

GUIDELINES FOR PROMOTION AND TENURE

The University of Missouri-Kansas City is a community of learners and scholars making significant contributions to society. UMKC faculty are creative scholars and inspired teachers dedicated to the pursuit of knowledge and its transmission to others. They are also productive citizens of the UMKC and broader communities. The University respects that the faculty represent a mosaic of talent who contribute to the mission of the institution in varied ways. It is expected that faculty seeking promotion or tenure will have documented evidence of scholarship, excellence in teaching, and citizenship.

FACULTY RESPONSIBILITIES

Teaching

Teaching Excellence

Teaching undergraduate and graduate students is a respected activity at UMKC. All faculty have an obligation to teach well and use a scholarly approach to improve their work. Excellence in teaching occurs when the instructor effectively engages students in their own learning. The faculty member creates a variety of learning opportunities that arouse students' curiosity and stimulates them to engage in creative work in order to achieve the course/curriculum goals. Excellent teachers critically evaluate materials related to their field of specialization and incorporate them into their course offerings. It is imperative that faculty use strategies that enhance student learning and have assessments that reflect the commitment to teaching excellence.

Examples: Excellence in Teaching

- Courses taught at a rigorous and challenging level
- Student mentoring and advising
- Supervision of student creative works including theses, dissertations, performances
- Development and delivery of collaborative, interdisciplinary, university studies, extended studies, and interinstitutional education programs
- Contributions to courses or curricular development or review
- Outlines, syllabi, and materials developed for use in courses
- Coordination of multi-section courses
- Participation in the University Honors Program and/or other programs for mentoring the professional development of student
- Contributions to, and participation in, the achievement of departmental educational goals
- Outstanding teaching awards
- Outstanding student ratings
- Peer and supervisor reviews based on direct observation and/or student interviews
- Student achievement on standardized assessments
- Accessibility to students
- Evidence of high quality in class preparation and interaction
- Receiving on a competitive basis internal funding for teaching
- Placement of graduate students or postdoctoral fellows into significant academic, scholarly, or professional positions

Scholarly Teaching

Scholarly teaching uses current ideas about teaching and learning, thereby applying the best methods available to support student learning. Assessment is a key component of scholarly teaching. Scholarly teachers gather evidence to understand the impact of their teaching on learning and to improve their classroom approaches. They invite peer review and often collaborate with others to strengthen their instruction and the environment that supports student learning. When teaching is scholarly, students are exposed to classroom activities that encourage critical and creative thinking so that the skill may be deployed long after graduation.

Examples: Scholarly Teaching:

- Creative approaches to teaching methods and techniques, including development of technologies that advance student learning
- Development and implementation of innovative pedagogical methods and materials
- Adoption at other universities of creative curriculum and/or approach to teaching
- Development of new courses or major revision of existing courses
- Student achievement on standardized assessments

Scholarship

While the interpretation of scholarship may differ across disciplines, in all cases it generates new knowledge and/or creative works or builds on existing products. Toward these ends the related process typically sets clear goals, uses systematic methods appropriate to the goal, presents results in appropriate public forums and includes reflective critique of the work. Since scholarship takes on many creative forms it is not limited to the traditional view of publications in refereed publications. UMKC faculty members who are promoted and/or granted tenure shall exhibit scholarship in one or more areas of teaching and learning, discovery, integration, and community engagement.

Scholarship of Teaching and Learning

This form of scholarship involves the study of questions related to teaching and learning effectiveness, curriculum development, and assessment methods. It can involve implementation of novel instructional methodologies and the evaluation of student learning that is a consequence of that process. Thus, it is much more than “scholarly” teaching because it requires that the results of unique activities be made public, open to critique and evaluation so that others can build upon the results.

Examples: Scholarship of Teaching

- Publication of widely adopted or acclaimed instructional materials
- Development of innovative pedagogical methods and materials
- Grant proposals for development of curriculum or teaching methods and techniques
- Software development
- Publications in non-refereed but widely recognized journals

Scholarship of Discovery

Discovery is the pursuit of new knowledge and creations. Discovery includes the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. In the area of the fine and performing arts, the scholarship of discovery is reflected by new insights into and interpretations of the human spirit, which enhance the performance, production or design of creative endeavors. The scholarship of discovery in any form reorders our ways of thinking.

Examples: Scholarship of Discovery

- Publications in refereed journals
- Grant awards
- Publication of peer-reviewed fiction
- Juried exhibitions, performances and compositions
- Publications in non-refereed but widely recognized journals
- Frequent citation of publications
- Publication of a scholarly book or a chapter in a scholarly book (s)
- Editor or member of editorial board of a major journal
- Member of review panel for national or international research organization
- Original creations in writing, performance, or production in the performing arts, fine arts design, media, or related technologies...new discoveries in any of the health sciences, hard sciences or humanities and social sciences
- Software development
- Presentation of invited papers at international and national meetings
- Publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research
- Grants
- Presentations
- Patents
- Public reports
- Shows
- Performances and distribution of products
- Peer presentations and juries
- Frequent citation of publications

Scholarship of Integration.

The scholarship of integration seeks to bridge the gap between disciplines by bringing together divergent knowledge and making new connections. While the scholarship of integration may result in new theories or models, it often involves new insights, applications, or interpretations of the original research, creative works, and technologies of others. It involves the comprehensive understanding of one's discipline, the connections across disciplines, critical analysis, and new interpretations of existing works or research and the dissemination of such insights to various constituent groups.

Examples: Scholarship of Integration

- Publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research
- Publications
- Case studies
- Patents
- Demonstrations
- Presentations
- Scholarly critiques, and/or illumination of artistic creations, and performances.

Scholarship of Community Engagement.

The scholarship of community engagement involves activities that directly stem from one's academic field of knowledge and are applied to the concerns of the larger community. It extends beyond campus borders and aims to make a difference in the communities by defining and/or working to resolve relevant social problems or issues, facilitating organizational and/or community development, improving existing practices or programs, and enriching the cultural life of the community.

Examples: Scholarship of Community Engagement

- Adoption of models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- Improved community health, leadership or funding substantial contributions to public policy or influence upon professional practice
- Models that enrich the artistic and cultural life of the community.
- Consultation, program evaluation, intervention or service design, policy analysis, technical assistance,
- Offering congressional testimony.
- Honors, awards, and other forms of special recognition received for community engagement
- Publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of engagement
- Evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member

Citizenship

Citizenship entails positive contributions to both the University and general society. Citizenship may be represented by service and positive contributions made to the broader community, the University, the unit, the department, and the profession at the local, national, or international level. These contributions shall be judged from a qualitative standpoint rather than quantitative. External citizenship, such as service to one's profession or community, is expected to be related to the mission of the University.

Examples: Citizenship

- Officer in a national or international professional organization
- Service on a major government commission, task force, or board
- Program chair or similar position at a inter/national meeting
- Officer in Faculty Senate
- Chair of standing or ad hoc UMKC or unit committee

SETTING A SCHOLARLY AGENDA

The richness of faculty talent in all forms of scholarship should be celebrated and encouraged, never restricted. Faculty may take on responsibilities in the scholarship of teaching and learning, discovery, integration or community engagement in differing portions and emphases. It is crucial that the quality/quantity of faculty contributions be rigorously evaluated to ensure a high level of scholarship and that the scholarly works are directly related to the advancement of the departmental and University missions. All faculty will be excellent teachers and effective citizens.

School and College Responsibilities.

The development of an agenda of scholarship supports a collective process of planning and decision-making which determines the utilization of faculty talent in support of the university's missions. Schools and Colleges have the primary responsibility for establishing their respective missions and programmatic goals within the context of the University's mission. These entities also have a responsibility to ensure that faculty members develop and to provide sufficient resources for that development.

Departmental Responsibilities

Each department will identify processes and criteria for evaluation which are consistent with their departmental academic mission. It is expected that chairpersons will work closely with the faculty member to formulate an agenda of scholarship and other responsibilities that satisfy the mission of the University, unit, and department, and published position description. This agenda which also must be consistent with

published promotion and tenure guidelines, will become the basis for evaluating the faculty member's performance. The department must provide significant and objective feedback to faculty on an annual basis so that the quality of the individual's progress may be ascertained.

Individual Faculty Responsibility

The process of developing and articulating one's own agenda of scholarship is an essential first step for newly appointed faculty and is a continuing responsibility as faculty seek advancement. The purpose of a scholarly agenda is not to limit a faculty member's freedom nor to constrain scholarship, but to provide a means for individuals to articulate their programs of scholarly effort. As a faculty member grows and develops, his/her scholarly agenda may evolve. Over time, a faculty member may move fluidly among the different expressions of scholarship, or prefer one expression to another.

GUIDELINES FOR EVALUATING FACULTY FOR PROMOTION AND TENURE

Faculty contributions must be rigorously evaluated to ensure that the teaching, scholarship and citizenship are of a high level and are directly related to the advancement of departmental and University missions. Faculty evaluation is the process whereby the quality of the performance is measured against the criteria set by the department and the departmental responsibilities assigned to the candidate. Such criteria and departmental responsibilities will not impinge upon the academic freedom of the individual.

UMKC faculty members who are promoted and/or granted tenure shall exhibit scholarship in one or more areas of teaching and learning, discovery, integration and community engagement. The nature of scholarship is diverse and varies among the Schools and Colleges, however evidence that a significant portion of a faculty member's scholarship has been documented (communicated to and validated by peers beyond the University) is required of all. A consistently high quality of scholarship, and its promise for future exemplary scholarship, is more important than the quantity of the work done.

Faculty members who do not strive to be excellent teachers do not have a future at UMKC. Faculty can represent their teaching performance by including the following items in their Promotion and Tenure Portfolio which are categorized as documents provided by the candidate, those provided from others, and actual products reflecting teaching excellence:

Documentation provided by the candidate:

- Statement of teaching responsibilities, including course titles, enrollments and information about whether the course is elective, required, graduate or undergraduate.
- Reflective statement by faculty about their personal teaching philosophy, approaches and objectives

- Representative syllabi that delineate objectives, content, teaching methods, assignments and assessment methods
- Steps taken by faculty to evaluate and improve teaching or learn new teaching methodologies
- Description of instructional innovations and an assessment of their effectiveness
- Five year teaching goals

Documentation from Others:

- Statements from colleagues who have observed the faculty member teaching in the classroom or have reviewed the syllabi, teaching materials and assessment methods
- Student course and teaching evaluations that show overall effectiveness or suggest area for improvement
- Honor and awards
- Alumni statements on the quality of instruction

Products of Effective Student Learning

- Student scores on pre/post exams
- Examples of graded essays and comments on student performance
- Description of student placement after graduation (especially for graduate students)
- Student publications and presentations

Citizenship is an important responsibility of the faculty member and is considered in the promotion and tenure review process. However, in the absence of scholarship, citizenship will not suffice for promotion or continuous appointment. Contributions to the development of collaborative, interdisciplinary, or interinstitutional programs of scholarship and teaching are highly valued and will be rewarded.

In all cases, documentation should outline a faculty member's agreed-upon responsibilities, the criteria for promotion and tenure set forth by the Department, School and/or College and an evaluation of effectiveness, including:

- Self-appraisal of scholarly agenda and accomplishments.
- Curriculum vitae of significant accomplishments.
- Representative sample of an individual's most scholarly work.
- Evaluations of accomplishments by peers and other credible sources.