

MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),  
TENURE, PROMOTION GUIDELINES

DEPARTMENT: Criminology and Criminal Justice

COLLEGE: RCASH

SEMESTER/YEAR OF CURRENT REVIEW: Spring 2025

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Spring 2028

DEPARTMENT ADOPTION SIGNATURES:

Aida Hass-Wisecup 7/9/2025  
Department Personnel Committee Chair Date

Brett Garland 7-9-2025  
Department Head Date

APPROVAL SIGNATURES:

Shawn Wolf 7/10/25  
Dean Date

Kenneth Brown 7/25/2025  
Provost Date

THIS PLAN IS IN EFFECT FROM 2025 , THROUGH 2028 .

**School of Criminology and Criminal Justice  
Missouri State University**

**Reappointment, Tenure, and Promotion Guidelines**

Approved April 11, 2022  
Revised May 02, 2025

The policies and procedures utilized by the School of Criminology and Criminal Justice (“School”) for faculty evaluation are guided by, and consistent with, relevant aspects of the *Missouri State University Faculty Handbook* and policies distributed by the Reynolds College of Arts, Social Sciences, and Humanities (RCASH) Dean’s Office and the Missouri State University Provost Office. These policies also reflect the mission and goals of the School of Criminology and Criminal Justice. For detailed information on various timetables, procedures involved after personnel evaluation decisions are made at the school level, and appeals, consult the *Faculty Handbook*, the *Academic Work Calendar*, or policies distributed by the RCASH Dean’s Office and the Provost Office. The School 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 RCASH Dean’s Office.

**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. School deadlines will be announced at least 30 days prior and distributed via e-mail by the School Director.
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 RCASH Dean's Office.

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

f. Documentation supporting service activities organized according to guidelines distributed by the RCASH 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. A Faculty Evaluation Committee (FEC) reviewing reappointment and tenure applications is comprised of tenured faculty in the candidate's academic unit. The FEC considering promotion applications will consist of the School faculty holding above the rank for which the candidate is applying. In case a FEC with at least three members from the School cannot be assembled, the School Director will locate qualified faculty outside the School willing to serve on the FEC for that particular case.

7. Candidates should submit their portfolio for reappointment, tenure, and/or promotion to the School Office according to a deadline established by the Provost's Office..

8. The FEC also shall have access to the School permanent file for each candidate. This file includes:

a. Annual letters of review by the School Director.

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 School Office. No document may be added or removed from the permanent file without the knowledge of the affected faculty member. The School Director and School 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 Office. The form will be signed by each member of the FEC. After completion, the FEC Chair will forward the committee recommendation to the School Director according to the deadline established by the Provost's Office. The School Director then will forward a copy of this recommendation to the candidate.

11. After making his or her recommendation to the RCASH Dean on a candidate's application for reappointment, tenure, or promotion, the School Director will meet with each candidate for the purpose of discussing his or her application and informing her or him of the School Director's

recommendation to the Dean. Each candidate will also receive a written statement from the School Director by the date established by the Provost Office.

12. Pre-Tenure Reviews: Each year during the probationary period, the School Director and FEC shall conduct a pre-tenure review. All tenured faculty members in the School will be consulted for this process. The FEC and School Director 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 members must demonstrate meeting their scholarship agenda. Tenure-track faculty are expected to produce scholarly publications, or the equivalent.

3. Service: Faculty must demonstrate service contributions through a combination of school, college, university, professional, or community organizations. In addition, faculty are expected to demonstrate increased initiative in taking on service responsibilities as they gain experience in the School and across the University.

## **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 School, College, and University.*

1. Teaching: Faculty must demonstrate a record of effective teaching performance as defined by school 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: Refer to Section E.

3. Service: Faculty must demonstrate significant service contributions through a combination of school, college, university, professional, or community organizations. In addition, faculty are expected to demonstrate increased initiative in taking on service responsibilities as they gain experience in the School and across the University.

#### **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 school 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 School's standards. A determination of effective teaching is based on the School'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 school, 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 promotion to Associate Professor. Faculty must show continual effort to improve their teaching. Faculty must demonstrate a record of effective teaching performance according to School standards. 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: Refer to Section E.

c. Service: Faculty must demonstrate significant service contributions through a combination of school, college, university, professional, or community organizations. In addition, faculty are expected to demonstrate increased initiative in taking on service responsibilities as they gain experience in the School and across the University.

As stated in the *Faculty Handbook*, Assistant Professors normally apply for tenure and promotion during their sixth year of probationary status, although individuals with "exceptional records of accomplishment" may apply in their "fourth or fifth year."

## 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 School 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: Refer to Section E.

c. Service: Promotion to Professor requires a documented record of sustained service both within and outside of the School demonstrating leadership and initiative. Service activities directly related to the University/College/School 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.

As noted in the *Faculty Handbook*, "Associate Professors are eligible to apply for promotion during their fifth year of academic service."

### **E. Research/Scholarly Activity for Tenure and Promotion**

Assessments of scholarly activity for tenure and promotion decisions in the School of Criminology and Criminal Justice (SCCJ) shall comply with its quality indicator policy as described below. In accordance with Section 4.6 of the *Faculty Handbook*, the SCCJ Personnel Committee and School Director will make formal determinations regarding quality indicator scoring for given research products separately during their respective evaluation stages in the tenure and/or promotion process.

A candidate must earn a quality indicator score of **5** to receive tenure and/or associate professor rank, or a quality indicator score of **10** to receive full professor rank, and meet all additional conditions stated in this policy. **Seven** and **14** quality indicator points are necessary for consideration of early tenure and promotion to associate rank and early promotion to full professor, respectively, assuming all other conditions are met. Tenure or promotion applicants with tenure track or tenured appointments beginning at Missouri State may count all scholarly output accepted or published while at MSU and the equivalent of one quality indicator published prior to their start date at MSU.<sup>1</sup> For applicants who were appointed as tenure-track or tenured faculty before their time at MSU, they may count all applicable scholarly products accepted or published since the start date of their first academic appointment year.

Applicants for tenure or promotion must demonstrate a sustained and consistent scholarship record since their appointment or most recent promotion. If there has been an extended period of scholarly inactivity prior to applying for tenure or promotion, then the candidate must re-establish their research active status across the five years immediately prior to application submission. This length of time is commensurate with the typical review period for promotion.

Regardless of the number of quality indicator points earned, tenure and promotion to associate rank will require a minimum of 3 peer-reviewed journal articles, and promotion to full professor rank will require a minimum of 6 peer-reviewed journal articles, accepted or published as specified above. There can be no substitutions for these requirements given that peer-reviewed journal articles are the ultimate standard for assessing academic scholarship in the social sciences.

For the purposes of this policy, a published or officially accepted "peer-reviewed journal article" serves as the baseline for judging the scoring of all other research outcomes and counts as one full quality indicator point.

Each unique technical report derived from grant-funded projects and partnerships with agencies and organizations could be weighed as equivalent in scoring to a peer-reviewed journal article (i.e., one quality indicator) depending on its size, scope, and impact. For a technical report to receive scoring weight, it must be scientifically grounded and fully developed and informative similar to a journal

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<sup>1</sup> "Published" refers to journal articles that have a volume and issue number.



article. Consistent with the Faculty Handbook, academic reports stemming from engaged public research are recognized as scholarly output.

Book chapters not subjected to external peer-review processes comparable to academic journals can be equivalent to 1/2 a quality indicator point, with a maximum of 2 total indicator points from invited chapters. Textbooks and monographs can count up to 2 quality indicators. Edited volumes and significant book revisions that result in new printing may count between ½ to a full point based on the level of work involved. An overall weight for book chapters, textbooks (new and revised), monographs, and edited volumes of up to five points may be assigned for the assistant to associate professor promotion period and not exceeding ten points for the associate professor to full professor promotion period.

Encyclopedia entries, professional magazine articles, agency bulletins, conference presentations, original article briefs, smaller agency reports or white papers, and similar low scale/prestige products, are not automatically given a quality indicator weight. Faculty are encouraged, but not required, to utilize available travel funding to present work at academic and professional conferences. An overall weight for the total contribution of the types of products identified in this paragraph may be added but not exceeding one full indicator point for the assistant to associate professor promotion period and not exceeding two full indicator points when being considered for promotion to full professor.

Faculty members, especially tenured faculty, are encouraged to submit competitive grant proposals to federal, state, or private funding agencies. Our academic unit recognizes that PI and CO-PIs responsible for writing such proposals often expend significant time and energy that should be recognized toward scholarship. Agency-reviewed grant proposals might be considered ½ of a full quality indicator. Securing external grant funding can be considered up to one additional quality indicator per promotion period. An overall weight may be assigned for the total contribution of grant applications and secured grant funding, but not exceeding two full indicator points (one point for applications and one point for secured funding) for the assistant to associate professor promotion period, and not exceeding three full indicator points (two points for applications and one point for secured funding) when being considered for promotion to full professor.

Applicants for tenure and promotion to any higher rank must indicate evidence of taking a lead role in the production of scholarly outcomes and demonstrate a sustained scholarly agenda during their probationary period or since last promotion. In addition, candidates for tenure and promotion to any higher rank must have a clearly defined research agenda and present evidence of continued advancement of that agenda.

On an annual basis, the Personnel Committee will provide their assessment of the quality indicator value of a faculty member's scholarly products.

## **F. Criteria for Recommending Early Promotion**

According to the Faculty Handbook, early tenure or promotion requires performance that "significantly exceeds" the normal expectations. In addition, simply meeting minimum qualifications sooner than scheduled does not in itself qualify faculty members for early advancement. The Faculty Handbook specifies that a candidate for early tenure or promotion must meet a higher standard in both research and teaching and permits an evaluation of a faculty member's service record. For early consideration in scholarship, our academic unit uses its quality indicator policy to make the



determination (See Section E). For teaching and service, a faculty member's record is examined in its totality to determine whether contributions and accomplishments significantly surpass expectations. Below are factors that might be used for this process to assess those two areas. Importantly, these factors are not meant to be exhaustive, nor would the absence of any single factor, or set of factors, automatically exclude a person from early consideration. Because teaching and service are not reducible to numerical calculation in our tenure and promotion framework, the Personnel Committee and School Director hold the responsibility of judging when an applicant's record crosses the "significantly exceeds" threshold.

#### Examples of Teaching-related Factors to Consider for Early Tenure or Promotion

- Assignment to courses requiring greater preparation or posing greater teaching difficulty than normal.
- A higher total number of unique course preps than is typical for a person's rank and years of experience.
- Documented evidence through evaluations or other formats that one's teaching performance and/or interaction with students is above satisfactory.
- Integration of eye-catching or innovative techniques or practices in course design.
- Engagement in nontraditional course formats and settings such as honors classes, service learning, and study abroad programs.
- Mentoring students toward successful completion of projects.
- Use of discipline-specific knowledge and training to educate audiences outside of the regular classroom (e.g, high school students, college student clubs, criminal justice professionals, community organizations).
- Receiving college or university awards for teaching contributions.

#### Examples of Service-related Factors to Consider for Early Tenure or Promotion

- Illustrating total time commitments to service-related activities that exceed typical expectations for a person's rank and experience.
- Taking on an unusually high number of committee assignments.
- Having a leading role or noticeably meaningful impact on the success of service-related committees, projects, or endeavors.
- Building new or reviving existing partnerships that benefit the unit, college, or university.
- Supervision of significant numbers of students for community projects or campus events.
- Receiving college or university awards for service contributions.

### **G. External Reviews**

Section 4.8.2.2 of the Faculty Handbook specifies that tenure track actions require the solicitation of external reviews as part of the evaluation process, although the exact roles and responsibilities of external reviewers are not fully explained. The Office of the Provost website outlines general guidelines for selecting and soliciting external reviewers, including degree specifications, rank and institution requirements, and disqualifying factors. The Office of the Provost website further describes the materials appropriate for external review and states that reviewers are invited to comment on teaching and service but should primarily focus on scholarship.

As noted in our policy, tenure and promotion decisions are guided by a quality indicator model, with scoring determined by the Personnel Committee and the School Director. The Faculty Handbook

clarifies that reviewer feedback inconsistent with our policy “shall not prejudice the tenure and promotion candidacy.” In our academic unit, external reviewers will be directed to comment on the quality of scholarly products submitted for their evaluation, not the total record. In addition, reviewers will be instructed ***not*** to offer a summary judgement on the overall merits of an applicant’s record for tenure or promotion consideration.

The Faculty Handbook asks for four external reviewers. Selection procedures shall follow the guidelines set forth in the handbook and stated on the Office of Provost website. Members of the Personnel Committee may suggest names of potential reviewers as they see fit. The Faculty Handbook clarifies that failure to receive some or all letters from solicited reviewers “will not be allowed to prejudice the tenure or promotion candidacy of the faculty member.”