

University of Missouri-Kansas City
Guidelines for the Tenure & Promotion of Tenure-Line Faculty

Introduction

As a faculty-supported community, we promise to provide the best possible experience for candidates under tenure and/or promotion consideration in the following manner:

We are committed to evaluating faculty for tenure and/or promotion based on transparent guidelines and expectations, including following the Collected Rules & Regulations (CRR) Policy on Procedures for Promotion & Tenure, the CRR Standards of Faculty Conduct, Chancellor's Memorandum #35, and the UMKC Statement of Values.

We will regularly review and revise unit guidelines for tenure and/or promotion, and ensure they meet the tenure and/or promotion standards established by the University of Missouri System.

We will ensure that faculty are evaluated according to written expectations and not compared to other faculty or to unwritten expectations of fit, personality, and performance.

In an on-going attempt to improve our system of faculty tenure and/or promotion, we are committed to providing training for faculty candidates, unit Promotion and Tenure Committees, department chairs, and unit deans. This training will outline expectations regarding CRR policy and Procedures for Promotion & Tenure, as well as the format and contents of a candidate's portfolio. The university will provide mentorship about building dossiers for promotion and tenure, but units may want to consider providing model statements or documents for review. The university will also provide recommendations on the format and expectations of letters of evaluation written by Promotion and Tenure Committees, department chairs, deans and outside evaluators.

We will fulfill these promises in the following manner:

1. When revising unit guidelines, faculty must first review:
 - CRR 320.035 Policy and Procedures for Promotion & Tenure
 - CRR 330.110 Standards of Faculty Conduct
 - UMKC Chancellor's Memorandum #35 (which outlines our campus process)

- UMKC Statement of Values
2. Faculty in each unit must establish unit criteria for promotion and/or tenure that align with the policies, standards, and values stated in CRR 320/035, CRR 330.110, and Chancellor’s Memorandum #35.
 3. Faculty in each unit are asked to articulate a program of guidance and mentoring that will shepherd candidates through the process of promotion and/or tenure.
 4. When writing unit-level promotion and/or tenure criteria, faculty are asked to consider multiple audiences:
 - Candidates for promotion and/or tenure
 - External Evaluators
 - School P&T Committee
 - Campus Promotion and Tenure Advisory Committee (CPTAC)
 - Provost & Chancellor

The template below is a checklist of specific considerations that must be addressed in each unit’s guidelines for tenure and/or promotion:

UM Collected Rules & Regulations	320.035 Policy and Procedures for Promotion and Tenure https://www.umsystem.edu/ums/rules/collected_rules/personnel/ch320/320.035_policy_and_procedures_for_promotion_and_tenure
UMKC Chancellor’s Memorandum #35	https://www.umkc.edu/provost/docs/Chancellors-Memo-35-rev-March-2016.pdf
Standards of Faculty Conduct	Candidates for promotion or tenure must be in good standing, as defined by the University of Missouri’s CRR 330.110 Standards of Faculty Conduct : https://www.umsystem.edu/ums/rules/collected_rules/personnel/ch330/330.110_standards_of_faculty_conduct .

	<p>We strongly recommend that the unit guidelines used to evaluate a candidate in research, teaching, and service follow the AAUP Guidelines “On Collegiality as a Criterion for Faculty Evaluation”: https://www.aaup.org/report/collegiality-criterion-faculty-evaluation.</p>
<p>UMKC Statement of Values</p>	<p>The full text of the UMKC Statement of Values can be found at: https://www.umkc.edu/about/documents/UMKC-Values-Statement.pdf. Below is a summary of our UMKC values.</p> <p>Mission (What We Do)</p> <ul style="list-style-type: none"> • What we do = Promote learning • How we do it = <ul style="list-style-type: none"> ○ Through discovery of knowledge of public value across a broad spectrum of disciplines and fields of study ○ Through preservation of knowledge of public value across a broad spectrum of disciplines and fields of study ○ Through dissemination of knowledge of public value across a broad spectrum of disciplines and fields of study • What we do = Celebrate the individual and embody diversity and inclusion • How we do it <ul style="list-style-type: none"> ○ By intertwining the goal of diversity and inclusion with innovation to enable transformational impact aimed at bringing prosperity to the communities we serve <ul style="list-style-type: none"> ▪ Cultural prosperity ▪ Social prosperity ▪ Health prosperity ▪ Economic prosperity <p>Vision (Why We Do What We Do)</p> <ul style="list-style-type: none"> • Why we do what we do <ul style="list-style-type: none"> ○ To be an exemplary public research university of the 21st Century ○ To pursue excellence as a human-centric learning and discovery community

	<ul style="list-style-type: none"> ○ To foster equity, diversity and inclusion ○ To enrich the lives of the people and regions we serve <p>Values</p> <p>Our key values are: Accountability, Learning, Respect, Diversity, Collaboration, and Integrity. The following are examples of how units should integrate the UMKC Mission and Values in the tenure and/or promotion process:</p> <ul style="list-style-type: none"> ● <u>Promote Learning (Mission)</u> - encourage candidates to focus on “the impact they have made in their area of pursuit” which allows them to focus on their individual and unique contributions ● <u>Promote Learning (Mission) and Diversity (Values)</u> - value the use of a variety of dissemination modalities (open access, social media, etc.) ● <u>Accountability and Integrity (Values)</u> <ul style="list-style-type: none"> ○ demonstrate how to build a case for promotion & tenure (how the candidate should do this; how the chair and dean can help to build this case) ○ document the importance of mid-tenure review to address strengths and weaknesses prior to the commencement of the tenure process ○ ensure the integrity of the external review process through validating the appropriateness and ability of potential reviewers to review accurately and independently the candidate’s scholarly record. ○ document the importance of the P&T Committee’s, chair’s, and dean’s letters in framing the portfolio (which need to address internally identified strengths and weaknesses as well as both commendations and criticism by the external evaluators) ○ units should address specificities of the field regarding publication practices ○ candidates should disclose publication fees and address them, where applicable
Diversity, Equity, & Inclusion	<p>UMKC is committed to and supportive of efforts to make the university a diverse learning community. We value multiple perspectives and want to ensure that all faculty are included and offered an equitable opportunity to engage in research and creative activity, teaching and learning, and service and engagement. It is important, therefore, for unit faculty to define unit expectations for advancing equity, diversity, and inclusion and to articulate how these requirements will be evaluated in promotion and tenure cases.</p>

Procedures	<p>To assist units in providing guidance and mentoring that will shepherd candidates through the process of promotion and/or tenure, we recommend that units</p> <ul style="list-style-type: none"> • articulate clearly the process and expectations of promotion and/or tenure • articulate a process for mentoring candidates through promotion and/or tenure • define how the annual evaluations and third-year review evaluations are integrated into the promotion and tenure process (It will be important to indicate that the unit tracks reviews from annual, to mid-tenure, to final evaluations identifying recommendations that have been met, and those that have not, along with a rationale for not meeting annual pre-tenure recommendations by the unit P&T Committees.) • encourage candidates to focus on “the impact they have made in their area of pursuit” which allows them to focus on their individual and unique contributions • demonstrate how to build a case for promotion and tenure (that is, show the candidate how to frame their dossier as a case for promotion and/or tenure; illustrate how the unit’s Promotion and Tenure Committee, the chair, and dean can help to build this case.) • document the importance of the P&T Committee, chair’s and dean’s letters in framing the portfolio (each of these letters need to address strengths and weaknesses of the dossier in relation to the unit guidelines, as well as any criticism by the external evaluators) • provide information about how to seek mentorship for rebuttal letters (which should come from an external person, such as the ombudsperson or the Vice Provost of Faculty Affairs; we recommend a centralized process for all faculty on campus who want to submit a rebuttal, along with guidelines for how to write rebuttal letters.) • provide a clear date by which the unit P&T guidelines are adopted
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Research & Creative Activity	<ul style="list-style-type: none"> • We value diverse, innovative, and inclusive inquiry, collaboration, and partnerships in research and creative activity. • We value sustained productivity in research and creative activity. • We value broad distribution, engagement, and recognition of impactful research and creative activity. <p>In assessing research and/or creative activity, units are required to create specific, clear, and concise policy.</p>
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	<p>What this means: faculty need to define specifically, within fields and disciplines, what these values are, and how they are measured.</p> <ul style="list-style-type: none"> ○ Define and differentiate the expectations of assistant professors, associate professors, and full professors. ○ Define and differentiate the expectations of faculty pre-tenure and post-tenure. ○ Describe differences in expectation between clinical and research faculty. ○ Define what constitutes quality and quantity in terms of research and/or creative activities (if scholarship on teaching and learning is appropos here, please so indicate). ○ Define what constitutes significant and sustained contribution. ○ Define what constitutes impact on the candidate's discipline. ○ Define specific criteria for funding, publication, and dissemination practices (for example, indicate if first or corresponding author is a requirement in publications; indicate if external grants are expected and what role a candidate should have on these grants, such as PI, co-PI, consultant, etc; indicate what kinds of outlets are appropriate, including traditional print journals, books, digital or open-access publications, social media, etc.). ○ Address the impact of collaborative partnerships and intra- and inter-disciplinary approaches. ○ Define faculty role in student mentorship: doctoral, master's, undergraduate research and creative activities (for example when publishing with a student, clearly define authorship order; indicate whether publishing with students is a requirement; etc.). ○ Define "exceptional" as opposed to "has met criteria" for early promotion or tenure.
<p>Teaching & Learning</p>	<ul style="list-style-type: none"> ● We value excellence in teaching and learning. ● We value multiple metrics for evaluating teaching effectiveness (teaching dossiers, peer evaluations, teaching development opportunities, and student evaluations) ● We value teaching strategies that meet the diverse needs of our students and provide exceptional student learning experiences and successes. ● We value undergraduate research opportunities. ● We value high-impact teaching practices, including risk taking in teaching and learning. ● We value interdisciplinary or collaborative teaching and learning. <ul style="list-style-type: none"> ○ Define and differentiate the expectations of assistant professors, associate professors, and full professors. ○ Define and differentiate the expectations of faculty pre-tenure and post-tenure. ○ Define expectations regarding teaching and learning. ○ Define discipline-specific criteria for effective teaching versus excellence in teaching (clinical, lecture, distance learning, the supervision of patient services, etc.)

	<ul style="list-style-type: none"> ○ Define multiple measures of evaluating teaching effectiveness. ○ Define the value of innovation in teaching. ○ Define what constitutes high-impact teaching practices. ○ Define instructional impact on student learning and achievement. ○ Define expectations in course development and/or curricular development. ○ Address the impact of collaborative partnerships and intra and interdisciplinary team-teaching. ○ Define faculty role in student mentorship and advising of undergraduate and graduate students. ○ Define expectations, if any, for education to external audiences or adjunct faculty appointments. ○ Define how teaching awards (local, state, or national) will be considered. ○ Define “exceptional” as opposed to “has met criteria” for early tenure or promotion.
<p>Service & Engagement</p>	<ul style="list-style-type: none"> ● We value faculty engagement and impact that supports the mission of the unit, school, campus, and university system (institutional service). ● We value faculty engagement and impact that supports the professional discipline (professional service). ● We value faculty engagement and impact that supports the Kansas City community or beyond (community service). ● We value service that integrates or enriches faculty teaching and research/creative activity. ● We value ways to advance the human condition through expanding knowledge and promoting social justice in a variety of areas. <p>What this means:</p> <ul style="list-style-type: none"> ➤ Institutional forms of service can vary greatly among faculty, but include service on unit, school/college, and/or university committees that sustain, enhance, and further faculty governance, academic support to students, curriculum development, and more. ➤ Professional service includes external engagement that builds and draws upon the professional expertise of the faculty member. Examples of these types of service will vary, depending upon the discipline, but include service to national and/or international professional organizations. ➤ Community service is a form of engagement to the broader community that may or may not be directly related to one’s faculty appointment. This type of engagement should be considered in promotion and tenure decisions if it contributes to the mission of the University and is applicable to the unit’s mission and goals, as well as those defined by the faculty member. ➤ Untenured faculty should be mentored on types of service commitments that are time-consuming, and therefore, might detract from teaching and research/creative commitments during the probationary period. <ul style="list-style-type: none"> ○ Define and differentiate the service expectations of assistant professors, associate professors, and full professors.

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| | <ul style="list-style-type: none">○ Define and differentiate the service expectations of faculty pre-tenure and post-tenure.○ Define what is effective versus excellent service engagement.○ Define service that has impact.○ Define collaboration in service.○ Define leadership in service.○ Define how service awards (local, state, or national) will be considered.○ Define “exceptional” as opposed to “has met criteria” for early tenure or promotion. |
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