

College of Health, Science, and Technology  
Guidelines for Promotion and Tenure

The College of Health, Science, and Technology (CHST; hereafter the College) has a broad spectrum of academic programs that share a common focus upon basic and applied science. The academic units within the college are the: Department of Biology and Agriculture, School of Computer Science and Mathematics, Department of Nursing, Department of Nutrition and Kinesiology, Department of Psychological Science, School of Environmental, Physical, & Applied Sciences, and School of Technology. Each academic unit is hereafter referred to as a department.

The College is committed to ensuring that its graduates acquire the skills and knowledge necessary to function as educated individuals, lifelong learners, and responsible citizens. Critical to the success of the graduates of this College is the quality of instruction provided by the faculty of the College. Assessment of the faculty is an ongoing process that is punctuated by deliberations for Promotion and Tenure.

Contents:

<b>1.</b>	<b><u>Introduction</u></b> .....	<b>2</b>
<b>2.</b>	<b><u>General Procedures for Promotion and Tenure</u></b> .....	<b>2</b>
2.1	The Dossier .....	2
2.2	The Responsibilities of the Department Promotion and Tenure Committee.....	3
2.3	College of Health, Science and Technology Promotion and Tenure Committee.....	3
2.4	Role and Responsibilities of the Committee Chair .....	5
2.5	Role and Responsibilities of the College Dean in the Promotion and Tenure Process .....	5
2.6	Procedure to Revise College Guidelines .....	6
<b>3.</b>	<b><u>College Guidelines for Promotion and Tenure</u></b> .....	<b>7</b>
3.1	Discipline and/or Department Specific Operational Guidelines .....	7
3.2	Teaching.....	7
3.3	Scholarship/Creative Activity .....	9
3.4	Service .....	12
<b>4.</b>	<b><u>Promotion Guidelines</u></b> .....	<b>14</b>
4.1	Instructor to Assistant Professor .....	14
4.2	Assistant Professor to Associate Professor .....	15
4.3	Associate Professor to Professor .....	17
<b>5.</b>	<b><u>Tenure</u></b> .....	<b>19</b>
5.1	Teaching, Scholarship/Creative Activity, and Service Expectations .....	19
5.2	Collegiality Expectations .....	19
5.3	Documentation of Collegiality .....	20
<b>6.</b>	<b><u>Implementation Schedule</u></b> .....	<b>20</b>
6.1	Effective Date .....	20
6.2	Implementation Date .....	20
6.3	Implementation of General Guidelines.....	20
6.4	Individual Variances.....	21
	<b>Appendix 1: Choice of Guidelines for Reviews of 2013-2014 Candidates .....</b>	<b>22</b>

## **1.Introduction**

The Promotion and Tenure of faculty Candidates is the responsibility of the Board of Governors (<http://www.ucmo.edu/upo/bog/policy.cfm?upoID=2.2.030>). The process of Promotion and Tenure is described in the Faculty Guide (Section III. Personnel Policy and Procedures) which allows the colleges and departments to develop Guidelines that are more proscriptive.

It is recognized that departments have a central role in the evaluation of the department's faculty in a fair and professional manner. Faculty members are to be evaluated for tenure and promotion on established department and discipline-specific operational definitions of University, College, and Department Guidelines.

This document defines minimum expectations for College faculty (hereafter Candidates). Promotion and tenure decisions are based upon qualitative and quantitative assessment of teaching, scholarly/creative activities, and service. Candidates must realize that this decision is not based upon a single activity but rather must involve activities in all 3 components. The final expectation of all candidates is that they submit a Dossier that is an accurate reflection of their activities since their initial appointment or last promotion, whichever is more recent.

## **2. General Procedures for Promotion and Tenure**

The College of Health, Science, and Technology procedures and guidelines for promotion and tenure are based on the Faculty Guide (Section III. Personnel Policy and Procedures) and Board of Governors Policy (Academic Policies and Regulations 21). Any promotion and tenure procedure or guideline not covered in this document will be the same as in the Faculty Guide and the Board of Governors Policy.

### **2.1 The Dossier**

Preparation of the candidate's dossier should begin with the review of the Faculty Guide, the Promotion and Tenure Guidelines for the College of Health, Science, and Technology, and the Promotion and Tenure Guidelines of the candidate's department. Candidates should also consult Board of Governor's Policy 2.2.030, Academic Freedom and Tenure, and Academic Policies and Regulations (AP&R) 21, Guiding Principles for the Preparation of Appendices Documentation.

#### **2.1.1 Preparation of the Dossier**

It is recommended that the preparation of the Dossier begin the first semester of the candidate's employment. Assembly of materials documenting evidence of teaching effectiveness, scholarship/creative activities, and service is most easily performed when done each semester. The candidate's peers and chair can facilitate and advise on the assembly of materials.

The Dossier should be organized according to the outline presented in the Faculty Guide (Section III. B. 4. Timeline and Procedures for Institutional Promotion and/or Tenure, b, p. 14-19, as accessed October 2011). Items in which the candidate has no activity should be noted as "Not Applicable."

Candidates for simultaneous consideration for promotion and tenure will only prepare one dossier and will include a cover letter for promotion and a separate cover letter for tenure.

#### **2.1.2 Submission of the Dossier**

The dossier will be submitted following the timeline listed in the Faculty Guide (Section III. B. 4. Timeline and Procedures for Institutional Promotion and/or Tenure, a, p. 10).

### **2.2 The Responsibilities of the department Promotion and Tenure Committee**

Departments play a central role in the evaluation of faculty. Department Promotion and Tenure Committees provide an independent evaluation of each faculty's dossier. These committees do not serve as faculty advocates in the process.

The department Promotion and Tenure Committee assumes important responsibilities:

**2.2.1** The department P&T Committee validates the authenticity of the material in the Dossier and the appendices.

**2.2.2** The committee evaluates their colleagues in a fair and professional manner.

**2.2.3** The committee exercises informed professional judgment with respect to the rights of all involved in the process.

**2.2.4** The committee provides recommendations based upon the evidence in the candidate's dossier and attachments.

**2.2.5** The committee provides a departmental context for a candidate's record of performance within a discipline for succeeding levels of review.

**2.2.6** The committee will develop a peer evaluation process.

**2.2.7** The committee assesses the collegiality of the candidate for tenure.

**2.2.8** The committee assesses the candidate for tenure based upon the needs of the program.

### **2.3 College of Health, Science, and Technology Promotion and Tenure Committee**

#### **2.3.1 Committee Members and Selection**

The College Promotion and Tenure Committee (hereafter referred to as the Committee) will consist of one tenured full-time faculty member selected by the faculty of each department as listed below. The individual departments will determine the means of selection of their representative.

Members of the Committee will be selected from the following schools/departments in **even numbered academic years**: School of Computer Science and Mathematics, School of Technology, and School of Environmental, Physical, & Applied Sciences.

Members of the Committee will be selected from the following departments in **odd numbered academic years**: Biology and Agriculture, Psychological Science, Nursing, Nutrition and Kinesiology.

A candidate for promotion or tenure, and any family members, may not serve in the year of the candidate's application.

Faculty serving on the Committee will identify any conflict of interest in accordance with Board of Governors Policy 2.1.050 and exclude themselves from any and all promotion and tenure deliberations and actions related to the conflict of interest.

### **2.3.2 Committee Terms**

Each member will serve a two-year term and no more than two consecutive terms.

### **2.3.3 Committee Responsibilities and Duties**

College-level reviewers serve to ensure the consistent application of the College Guidelines across the departments of the College and to monitor procedural matters.

**2.3.3.1** The Committee will select one of its members to serve as a Chair at its first meeting. Preference should be given to a Committee member who has previously participated in College Promotion and Tenure deliberations in order to maintain consistency. The Chair may serve for more than one academic year.

**2.3.3.2** The Committee will establish a meeting schedule for the Fall Semester to ensure that all dossiers are evaluated and written recommendations are made to the Dean and the candidate according to the time line established in the Faculty Guide.

**2.3.3.3** The Committee will consistently apply, in a fair and professional manner, College Guidelines to all dossiers submitted for the Committee's review and evaluation.

**2.3.3.4** Each faculty member's application will be evaluated based strictly on that individual's own merit. Candidates will not be ranked at any level for promotion or tenure.

**2.3.3.5** Each Committee member will evaluate each dossier submitted for promotion and/or tenure. The full Committee will then meet to discuss

each dossier. A quorum of five (5) Committee members is required for all discussions, meetings, and recommendations.

**2.3.3.6** The Committee will reach, by simple majority vote of those members in attendance (at least a quorum), a recommendation on each candidate.

**2.3.3.7.** Each Spring Semester, the Committee will assist the chair in conducting a forum for future candidates regarding the Promotion and Tenure process.

**2.3.3.8.** Committee members will participate in any revision of the College Guidelines.

## **2.4 Role and Responsibilities of the Committee Chair**

**2.4.1** The Committee Chair will conduct the Committee meetings to act upon Candidate Dossiers.

**2.4.2** The Committee Chair will ensure that the Committee will consistently apply College Guidelines to all dossiers submitted for the Committee's review and evaluation.

**2.4.3** The Committee Chair will forward the Committee's written recommendation on each candidate to the Dean and to the candidate. The Committee Chair will sign the letter of recommendation.

**2.4.4** In the spring semester of each year, the Committee Chair, with assistance from the Committee, will conduct a Promotion and Tenure Forum on Dossier Preparation for faculty.

**2.4.5** The Committee Chair will convene the Committee, as necessary, to discuss and act on proposed revisions to the CHST Promotion and Tenure Guidelines (see 2.6 below).

**2.4.6** The Committee Chair will conduct College forums on proposed revisions to discuss any revisions to the Guidelines accepted by the Committee and supervise the vote on the proposed revisions. The Chair will forward those proposed revisions endorsed by the faculty to the Dean for approval.

## **2.5 Role and Responsibilities of the College Dean in the Promotion and Tenure Process**

**2.5.1** The Dean is responsible for assuring that the College has Promotion and Tenure Guidelines that are consistent with the University Guidelines. The Dean is responsible for approving or denying the initial and any proposed changes to the College Guidelines.

**2.5.2** The Dean is responsible for assuring that each department develops Promotion and Tenure Guidelines that are consistent with the College and University Guidelines.

**2.5.3** The Dean is responsible, in the Promotion and Tenure Process, to conduct an independent evaluation of each candidate with reference to the projected needs of the Department and College.

**2.5.4** The Dean will convene the Committee at the beginning of each academic year. The Dean will review with the Committee the University Conflict of Interest Policy, the College Guidelines, and their role in the Promotion and Tenure Process.

**2.5.5** The Dean, or the Dean's designee, is responsible for providing copies of, or reference to, the College Promotion and Tenure Guidelines to all potential candidates for employment during their on-campus interviews.

## **2.6 Procedure to Revise College Guidelines**

**2.6.1** Any member(s) of the College tenured and tenure-track faculty may recommend, in writing, revisions to the Guidelines to the College Promotion and Tenure Committee.

**2.6.2** The Committee will discuss proposed revisions before the end of the semester of their receipt. The Committee will determine by a simple majority vote to accept or reject each proposed revision. The action of the Committee will be made known to the originator of the proposed revision.

**2.6.3** The Committee Chair will bring the proposed revisions accepted by the Committee to the College tenured and tenure-track faculty for discussion. The Committee Chair will conduct College forums to discuss any revisions to the Guidelines approved by the Committee. A copy of proposed revisions will be forwarded to the Dean.

**2.6.4** The College Committee will conduct a vote in which all tenured and tenure-track College faculty are eligible to vote. The faculty will be asked to accept or reject the draft revisions with a simple majority of all votes cast necessary for acceptance.

**2.6.5** Accepted revisions will be forwarded to the Dean for action. Revisions approved by the Dean will be communicated to the Department Chairs and P&T Committees and will be implemented at the start of the next academic year. Revisions rejected by the Dean will be returned to the Committee, with written justification.

**2.6.6** Individual faculty members may need time to change their professional development to meet any revision to these Guidelines. Candidates may request a variance in consultation with their Department Chair. Any such

variance must be requested within one month following the date of the acceptance of any pertinent revision by the Dean. The Department Chair may propose to the Dean a variance in the implementation of certain sections of the Guidelines. The Dean will exercise professional judgment in evaluating these requests and may approve or disapprove such variances on an individual basis. The Dean, as academic leader in the college, will make the final decision on variance requests. The Dean will provide written response within one month to the candidate and to the Department Chair for inclusion in the candidate's personnel file.

### **3. College Guidelines for Promotion and Tenure**

The candidate must demonstrate effectiveness in teaching and achievements in both scholarship and service. Although achievements in scholarship/creative activity and service need not be balanced, collectively the achievements must demonstrate the candidate is worthy of promotion to the next rank.

#### **3.1 Discipline and/or Department Specific Operational Guidelines**

It is the responsibility of each department to develop discipline and/or Department specific Operational Guidelines for tenure and promotion, consistent with the Guidelines contained within this document, the Faculty Guide, and Board of Governors Policy. These Departmental Operational Guidelines are to be submitted to the Dean for review and approval. A Department's Operational Guidelines are expected to be at least as stringent as the College Guidelines. Each Department's Operational Guidelines will (1) provide additional information designed to assist candidates for tenure and promotion to better recognize what is expected of them, and (2) identify key measures that will assist peer and administrative evaluators in determining whether to recommend a candidate for tenure and/or promotion.

#### **3.2 Teaching**

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of intellectual expression. The College is committed to effectiveness in teaching.

##### **3.2.1 Definition of Teaching Effectiveness**

Effective teaching refers to the use of pedagogical methods that support progress toward the student learning outcomes specified for degree programs and/or for individual courses. An effective teacher must possess requisite knowledge and skills to actively engage the learner.

##### **3.2.2 Teaching Skills**

An effective educator exhibits the ability to communicate, the ability to interest and motivate students to achieve high standards, and the ability to generate an enthusiasm for learning. An effective educator exhibits a respect for all members of the university and the community, is sensitive to issues of diversity, is able to adapt with respect to individual student needs and learning styles, and is committed to self-improvement. The effective teacher evaluates students fairly and impartially in all aspects of education and instruction. The



effective teacher maintains a professional reputation among students and colleagues for superior teaching skills as documented by student and peer evaluations. An effective educator maintains professional peer relationships and currency in the discipline through ongoing professional development.

### **3.2.3 Documentation of Teaching Effectiveness**

Candidates may demonstrate the effectiveness of their teaching abilities in a variety of means.

The Faculty Guide stipulates certain categories of documentation for teaching effectiveness to be included in the Dossier (Faculty Guide – III, Dossier Section B: Teaching, Items a-m, pages 16-17).

Supplemental documentation required by the College Guidelines is outlined below and should be included within Item I. Other Evidence of Teaching Effectiveness. (Editorial note: the following items use a lower case “L” followed by a number).

#### **1.1 Student Course and Teaching Evaluation Data**

The Candidate should provide a summary of statistical data (including the total number of students and total number of respondents) of teaching evaluations for each class taught by the Candidate, each semester, for the four years immediately preceding submission of the Dossier or for each year since their initial appointment if the appointment was less than 4 years prior.

Departments are expected to specify which measures they deem significant for inclusion in the Dossier.

Candidates should strive to obtain a sufficient number of evaluations (in each class) to accurately assess teaching effectiveness.

#### **1.2 Department Chair Evaluations of Teaching**

#### **1.3 Peer Evaluations of Teaching**

Peers (from within or outside the department) will conduct teaching evaluations of the Candidate based upon 1 or more classroom visits. Departments will determine the method of selection of peer evaluators.

The evaluator will provide a written evaluation of the Candidate’s teaching performance to the Candidate and will forward a copy to the Department Chair.

Candidates for Promotion and Tenure must have annual peer evaluations. These evaluations must be provided for the four years immediately preceding submission of the Dossier or for each year since their initial appointment if the appointment was less than four years prior. Missing evaluations must be explained in writing by the Department Chair in a letter to be included in the appendix.



- 1.4 **Statements of Self-Assessment**  
Candidates should summarize the results of their evaluations and evidence of teaching effectiveness. Further, Candidates should suggest changes that they might enact in order to improve their teaching effectiveness and assess the effectiveness of changes that they have previously enacted.

Additional supplemental documentation of teaching effectiveness from the following bulleted list may also be included:

- **Documentation or Evidence Showing Student Learning**  
Departments will determine appropriate examples to document student learning appropriate to their discipline. Examples may include, but are not limited to, pre-test/post-test comparisons, exit exams, student portfolios, and national certification examinations or state licensure exams.
- **Distinguished Teaching Awards or Other Recognition.**
- **Incorporation of Current Research to Enhance Teaching Effectiveness**
- **Incorporation of Current Technology to Enhance Teaching Effectiveness**
- **Mentoring and Promoting Student Research**  
List student names, year(s) of research, and a description of the research conducted for those individuals not otherwise documented in the Dossier.
- **Evidence of Implementation of Significant Course Revision as a Result of Program Review**

### **3.3 Scholarship/Creative Activity**

The College of Health, Science and Technology is committed to the value of scholarship and creative activity. The College recognizes there is a diversity of talents among the College faculty. Because of this diversity, it is essential that departments clearly state the department's expectations for scholarship and especially for the creative activities of its faculty. Although the Faculty Guide provides many examples of Scholarship/Creative activities, each department shall identify discipline specific examples of scholarship and creative activity that are applicable toward promotion and tenure.

#### **3.3.1 Definition of Scholarship/Creative Activity**

Scholarship may be defined as the documented distribution and review among peers of work grounded in research and/or creative activity through (1) publication, performance, or display and (2) presentations at professional

conferences, exhibitions or before learned societies. Faculty shall demonstrate a continuous and cumulative body of work with a reputation more national or international in scope as the candidate moves toward full professor.

### **3.3.2 Criteria for Scholarship/Creative Activity**

Scholarship and creative activity can be expressed in many forms, but the following are expected criteria:

- a. Work is discipline-based or supports a faculty member's discipline and is directly applicable to the academic program goals and objectives related to a faculty member's assignment/discipline
- b. Work has pedagogical value or significance within the faculty member's discipline.
- c. Work generally incorporates methodology from the discipline.
- d. Work reflects a level of expertise/creativity that reflects increasing scholarly maturity.

### **3.3.3 Refereed Publications**

#### **3.3.3.1 Definition of Refereed**

Refereed, which may be used interchangeably with "peer reviewed" or "juried," is defined as a structured reviewing system in which 1 or more reviewers, excluding in-house review, evaluated the submitted works and advised as to acceptance or rejection.

Refereed review is a process used for checking the work performed by one's professional equals or colleagues within a discipline (peers) to ensure it meets specific criteria. Peer review is used in working groups for many professional occupations because it is thought that peers can identify each other's errors. Generally, the goal of all peer review processes is to verify whether the work satisfies the standards for the discipline, identify any deviations from the standards, and provide suggestions for improvements.

#### **3.3.3.2 Distribution of Refereed Publications**

Results of the scholarly activity must be disseminated beyond the university and, as a result, contribute to broader body of knowledge. Publication may be in either traditional print media or in an electronic format.

### **3.3.4 Relationship of Scholarship/Creative Activity to Discipline**

Scholarship/creative activity has many components. These components should be directly related to an individual faculty's discipline and the academic program and department where the faculty member's appointment resides. Scholarship/creative activity beyond this focus is not applicable to promotion and tenure within the College. Scholarship/creative activity shall be interpreted to include, but is not limited to, involvement in the

scholarship/creative activity of basic and/or applied research and/or the scholarship/creative activity of teaching.

#### **3.3.4.1 Definition of Basic Research**

Basic research is oriented toward new knowledge. It is any activity that is carried out with the deliberate intent of extending knowledge in a particular academic discipline.

#### **3.3.4.2 Definition of Applied Research**

Applied research is oriented toward the application of knowledge obtained through basic research in the discipline. It is an activity that is carried out with the deliberate intent of solving a specific problem. The focus of applied research is the applicability of the research to a well-defined, practical need.

#### **3.3.4.3 Definition of the Scholarship of Teaching and Learning**

The scholarship of teaching and learning is defined as a systematic inquiry that focuses on the intentions, objectives, processes, and outcomes of formal instruction. It mirrors the intellectual endeavors practiced in basic and applied research. This dynamic process may involve investigating, collecting data, analyzing, applying, and reporting results. The anticipated outcome of this process will be enhanced student learning and more effective instruction.

Scholarship of teaching, sometimes referred to as pedagogical research, is oriented toward all methods of teaching and learning. It is an activity which explores (1) the merits of one educational approach to instruction over another approach, (2) under what conditions students learn best, (3) how educational material may be organized to enhance the learning process, or (4) investigations of the degree to which curricula meet the requirements they have been assigned to meet.

Faculty productivity related to the scholarship of teaching and learning may be used as evidence in the promotion and tenure process. Examples of scholarship/creative activity include articles in peer-reviewed academic or professional journals, presentations at professional meetings, publication in professional meeting proceedings, publication of cases, chapters in text books, and similar outputs. Authorship of test banks, student guides, and similar ancillary materials published in support of a text book are generally considered to be evidence of teaching or service rather than scholarly activity. Accomplishments related to development of curriculum, pedagogy, and assessment that is not disseminated outside the institution can be used as evidence of teaching, but not as a scholarly/creative activity.

#### **3.3.4.4 Definition of Creative Activity**

Creative activity refers to the result of the production of creative work by faculty. Creative activity involves not only the creation of a tangible product, but the subjection of that creative piece to judgment by the appropriate peer group through the vehicle of a juried performance, show, publication, display, or exhibit.

#### **3.3.5 Documentation of Scholarship/Creative Activities**

The Faculty Guide (Faculty Guide – III, Dossier Section B:

Scholarship/Creative Activities, Items a-g, pages 17-18) stipulates several examples of Scholarship/Creative activities to be enumerated by the Candidate. Individual departments shall identify discipline specific examples of scholarship and creative activity that are applicable toward promotion and tenure.

Candidates may insert a narrative paragraph at the beginning of the Faculty Guide section on Scholarship and Creative Activities, before Item a, that describes their research focus in order for the reviewer to more clearly understand the Candidate's research or creative topic. Additionally, this paragraph might explain how the Candidate meets the college minimum criteria for peer scholarly/creative activities (as outlined in 4. Promotion Guidelines) and the additional College specifications.

### **3.4 Service**

The College of Health, Science and Technology recognizes the significance of service to our students, our colleagues, and our profession. The College further accepts that service entails the application of faculty expertise to the needs or betterment of others, within the University or the profession, without direct financial reimbursement (excluding honoraria).

#### **3.4.1 Expectation for Service**

Candidates are not required to provide service applicable to each of the items enumerated in the Faculty Guide (Faculty Guide – III, Service, Items a-k, pages 18-19) and herein. Rather, candidates must demonstrate, through a sustained level of service, their commitment to participate in their department, college, university, and profession.

Candidates may insert a narrative paragraph at the beginning of the Faculty Guide section on Service, before Item a, that describes how the Candidate meets the college minimum criteria service (as outlined in 4. Promotion Guidelines).

#### **3.4.2 Examples of Service**

The Faculty Guide provides many examples of service (Faculty Guide – III, Service, Items a-k, pages 18-19).

The Faculty Guide Section III – Service, Item j. provides many examples of activities in which candidates may provide service or

opportunity for their colleagues' professional development. Examples of such activity would include organizing and chairing a session at a meeting, conducting a workshop on discipline-specific or other topics (locally or nationally), preparing media for distribution at such a program, or aiding in planning, preparation, or execution of any of the types of program listed above. (Note: Candidates who were participants in the types of programs listed here without making a substantive contribution are encouraged to list them under Faculty Guide Section B - Teaching item m. or Scholarship/Creative Activity item g).

The College supplements the Faculty Guide with the bulleted items below, which may be included following Service, Item k in the Dossier. Individual departments may also identify discipline-specific examples of service. Additional examples of service activities include:

- Mentoring of junior faculty within the university including conducting peer evaluations for promotion and tenure.
- Review of professional submissions and media (to include peer review of manuscripts and grant proposals) where discipline-specific knowledge is applied in the evaluation.
- Editing of a compiled volume or journal. If the candidate applies his/her professional expertise to the copy-editing or selection of the works to be included, such editing or compiling may be considered a scholarly activity.
- Significant contribution to the development of an accreditation report or similar documentation of programmatic review.
- Development of a departmental or professional newsletter, website, study guide, or other publication of limited circulation that lacks peer-review.
- Discipline-related service in a voluntary governmental position or on an advisory board or council outside the university community.
- Internal grants, awards, and contracts that have a primary purpose of providing service to the department. Include a description of any outcomes (new equipment for departments, G. A. positions, supplies, etc.).
- Service as an expert witness, translator/interpreter, or consultant, without compensation excepting honoraria.

The above list is not comprehensive. The candidate may include any other discipline-related activities that he/she considers as a service by including the date of service, the beneficiaries, and a description.

#### **4. Promotion Guidelines**

The College of Health, Science and Technology Guidelines are more stringent in some respects than the minimum requirements stated in the Faculty Guide and Board of Governors Policy. Any promotion procedure or Guideline not covered in the College Guidelines will be the same as in the Faculty Guide. Departments, in turn, may establish requirements more stringent than those of the College.

In keeping with current standards in the University, accomplishments offered as evidence for promotion at one rank **cannot** be offered as evidence at another rank; however, evidence offered to support a tenure request can also be used as support for a promotion.

Candidates for tenure and/or initial promotion at UCM may include in their dossiers accomplishments achieved prior to their appointment at UCM, and candidates for tenure can include accomplishments achieved during their entire appointment at UCM.

The following are **minimum** requirements for promotion from:

##### **4.1 Instructor to Assistant Professor**

“Promotion to assistant professor is based upon potential for professional development and excellence in teaching. A strong academic record should be present. There should be a clear indication that the individual has the aptitudes of a successful faculty member and will grow in stature and eventually qualify for the rank of professor.” (Faculty Guide III – 7; Criteria for Promotion, a)

**4.1.1** Credentials as established by the faculty member’s department and Terminal Degree Requirements as approved by the Provost.

##### **4.1.2 Teaching**

Candidates must provide a variety of evidence that documents their teaching effectiveness and that they meet all instructional expectations that may have been established by the faculty member’s department.

##### **4.1.3 Scholarship/Creative Activities**

Candidates must demonstrate a record of scholarly and/or creative achievement that supports the mission and goals of the department and the academic program within the context of his/her discipline. Departments will specify their expectations for appropriate, discipline-specific scholarly and creative activities.

#### **4.1.3.1 Minimum Refereed Publication/Juried Creative Activity**

##### **Expectations**

A Candidate is expected to have, since initial appointment at Central, published one refereed publication or juried creative activity and satisfied one of the following additional activities in 4.1.3.2.

#### **4.1.3.2 Additional Scholarly/Creative Activities**

The Candidate must present 1 item from the following list, in addition to the 1 required refereed publication/juried creative activity:

- a. One refereed publication or juried creative activity.
- b. Two (2) refereed presentations including papers, speeches, lectures, and poster sessions presented at institutions, conventions, workshops, conferences, exhibitions, and symposia.
- c. One contribution based upon a scholarly/creative activity and published in the conference proceedings of a state, regional or national meeting that is, therefore, not limited in its distribution to the individuals in attendance at an institution, convention, workshop, conference, exhibition, or symposium.
- d. Externally funded grant through the Office of Sponsored Programs or award through the UCM University Foundation that leads to a research or creative outcome.
- e. Applied creative endeavor that is carried out with the deliberate intent of solving a problem. Each applied creative endeavor must be peer reviewed by at least two faculty members of other universities that are approved by the department chairperson.

#### **4.1.4 Service**

Candidates must document one year of service on a department, college, or university (Faculty Senate, University/Administrative, or other) committee for each year in rank. Years of service may be on a single committee for multiple years or on multiple committees for a single year. Candidates must document additional service from the items listed in the Faculty Guide (c-k) and College Guidelines (3.4.2).

#### **4.2. Assistant Professor to Associate Professor**

“Promotion to associate professor is based upon actual performance as well as future potential. Above all, the individual should still be demonstrating excellence in teaching while developing professionally. A candidate for associate professor should be well on the way toward becoming a recognized contributor in a specialization relevant to his/her departmental discipline. It is assumed that candidates meet all requirements of the assistant professorship prior to promotion to associate professor.” (Faculty Guide III – 7; Criteria for Promotion, b)



**4.2.1** Credentials as established by the faculty member's department and Terminal Degree Requirements as approved by the Provost.

**4.2.2 Teaching**

Candidates seeking promotion to the rank of associate professor should demonstrate advancement of their teaching effectiveness, while developing a stronger knowledge of content and/or clinical expertise based on research and current practice.

**4.2.3 Scholarship/Creative Activities**

Candidates must demonstrate a record of scholarly and/or creative achievement that supports the mission and goals of the department and the academic program within the context of his/her discipline. Departments will specify their expectations for appropriate, discipline-specific scholarly and creative activities.

**4.2.3.1 Minimum Refereed Publication/Juried Creative Activity Expectations**

A Candidate is expected to have published, two refereed publications or juried creative activities and satisfy one of the following additional activities identified in 4.2.3.2.

If this is the candidate's first promotion at Central, 2 of the required scholarly expectations (both publications or 1 publication and 1 additional scholarly/creative activity) must have occurred after initial appointment at Central.

If this is the candidate's second promotion at Central, all of the required expectations must have occurred after the dossier for the previous promotion was submitted, and must not have been included in the previous dossier.

**4.2.3.2 Additional Scholarly/Creative Activities**

The Candidate must present 1 item from the following list, in addition to the 2 required refereed publication/juried creative activity:

- a. One refereed publication or juried creative activity.
- b. Two refereed presentations including papers, speeches, lectures, and poster sessions presented at institutions, conventions, workshops, conferences, exhibitions, and symposia.
- c. One contribution based upon a scholarly/creative activity and published in the conference proceedings of a state, regional or national meeting that is, therefore, not limited in its distribution to the individuals in attendance at an institution, convention, workshop, conference, exhibition, or symposium.

- d. Externally funded grant through the Office of Sponsored Programs or award through the UCM University Foundation that leads to a research or creative outcome.
- e. Applied creative endeavor that is carried out with the deliberate intent of solving a problem. Each applied creative endeavor must be peer reviewed by at least two faculty of other universities which are approved by the department chairperson.

#### **4.2.4 Service**

Candidates must document one year of service on a department, college, or university (Faculty Senate, University/Administrative, or other) committee for each year in rank. Years of service may be on a single committee for multiple years or on multiple committees for a single year. Further, Candidates must document additional service from the items listed in the Faculty Guide (c-k) and College Guidelines (3.4.2 l-s). At least one year of this service must be above the department committee level. Candidate must document service outside the university at the regional, state, national, or international level.

### **4.3 Associate Professor to Professor**

“Promotion to full professor implies that the individual faculty member is a recognized contributor in a specialization relevant to his/her departmental discipline and as a contributing member of the University of Central Missouri academic community. In addition, the individual should still be demonstrating excellence in teaching. It is assumed candidates meet all requirements of the associate professorship prior to promotion to professor.” (Faculty Guide III – 7; Criteria for Promotion, c)

**4.3.1** Credentials as established by the faculty member’s department and Terminal Degree Requirements as approved by the Provost.

#### **4.3.2 Teaching**

Candidates must provide a variety of significant evidence that documents their teaching effectiveness and that they meet all instructional expectations that may have been established in the faculty member’s department. With a spirit of collegiality, candidates should demonstrate instructional contributions that are significant and multifaceted and have developed to a high level that has been continuous since the last promotion or initial appointment, whichever occurred last. Further, candidates must demonstrate leadership in curriculum and/or program improvement.

#### **4.3.3 Scholarship/Creative Activities**

Candidates must demonstrate a record of scholarly and/or creative achievement that supports the mission and goals of the department and the academic program within the context of his/her discipline. Departments will specify their expectations for appropriate, discipline-specific scholarly and creative activities.

#### **4.3.3.1 Minimum Refereed Publication/Juried Creative Activity**

##### **Expectations**

A Candidate is expected to have, published two refereed publications or juried creative activities and satisfy two of the additional activities listed in 4.3.3.2.

These required activities must have occurred while at Central, unless the candidate was appointed at the rank of Associate Professor. If a candidate was appointed at the rank of Associate Professor, at least 2 of these refereed publications, ~~or~~ juried creative activities, or additional activities must have occurred during employment at Central.

The Candidate's body of scholarly work or creative activities must represent substantial contributions to the discipline, with departmental promotion guidelines specifying the criteria for what constitutes substantial contributions.

#### **4.3.3.2 Additional Scholarly/Creative Activities**

The Candidate must present two items from the following list, in addition to the two required refereed publication/juried creative activity:

- a. One refereed publication or juried creative activity.
- b. Two refereed presentations including papers, speeches, lectures, and poster sessions presented at institutions, conventions, workshops, conferences, exhibitions, and symposia.
- c. One contribution based upon a scholarly/creative activity and published in the conference proceedings of a state, regional or national meeting that is, therefore, not limited in its distribution to the individuals in attendance at an institution, convention, workshop, conference, exhibition, or symposium.
- d. Externally funded grant through the Office of Sponsored Programs or award through the UCM University Foundation that leads to a research or creative outcome.
- e. Applied creative endeavor that is carried out with the deliberate intent of solving a problem. Each applied creative endeavor must be peer reviewed by at least two faculty members of other universities that are approved by the department chairperson.

#### **4.3.4 Service**

Candidates must document one year of service on a department, college, or university (Faculty Senate, University/Administrative, or other) committee for each year in rank. Years of service may be on a single committee for multiple years or on multiple committees for a single year. At least one year of this

service must be above the department committee level. Candidates must have chaired 1 committee since their last promotion. Further, Candidates must document additional service from the items listed in the Faculty Guide (c-k) and College Guidelines (3.4.2). Lastly, Candidates must document service outside the university at the regional, state, national, or international level.

## **5. Tenure**

The College of Health, Science, and Technology standards and guidelines for the award of tenure are based on the Faculty Guide and Board of Governors Policy. Tenure is not automatically granted upon appointment or promotion to a particular rank, and tenure is not automatically granted based on a specified number of years of service to the university. The successful candidate for tenure must possess the appropriate academic credentials and must meet (1) the teaching, scholarship/creative activity, and service expectations for the candidate's current rank, and (2) the collegiality expectations of the department and college.

### **5.1 Teaching, Scholarship/Creative Activity, and Service Expectations**

Candidates for tenure must meet the following teaching, scholarship/creative activity, and service requirements based on the candidate's rank in the year the application for tenure is submitted.

#### **5.1.1 Assistant Professor**

Successful candidates for tenure must meet the minimum requirements for promotion to Assistant Professor as specified in Section 4.1 of these Guidelines.

A doctoral dissertation, or corresponding work product for an appropriate terminal degree (e.g. MFA), completed since the initial appointment, may be substituted for 1 Scholarly/Creative Activity (as required in 4.1.3.2).

#### **5.1.2 Associate Professor**

Successful candidates for tenure must meet the minimum requirements for promotion to Associate Professor as specified in Section 4.2 of these Guidelines.

#### **5.1.3 Professor**

Successful candidates for tenure must meet the minimum requirements for promotion to Professor as specified in Section 4.3 of these Guidelines.

### **5.2 Collegiality Expectations**

"Considering the long-term commitment involved, the awarding of tenure should be based on an analysis of present and anticipated needs of the department and a careful and complete review of all aspects of the individual, keeping in mind the value of having persons with a variety of backgrounds, training, experience, viewpoints, and interests." (Faculty Guide, Section III, B, 3, d)

Those tasked with appraising a tenure candidate's collegiality should understand that the award of tenure will likely involve a long-term appointment to the college and department. Collegiality is a professional (not personal) criterion that focuses on the

candidate's performance as a faculty member in the college and department. Collegiality is not likeability or sociability. Collegiality is not conformity to the views of tenured faculty.

Collegiality can best be evaluated at the departmental level. Concerns respecting collegiality should be shared with the candidate as soon as they arise. Faculty members should recognize that their judgment of a candidate's collegiality will carry weight with the Promotion and Tenure Committee.

Issues relevant to an appraisal of a tenure candidate's collegiality are:

- Are the candidate's professional abilities and relationships with colleagues compatible with the missions and long-term goals of the college and department?
- Has the candidate demonstrated an ability and willingness to engage in shared academic and administrative tasks that colleges and departments must often perform?
- Has the candidate exhibited an ability and willingness to participate with some measure of reason and knowledge in discussions germane to college and departmental policies and programs?
- Has the candidate established and maintained high standards of professional integrity?

"Utmost care will be exercised by all individuals and bodies reviewing applications for tenure to exclude possible prejudice concerning such matters as age, race, color, religion, sex, national origin, sexual orientation, marital status, Vietnam Era veterans, and persons with handicaps and disabilities." (Faculty Guide, Section III, B, 3, d)

### **5.3 Documentation of Collegiality**

Although the Faculty Guide does not address documentation of collegiality, the Candidate may choose to address collegiality in the Optional Statement that is appended at the end of the Dossier (Faculty Guide, Section III, B). The Candidate may include evidence of collegiality (ex. Chair evaluations) as an appendix.

## **6. Implementation Schedule**

### **6.1 Effective Date**

Guidelines (initial or revised) will be in effect upon acceptance by the Dean.

### **6.2 Implementation Date**

The initial Guidelines will be implemented Fall 2013. Revised Guidelines are implemented at the beginning of the Fall Semester of the next academic year.

### **6.3 Implementation of General Guidelines**

Departments will develop and approve a peer evaluation system (2.2.6) and designate discipline-specific items for scholarly/creative activities (4.1.3.2, 4.3.3.1) and service (4.1.4) by August 30, 2014.

#### **6.4 Individual Variance**

**6.4.1** Candidates applying for promotion and/or tenure in the Fall Semester of 2013 will have the option of using either the new College Guidelines or the guidelines in place for their previous college during the 2010-11 academic year.

The candidate's choice of guidelines to be used to assess their Dossier should be stated within the Dossier (See Appendix 1).

**6.4.2** Candidates who negotiated a foreshortened timeline for Promotion and/or Tenure should document this arrangement within the optional statement or in writing as an appendix.

**6.4.3** In recognition of the possibility that individual faculty members may need time to adapt their professional development to meet these Guidelines, Chairs may propose to the Dean, on a case to case basis, variances in the implementation of certain sections of the Guidelines in terms of implementation date or content. Any such variance must be requested 1) at the time of initial appointment, 2) within 6 months of the implementation date of these Guidelines or 3) within six months to the implementation date of subsequent revisions. The Dean will exercise professional judgment in evaluating these requests and may approve or disapprove such variances on an individual basis. The Dean, as academic leader in the college, will make the final decision on variance requests.

#### **Appendix 1: Choice of Guidelines for review of 2013-2014 Candidates**

Candidates applying for Promotion and/or Tenure in the Fall Semester of 2013 will have the option of using either the new College Guidelines or the guidelines in place for their previous college during the 2010-11 academic year.

Insert the following page after the Cover Page of the Dossier instructing the Department and College Committees, the Department Chair, and the Dean of the Candidate's choice of Guidelines to be used for the assessment of the Dossier.

This page will not count against the 25 page Dossier limit.

I, Candidate's name, select to use the following College Guidelines for the assessment of my Dossier.

- ☐ College of Health, Science, and Technology Guidelines as implemented in 2013
- ☐ College of Arts, Humanities, and Social Sciences Guidelines from the 2010-11 academic year
- ☐ College of Health and Human Services Guidelines from the 2010-11 academic year
- ☐ College of Science and Technology Guidelines from the 2010-11 academic year

---

Signature

---

Date