journals;

        d. Research-active status in the Department; and

        e. Affirmative vote of approval by a majority of the graduate faculty within the Department of Criminology and Criminal Justice.

B. Graduate Program Teaching Assignments:

In order to be reassigned teaching responsibilities (which include independent study, practicum, policy paper, and thesis supervision) in the Department of Criminology and Criminal Justice graduate program, professors are expected to have demonstrated a sustained record of teaching effectiveness in graduate coursework. A lack of effectiveness in graduate coursework may be indicated through such factors as low ratings or negative comments on teaching evaluations, serious or multiple student complaints, documentation of inactivity in graduate teaching assignments, removal from prior graduate courses, and negligence or failure to perform expected tasks such as responding in a timely fashion to student emails and submitting feedback and grades to students by deadlines. In addition, professors must maintain research-active status as defined by the Department of Criminology and Criminal Justice to receive graduate teaching assignments.

C. Graduate Assistant Assignments:

Graduate assistants are available in the department due to the existence of the graduate program. Preference in the assignment of graduate assistants is therefore given to research-active graduate faculty who are teaching in the graduate program. The distribution of graduate assistant assignments among faculty will be decided by such criteria as faculty research productivity, research agendas and the magnitude of current projects, past productivity of graduate assistants assigned to the faculty member, current graduate teaching assignments, and so forth. Typically first-year professors will receive a full 20-hour graduate assistant, at least during their first semester. Faculty supervisors of graduate assistants are expected to monitor work performance and are required to provide mid-semester and end-of-semester reviews of their student's productivity. Graduate assistant assignments may be adjusted during the semester should graduate assistants not receive enough work hours from their existing faculty supervisor.

VIII. Student Evaluations of Faculty

Student evaluations of faculty teaching performance for seated and blended courses will be administered by graduate assistants from the Department of Criminology and Criminal Justice. These evaluations will be given at the beginning of class and students must be given as much time as necessary to complete the evaluation instrument at a comfortable pace. Faculty members are not permitted to be in the classroom during the evaluation process. Faculty members also are not permitted to discuss the student evaluation process with students at any point during the semester or attempt to influence students to describe or rate them in any particular way.

Student evaluations of faculty teaching performance for online classes are administered to students through Missouri State Online. Time frames for online evaluations are thereby determined by Missouri State Online. Faculty members teaching online classes are not permitted to communicate with their students about the evaluation process or attempt to influence students to describe or rate them in any particular way.

IX. Department Grading Policy

In criminology and criminal justice courses, no plusses or minuses may be included as part of grading scales.

X. Per Course Instructor Policy

A. All Per Course Instructors will be evaluated by students, similar to full-time faculty.

B. All Per Course Instructors will be evaluated annually by the Department Head. The Head will review student evaluations, seek faculty and staff input, and may conduct class visits to collect information to inform the evaluation.

C. Per Course Instructors are hired to teach a course once; there is no promise of renewal even if the evaluation is positive. In order for renewal to occur, however, a positive evaluation is required.

XI. Travel Funds Policy

A. Travel funds provided by the CHPA and the Department of Criminology and Criminal Justice are limited and primarily should be used to support faculty scholarly outcomes.

B. All full-time faculty members with appointments in the Department of Criminology and Criminal Justice, including ranked tenured faculty, ranked tenure-track faculty, and full-time instructors, shall be provided travel funds allocated according to the following guidelines. Per-course, part-time, adjunct, and emeritus faculty members are not eligible for these funds.

C. Funds are made available from the CHPA Dean. All Department faculty are allocated travel funds each academic year for professional development activities. Funds may be allocated to: faculty who are presenting papers, participating in roundtables and workshops at conferences, or attending a conference, attending a professional meeting, or attending a professional development workshop. Faculty are discouraged from using these funds solely for data collection. Data collection can be supported through either an internal or external grant. All CHPA and Department monies must be used according to University travel guidelines (i.e. meal allowances, mileage reimbursement). Faculty requesting travel funds to attend professional conferences or development workshops without presenting a paper are required to submit documentation to the Department Head that explains the level of faculty participation and the intended outcomes.

D. Expense reports used for seeking reimbursement must be submitted by June 1 for all travel completed by May 15 each year. If a faculty member is planning to complete travel after May 15 and seek reimbursement, they must inform the Department Head in order to claim their standard allocation. All unclaimed travel funds on June 2 become available to faculty seeking additional reimbursement. After a faculty member exhausts the amount described in Subsection C, additional funds for supporting faculty professional travel might be available from the department operations budget depending on the budget situation in any given year. Additional reimbursement is only available to faculty who have presented at an academic /professional conference. However, all expense reports should be filed NO LATER than June 23 each year so travel funds come from that fiscal year's budget. No faculty travel funds are carried-over from one fiscal year to the next without a compelling reason to do so and approval of the Department Head and CHPA Dean prior to May 1 preceding the end of the fiscal year.

E. This policy does not cover travel or professional development funds obtained either through another office on campus or internal/external grant monies.

F. The deadline for submitting additional travel receipts for reimbursement will be June 1 of each year. On that date, it will be determined if there are additional travel funds and, if so, these monies will be divided equally among all individuals who meet the criteria for additional reimbursement. Additional reimbursement can only be made on receipts NOT submitted with the original travel reimbursement request.

XII. Department Resource Conservation Policy

This Department strongly encourages conservation of resources. Toward that goal, the following are recommended practices for faculty and graduate students:

- Minimize printing whenever feasible. Assignment of individual printing codes may be instituted if large numbers of copies are being made and there is a need to track copy making. Graduate Coordinator may monitor copies made on the graduate student copier.
- Post syllabi and other course documents on Blackboard.