

College of Education Guidelines for Promotion/Tenure

Approved by electronic vote of College of Education faculty ending May 14, 2018.

This document articulates minimum expectations for College faculty while recognizing that no single expectation can be taken as sufficient for the award of promotion or tenure. In addition, it is recognized within the College that promotion and tenure decisions are not only quantitative but also qualitative in nature.

Generally, faculty dossiers are to be reviewed and considered for a faculty member's tenure and promotion primarily on the basis of established and scholarly operationalized standards of the teaching, scholarship, and service criteria. These standards must reflect consistency with guidelines established at the College and University levels.

1. General Procedures for Promotion and Tenure
2. College of Education Criteria for Promotion
3. The Promotion and Tenure Dossier

1. General Procedures for Promotion and Tenure

The College of Education procedures and guidelines for promotion and tenure are based on the University Policy Library: Academic Policies and Procedures (<https://www.ucmo.edu/academicpolicy>). **Any promotion and tenure procedures and guidelines not covered in this document will be the same as in the University Policy Library.** Candidates should also consult Academic Policies and Regulations (AP&R) 21 Guiding Principles for the Preparation of Appendices Documentation.

College Promotion and Tenure Committee

1.1.1 Committee Members and Selection

The College Promotion and Tenure Committee will be composed of two elected voting members from each school. The Dean may appoint one additional member to the committee.

1.1.2 Committee Terms

Length of term for ~~elected~~ committee members is two years. No member may be considered for promotion and/or tenure during his/her term of service.

1.1.3 Committee Chair

The Committee shall elect, from its members, a Chair who shall serve a one year term.

1.1.4 Committee Meetings

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 University Policy Library.

1.1.5 Committee Responsibilities and Duties

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

1.1.5.1 The Committee will consistently apply, in a fair and professional manner, College Guidelines to all dossiers submitted for their review and evaluation.

1.1.5.2 Each faculty member's application is based strictly on that individual's own merit. Candidates are not ranked at any level.

1.1.5.3 Each Committee member will individually and objectively evaluate each dossier submitted for promotion and/or tenure. The full Committee will then meet to discuss each dossier. A quorum of Committee members is required for all discussions and meetings.

1.1.5.4 Prior to voting on recommending any candidates, the Committee will formalize the process it will use for reviewing and evaluating candidates. The Committee will reach its conclusive recommendation for each candidate by simple majority vote of those members in attendance. This recommendation is then forwarded to the Dean.

1.1.5.5 The Committee will conduct an annual forum for candidates for promotion and tenure. This workshop will be held in the spring semester.

1.1.6 Committee Chair Responsibilities

1.1.6.1 The Committee Chair will announce and conduct the Committee meetings to discuss candidate dossiers.

1.1.6.2 The Committee Chair will ensure, so far as possible, that the Committee will consistently apply College Guidelines to all dossiers submitted for their review and evaluation.

The Committee Chair will forward the Committee's written recommendation on each candidate to the Dean and to the candidate.

1.1.6.4 In the spring semester of each year, the Committee Chair, with assistance from the Committee, will announce and conduct a Promotion and Tenure Forum for faculty.

1.1.6.5 The Committee Chair will convene the Committee as necessary to discuss and act on recommended changes to these Guidelines. The Committee Chair will conduct College forums to discuss the recommended changes. The Committee Chair will then

submit the recommended changes to the College faculty for a vote.

1.2 College Dean Responsibilities

1.2.1 The Dean's primary responsibility in the promotion and tenure process is to conduct an independent evaluation of each candidate and the projected future needs of the school and College.

1.2.2 The Dean shall convene the Committee and review the College Guidelines and school operational definitions at the beginning of each academic year and the Committee's role in the promotion and tenure process.

1.2.3 The Dean is responsible to assure that each school adopts operational definitions for promotion and tenure consistent with the College and University Guidelines. The Dean is also responsible to assure that each school-annually reviews and makes necessary changes to these operational definitions. The Dean shall review and approve the initial school-operational definitions and amended changes to these operational definitions.

1.2.4 The Dean has responsibility to assure that the College ~~has~~ Promotion and Tenure Guidelines align with University Guidelines.

1.2.5 The Dean has the responsibility to inform Candidates regarding the College Promotion and Tenure Guidelines.

1.3 Procedure to Adopt College Guidelines

1.3.1 The faculty will make a recommendation to the Dean to accept or reject the Guidelines by a simple majority vote of the faculty who cast a vote. All tenured and tenure track College faculty are eligible to vote.

1.3.2 These Guidelines will be approved by the Dean.

1.4 Procedure to Change College Guidelines

1.4.1 Any CoE tenured or tenure-track faculty may recommend changes to these Guidelines. Any such recommendation should be submitted in writing to the Committee Chair.

1.4.2 The Committee will discuss these changes and determine by a simple majority vote whether to recommend acceptance or rejection of the change(s).

1.4.3 If the Committee recommends rejection of the proposed change(s), the faculty member can submit the proposal to the CoE faculty for a vote to accept or reject the proposed change(s).

1.4.4 The Committee will bring recommended changes to the full College faculty for discussion and recommendations to the Dean. The recommendations will be the simple majority vote of the faculty who cast a vote. All tenured and tenure-track College faculty are eligible to vote.

1.4.5 Changes accepted by the Dean will be effective on July 1 following the faculty vote to recommend the change.

2. College of Education Criteria for Promotion

*Recommendations concerning promotion should reflect careful evaluation of (1) effectiveness in teaching¹, (2) scholarly performance involving discipline-related inquiry and/or creative endeavors/activities, and (3) service to and recognitions within the university community and the professional discipline. Recommendations for promotion should, therefore, be based solely on evidence pertaining to these goals. Such evidence is to be found in each candidate's dossier appendices. Utmost care will be exercised by all individuals and bodies making personnel recommendations to exclude possible prejudice concerning such matters as race, color, religion, sex, national origin, sexual orientation, marital status, veteran status, and persons with handicaps and disabilities.**

The faculty in the College of Education believe that promotion is recognition of a faculty member's sustained and distinguished service to the school, college, university and profession and is based upon demonstrated accomplishments. Promotions are awarded on the basis of merit which has been substantiated by academic credentials and by systematic evaluation of a faculty member involved. Promotions are not automatic but must be earned. The criteria for recognition and evaluation of merit will become progressively more exacting as a faculty member moves from lower to higher academic ranks. Promotion to the rank of professor will be reserved to those faculty members who have demonstrated exemplary performance in their respective fields.

It is strongly recommended that each school design and implement a mentoring component for faculty. For example, the school may choose to have several meetings a year to discuss promotion/tenure criteria, and/or they may assign specific mentors for tenure track faculty. This is especially important for junior faculty and faculty who may have previously been denied promotion or tenure. In addition, mentors should provide guidance to junior faculty regarding the avoidance of becoming over-extended, while still meeting the needs of their students, the university, and their professional obligations.

2.1 Promotion Criteria In Support of the University Mission

The criteria for promotion for each academic rank in the College of Education are delineated below. However, it should be noted that in extraordinary circumstances, as determined by the school chair and Dean, a faculty member may gain approval to reconfigure the criteria with written support of the school chair and Dean. Any such reconfiguration of the criteria must be supported in writing by the school-promotion committee and by the Dean. Examples of scenarios leading to this sort of agreement might be an extended university, college, or school service role, teaching duties requiring consistent travel off campus, initiating a new program from scratch, or a

special temporary assignment as assigned by the school chair, Dean or university administration.

2.1.1 TEACHING

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of intellectual expression. The college is committed to excellence in teaching. Requisite skills necessary for excellence in teaching include communication skills; the ability to interest and motivate students to achieve high standards; continued maintenance of professional and peer relationships; the ability to generate enthusiasm for learning; mutual respect for all contacts; diversity sensitivity; ongoing professional development and adaptation with respect to individual student needs and learning styles.

- The Faculty in the College of Education strongly believe that learning is the heart of The University of Central Missouri's mission as a comprehensive institution of higher learning. Thus, excellence in teaching has traditionally been the most determining criterion for promotion and tenure of faculty in our College. Excellence in teaching must -however- be supported by achievements in scholarship and service. Under the Criteria for Promotion in the University Policy Library, it is clearly stated "The candidate is expected to demonstrate excellence in teaching and achievements in both service and scholarship."

In an effort to support this tradition of academic excellence, evaluation of the candidate's fulfillment of the teaching criterion requirements at all three promotional levels must be given first attention. Once excellence in the area of teaching has been documented, evaluation of the candidate's achievement in the areas of scholarship and service will then proceed.

While there is no complete or consensual definition of excellence in teaching, the College of Education faculty believe that achievement in this area can be reflected in the creation and enhancement of learning processes that may include but are not limited to the following:

- Enhancement of student learning
- Creation of an effective learning environment in the classroom that demonstrates best practices
- Continuous refinement of curriculum and instructional pedagogy.
- Keeping current in discipline and area(s) of expertise as required for effective teaching performance.
- Attitude of dignity and respect toward students and peers.

- Exercising integrity and ethical conduct and assuming the legal and ethical responsibilities of teaching.
- Utilizing current and effective communication skills across all classroom, collegial and discipline interactions.
- Implementation of current instructional technology in the classroom.

2.1.2 Continuum of Teaching Excellence

The three levels of professional rank should be thought of as continuum of performance in teaching excellence from the potential - at the assistant professor level- to the actual- at the full professor level. The following are the standards for each rank:

2.1.2.1 Assistant Professor Level.

Promotion to assistant professor level is based upon future potential for excellence in teaching. Candidates must provide a variety of evidence that documents a strong potential for excellence in teaching, teaching effectiveness, and enhancement of the academic community at UCM. The evidence should meet all school expectations for faculty at the assistant professor level.

2.1.2.2 Associate Professor Level.

Promotion to associate professor level is based upon actual performance as well as future potential. The candidate should still be demonstrating excellence in teaching while developing professionally. Candidates must provide a variety of evidence that documents excellence in teaching, teaching effectiveness, and enhancement of the academic community at UCM. The evidence should meet all school expectations for faculty at the associate professor level.

2.1.2.3 Professor level

Promotion to full professor implies that the individual faculty member is recognized as an outstanding contributor in a specialization relevant to his/her school discipline and as a contributing member of the University of Central Missouri's academic community. In addition, the individual should still be demonstrating excellence in teaching. Candidates must demonstrate the maturity of their teaching by showing that their instructional contributions are significant and multi-faceted and have developed to a high level that has been continuous since the last promotion or initial appointment, whichever occurred last. Candidates must provide a variety of significant evidence that documents excellence in teaching, teaching effectiveness, and enhancement of the academic community at UCM. The evidence should meet all school expectations for faculty at the professor level.

Faculty in all schools shall indicate in writing how the above criteria are operationally defined within their specific disciplines, using appropriate school, college, disciplinary and/or interdisciplinary forums. Schools where accreditation agencies' standards impact promotion decisions should ensure alignment with accreditation criteria. These operational definitions shall be distributed to all faculty in those areas and shall be used by school and college promotion committees and administrators at all levels in their deliberations.

1.2.2.4 Dossier to support teaching

Recommendations for promotion and/or tenure will be based upon evidence of enhancement of the academic community at UCM, excellence in teaching, and teaching effectiveness as presented in the candidate's promotion and/or tenure dossier. *The dossier represents both quantitative and qualitative data concerning the candidate's total contribution to the advancement of the students, the academic community at The University of Central Missouri and the candidate's professional discipline.*

Types of evidence that might be used to document evidence of enhancement of the academic community at UCM, excellence in teaching, and teaching effectiveness are suggested below. *The candidate should organize evidence in the dossier as listed, but listing only criteria for which evidence is presented.*

2.1.2.5 General Information

Professional Teaching Experience. Include elementary, secondary, college and university experience.

Non-Teaching Professional Experiences. Include those non-teaching experiences that will improve or increase teaching effectiveness. Appropriate summer employment may be included.

Licenses, Registrations and/or Certifications (if applicable).

2.2 Evidence of Enhancement of the Academic Community at UCM, Excellence in Teaching and Teaching Effectiveness

2.2.1 Enhancement of the Academic Community at UCM

Examples of enhancement of the academic community at UCM **may include but are not limited to the following:**

- *Courses Taught. List the courses taught by category and total number. Indicate any administrative or supervisory responsibilities by individual courses.*
- *Teaching Preparations. List the course number, title and credit hour for each preparation by term for the last three years (or longer if perceived as relevant).*

- *Teaching Assignments Away from Campus. List by date, course, enrollment, and location*
- *Supervision. Indicate the number of students and the extent of involvement with interns, methods students, student teachers, etc.*
- *Student Counseling and Advising.*
- *Theses Directed. Indicate the years, identify the students, list the titles and designate those that have been published.*
- *Graduate Degree Committee Memberships. Include information concerning committee participation. Indicate years, and identify the students and the titles of theses.*
- *Research Problems, Special Projects, and Readings. Indicate the year and list the specific titles.*
- *Contribution to Course and Curriculum Development. List the year and each significant contribution to course and/or curriculum development at The University of Central Missouri. Provide a brief statement describing the contribution.*
- *Preparation of Instructional Media. Textbooks, laboratory manuals, video-tapes, instructional films, tape/slide presentations, auto- tutorial modules, personalized self-instruction units, etc. should be cited.*

Note: Other specific examples of enhancement to the academic community at UCM to be defined in the school promotion and tenure guidelines.

2.2.2 Excellence in Teaching

Examples of evidence of excellence in teaching **may include but are not limited to the following:**

- *Experimentation and/or Research in Instructional Methods and Techniques. Briefly describe the project(s), mentioning the hypothesis being tested or the purpose of the investigation, the procedures utilized, number of students involved, and the results and outcome of the work.*
- *Conventions, Clinics, Institutes, Workshops, Post-Doctoral Course Work, Internships, Sabbaticals, and Other Programs. List here*

professional development activities that contribute to teaching effectiveness and/or subject mastery. These activities should be listed by date, title and sponsoring agency.

- Chair/peer evaluations of teaching.
- Distinguished teaching awards or other recognition.
- Grants that enhance teaching skills.
- Invitations from other educational institutions or agencies to demonstrate effective teaching.
- Teaching portfolio.

Note: Other specific examples of excellence in teaching to be defined in the school promotion and tenure guidelines.

2.2.3 Effectiveness in Teaching

Examples on evidence of teaching effectiveness **may include but are not limited to the following:**

- Student course and teaching evaluation data.
- Chair/peer evaluations of student learning.
- Statements from colleagues who have observed the candidate in the classroom and student performance.
- Student pre/post content knowledge before and after a course.
- Reflection on the implementation of professional development plans for improvement of the candidate's teaching skills to enhance student performance.
- Exit exam data.
- Support of student learning through program review.
- Accreditation review that focuses on student learning.
- Course audit.

- Supportive data from student portfolio.

Note: Other specific examples of effectiveness in teaching to be defined in the school promotion and tenure guidelines.

Optional Reflective Statement on Teaching

As a support to the qualitative and quantitative data submitted in the promotion and/or tenure dossier, the candidate may choose to include a reflective statement that describes his/her personal teaching philosophy, instructional strategies and objectives for the future.

2.3 SCHOLARSHIP

The College of Education is committed to the value of scholarship and creative endeavors. The College recognizes there is a diversity of talents among the College faculty. Because of this diversity, it is essential that schools clearly state their expectations for scholarship and especially for the creative endeavors of its faculty. Each school shall identify discipline specific examples of scholarship and creative endeavors that are applicable toward promotion and tenure. The University Policy Library provides many examples of Scholarship and Creative endeavors. The University recognizes that there has been a proliferation of so-called “predatory publications” that have questionable veracity and a general lack of rigor in scholarship. These publications typically do not involve genuine peer review of submissions and require that authors must pay a fee to have their submission published. Publishing in these types of journals is discouraged and, as such, any scholarly endeavor of this type will not be considered in the promotion and tenure review process.

2.3.1 Continuum of Scholarship

2.3.1.1 Instructor to Assistant Professor

Credentials as established by the faculty member’s school.

Scholarship and Creative Endeavors

Candidates must demonstrate a record of scholarly and/or creative achievement. Specific expectations regarding the types of these scholarly and/or creative endeavors will vary depending on one’s academic discipline and school. To be counted toward meeting the criteria, each instance of scholarship must be:

- (1) discipline based or support the faculty member’s discipline (including the scholarship of teaching) and
- (2) applicable to the academic program goals and objectives related to the faculty member’s assignment in agreement with and endorsed by the

faculty member's school chair. Schools will determine guidelines for journals, grants, and other scholarly products meeting sufficient quality to satisfy the following criteria.

Minimum Refereed Publication Expectations

A faculty member is expected to have, while in the rank of instructor, published a minimum of **two refereed scholarly publications**. These refereed publications are to be (1) discipline based or support the faculty member's discipline (including scholarship of teaching) and (2) directly applicable to the academic program goals and objectives related to the faculty member's assignment. Referred scholarly publications may include:

- (1) refereed journal article (excluding any from predatory journals).
- (2) published refereed book or monograph.
- (3) chapter* in an edited, refereed book.

*At the school level, the decision may be made that the minimum requirement for scholarship can be satisfied with the authorship of multiple chapters in a refereed book.

Substitutions for Refereed Publications

Alternatively, the minimum requirement for scholarship can be satisfied with **one refereed scholarly publication plus one** (1) of the following of which needs substitution preapproval from the chair and dean:

- (1) **Two** refereed papers, presentations/juried creative endeavors presented at state, regional, national, or international meetings.
- (2) Duties as editor, guest editor, reviewer, or member of a peer review panel for a professional or scientific journal identified by school guidelines or letter from the Dean and School Chair as relevant to the profession or discipline.
- (3) Externally funded grant through the Office of Sponsored Programs.
- (4) **Scholarly writing of accreditation documents, such as HLC program reports, CAEP institutional reports, and program/SPA reports.**
- (5) A scholarly project that does not fall into the categories above, such as participation in the development of state standards. Any such project must be supported in the school's guidelines and must be approved by the school ~~faculty~~ chair and the Dean as representing a substantial scholarly contribution in the discipline. This approval must occur prior to submitting the dossier and documented evidence of the approval be inserted in the dossier, typically a letter signed by both the Dean and the school chair.

Statement of Scholarship and Creative Endeavors (i.e., advanced

work in the relevant fields of study)

Candidates are encouraged to include a statement describing their discipline and area of expertise at the beginning of the Scholarship/Creative Activity section of the dossier. Such a statement assists dossier reviewers to place the candidate's work in the context of the candidate's discipline.

2.3.1.2 Assistant Professor to Associate Professor

To be counted toward meeting the criteria, each instance of scholarship must be (1) discipline based or support the faculty member's discipline (including the scholarship of teaching) and (2) applicable to the academic program goals and objectives related to the faculty member's assignment in agreement with and endorsed by the faculty member's school chair. Schools will determine guidelines for journals, grants, and other scholarly products meeting sufficient quality to satisfy the following criteria.

At a minimum, the candidate must have three (3) refereed scholarly publications while in the rank of Assistant Professor.

Refereed scholarly publications may include:

- (1) Refereed journal article(s) (excluding any from predatory journals).
- (2) Published refereed book(s) or monograph(s).
- (3) Chapter(s)* in edited, refereed book(s)

*At the school level, the decision may be made that the minimum requirement for scholarship can be satisfied with the authorship of multiple chapters in a refereed book.

Alternatively, the minimum requirement for scholarship can be satisfied with two refereed scholarly publications plus one (1) of the following:

- (1) Grant activity in which the candidate must be the Principal Investigator of one externally funded grant,
- (2) Two refereed presentations presented at state, regional, national, or international meetings.
- (3) Duties as editor, guest editor, reviewer, or member of a peer review panel for a professional or scientific journal identified by school guidelines or letter from the Dean and School Chair as relevant to the profession or discipline.
- (4) Scholarly writing of accreditation document.**
- (5) A scholarly project that does not fall into the categories above. Any such project must be supported in the school's guidelines and must be approved by the school faculty and the Dean as representing a substantial scholarly contribution in the discipline. This approval must occur prior to submitting the dossier and documented evidence of the approval be inserted in the dossier, typically a letter signed by both the Dean and the school chair.

2.3.1.3 Associate Professor to Full Professor

To be counted toward meeting the criteria, each instance of scholarship must be (1) discipline based or support the faculty member's discipline (including the scholarship of teaching) and (2) applicable to the academic program goals and objectives related to the faculty member's assignment in agreement with and endorsed by the faculty member's school chair. Candidates are expected to assume increasing leadership roles in authorship of scholarly products to include sole or lead authorship among multiple authors. Schools will determine guidelines for journals, grants, and other scholarly products meeting sufficient quality to satisfy the following criteria.

At a minimum, the candidate must have three (3) refereed scholarly publications while in the rank of Associate Professor.

Refereed scholarly publications may include:

- (1) Refereed journal article(s).
- (2) Published refereed book(s) or monograph(s).
- (3) One chapter* in an edited, refereed book.

*At the school level, the decision may be made that the minimum requirement for the three refereed scholarly publications can be satisfied with the authorship of multiple chapters in a refereed book.

In addition, the candidate must have one (1) of the following:

- (1) Grant activity in which the candidate must be the Principal Investigator:
 - a. One externally funded grant; or
 - b. Two submitted external grant applications; or
 - c. One internally funded grant plus one submitted external grant application.
- (2) Two refereed presentations presented at state, regional, national, or international meetings.
- (3) Duties as editor, guest editor, reviewer, or member of a peer review panel for a professional or scientific journal identified by school guidelines or letter from the Dean and School Chair as relevant to the profession or discipline.
- (4) *Scholarly writing of accreditation document***
- (5) A scholarly project that does not fall into the categories above. Any such project must be supported in the school's guidelines and must be approved by the school faculty and the Dean as representing a substantial scholarly contribution in the discipline. This approval must occur prior to submitting the dossier and documented evidence of the approval be inserted in the dossier, typically a letter signed by both the Dean and the school chair.

One of the three refereed scholarly publications or one of the items above may be replaced by a scholarly project that does not fall into the categories above. Any such project must be supported in the school's guidelines and must be approved by the school faculty and the Dean as representing a substantial scholarly

contribution in the discipline. This approval must occur prior to submitting the dossier and documented evidence of the approval be inserted in the dossier, typically a letter signed by both the Dean and the school chair.

2.4 SERVICE

Candidates for promotion or tenure are expected to present documentation supporting a strong record of service to the University and their profession or discipline. Further, candidates are expected to obtain and maintain any professional memberships, certifications and state licenses deemed appropriate or necessary for professional practice and relevant to program accreditation standards. School guidelines will specify which, if any, professional memberships, certifications, and licenses are needed in support of the school's mission, program accreditation, or required to model for students an appropriate professional orientation.

2.4.1 Continuum of Achievement in Service

2.4.1.1 Instructor to Assistant Professor

All of the following minimum service requirements must have been met while the candidate was at the rank of Instructor.

1. Service to the University

At a minimum, the candidate must have provided valuable and substantial service as a member or chair of at least two School, College, University, or Senate committees. These need not be two different committees. For example, substantial service on a single committee for two years could be equivalent to substantial service on two different committees for one year each. Alternatively, the candidate may satisfy the University service requirements through substitution of any other substantial acts of University service that are either specified in school guidelines or supported by letter from the school chair and Dean.

2. Service to the Profession or Discipline

The candidate must document membership in any of the regional, state, national and international professional organizations or specialty professional associations (SPAs) specified in school guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation. Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the school level is critical.

2.4.1.2 Assistant Professor to Associate Professor

All of the following minimum service requirements must have been met while the candidate was at the rank of Assistant Professor.

1. Service to the University

At a minimum, the candidate must have provided valuable and substantial service as a member or chair of at least three school, College, University, or Senate committees. These need not be three different committees. For example, substantial service on a single committee for two years could be equivalent to substantial service on two different committees for one year each. **In addition, this service should occur on at least two different levels (i.e., school, College, or University).** Alternatively, the candidate may satisfy two of the four University service requirements through substitution of any other substantial acts of University service that are either specified in school guidelines or supported by letter from the school chair and Dean.

Examples of substantial acts of University service could include, **but are not limited to:**

- (1) Sponsorship of student organizations or management of significant student activities.
- (2) Student recruitment activities.
- (3) Development of a new community service program or substantial improvement to an existing community service program.
- (4) Service as Program Coordinator

2. Service to the Profession or Discipline

The candidate must document active membership in any of the regional, state, national and international professional organizations or specialty professional associations (SPAs) specified in school guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation. Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the school level is critical.

Examples of active membership could include **but are not limited to:**

- (1) Member of a standing or ad hoc committee or task force of a specified professional or scientific organization.

- (2) Consultant or member of an official advisory committee or commission for a local, state, federal or international government agency, including a local educational authority or charter school.
- (3) Uncompensated, or only partially compensated service as a local, state, or national government official in a position identified by school guidelines or letter from the Dean and School Chair as important to the profession, discipline, or University mission.
- (4) Service as an editor, guest editor, reviewer, or member of a peer review panel for a professional or scientific journal identified by school guidelines or letter from the Dean and School Chair as relevant to the profession or discipline.
- (5) Professional conference/convention program planning.

Note: Other specific examples of active membership are to be defined in the school promotion and tenure guidelines.

2.4.1.3 Associate Professor to Full Professor

All of the following service requirements must have been met while the candidate was at the rank of Associate Professor.

1. Service to the University

At a minimum, the candidate must have provided valuable and substantial service as **chair** of at least one School, College, University, or Senate committee. Also, the candidate must have served as a valuable member or chair of **three additional** College, University, or Senate committees. These need not be four different committees. For example, substantial service on a single committee for two years could be equivalent to substantial service on two different committees for one year each. In addition, these services opportunities should occur on at least two different levels (i.e., school, College, or University). **For the candidate to be promoted to the rank of full professor, at least one of the four required committees must be at the University or Faculty Senate level.** Alternatively, two of the latter minimum service requirements may be satisfied through any other substantial acts of university service that are either specified in school guidelines or supported by letter from the School Chair and Dean.

Examples of substantial acts of University service may include but are not limited to those listed in this document for the service criteria for promotion to associate professor.

2. Service to the Profession or Discipline

The candidate must document both active membership and influential participation in any of the regional, state, national and international

professional organizations or specialty professional associations (SPAs) specified in school guidelines to be relevant to the profession or discipline, necessary for program accreditation, or which serve to model for students an appropriate professional orientation. Opportunities for service to the professional discipline may vary substantially by discipline. Consequently, interpretation of these criteria at the School level is critical.

Examples of influential participation could include **but are not limited to**:

- (1) Officer of a specified professional organization or learned society.
- (2) Chair or influential participant of a standing or ad hoc committee or task force of a specified professional organization.
- (3) Valued consultant or influential member of an official advisory committee or commission for a local, state, federal or international government agency, including a local educational authority or charter school.
- (4) Uncompensated or only partially compensated service as a local, state, or national government official in a position identified by school guidelines or letter from the Dean and School Chair as important to the profession, discipline, or University mission.
- (5) Service as an editor, guest editor, reviewer, or member of a peer review panel for a professional or scientific journal identified by al guidelines or letter from the Dean and Chair as relevant to the profession or discipline.
- (6) Professional conference/convention program planning.

Note: Other specific examples of influential participation are to be defined in the school promotion and tenure guidelines.

Public Service

Public service is defined as any type of service that does not directly support the University mission, or which is not specified as professional service by school guidelines or letter from the Dean and School Chair. Public service is highly recommended but is not required for promotion or tenure. If public service is performed, it should be considered as part of the overall service evaluation.

3. The Promotion and Tenure Dossier

The candidate's dossier summarizes the evidence presented to substantiate the candidate's case for promotion and /or tenure. The dossier represents both quantitative and qualitative data concerning the candidate's total contribution to the advancement of the students, the academic community at Central Missouri State University and the candidate's professional discipline. The tenure dossier may include information relating to the prior service experience of the faculty member. The promotion dossier will include

those accomplishments since the dossier was submitted for the previous promotion at UCM.

There are two sections of the dossier:

Section A *consists of the cover page, represents both a checklist of the procedures through which a dossier must pass as well as an outline of the actions taken on an individual's status.*

Section B *is the candidate's section.*

Both Sections A & B are addressed in the UCM University Policy Library: Academic Policies and Procedures (<https://www.ucmo.edu/academicpolicy/>) and are therefore incorporated by reference into this College of Education Promotion and Tenure document. Candidates must follow the UCM Academic Policies and Procedures regarding all required information.

For more information, see the UCM University Policy Library: Academic Policies and Procedures (<https://www.ucmo.edu/academicpolicy/>).