



What Prompted Trainings and the (Internal) Review Letter Template?

- ▶ Past few years concerns raised about:
 - ▶ Reviewers aligning evaluation with CRR 320.035 standards
 - ▶ Ensuring that school/division/department criteria offer adequate guidance and expectancies, but do not contradict UM System CRR 320.035.
 - ▶ Aligning our performance expectations with appropriate benchmarks (outstanding Carnegie R2 institutions)
 - ▶ Levels of review being willing to make difficult decisions for cases in which there is not clear and substantial evidence to support the case



What Does CRR 320.035 Say?

- ▶ https://www.umssystem.edu/ums/rules/collected_rules/personnel/ch320/320.035_policy_and_procedures_for_promotion_and_tenure
- ▶ Focus on Section B. Policies



CRR 320.035

General Philosophy—As one of the nation’s leading teaching and research institutions, the University of Missouri maintains high standards in recruiting, promoting, and awarding tenure to faculty members. Each unit shall define and publish its promotion and tenure criteria and ensure that faculty are advised on the criteria on a regular basis. The unit standards must meet the broader university-wide standards described in this section. **While specific criteria for judging the merits of individual faculty may vary among units, there must be no variation in standards. The University will continue to strengthen its standards in all disciplines. Satisfaction of minimum criteria at the college, school, or department levels is not sufficient to insure promotion or continuous appointment.** The University seeks faculty members who are genuinely creative scholars and inspired teachers and who are dedicated to the pursuit of knowledge and its transmission to others. These high standards are to be observed in the recruitment, promotion, and tenuring of faculty members. **All persons and committees making recommendations regarding promotion and tenure will consider the candidate’s demonstrated ability to meet these standards.**

Outstanding intellectual qualities as reflected in teaching and scholarly and creative contributions are the primary criteria for recommendation for promotion and tenure. Additional criteria include professionally-oriented, service contributions and service to a faculty member’s department, school, college, and the University. Because the faculty has a special role in the decisions of the University, service to the University and its numerous units is expected of every faculty member; but such service shall not substitute for teaching and scholarship in matters of promotion and tenure.



CRR 320.035 Continued

Sustained Contributions Essential—The essential factors in consideration of candidates for promotion and tenure will be documented merit in the traditional areas of teaching, research, and service and the degree to which contributions are comprehensively substantiated and represent sustained efforts. **Candidates for promotion and tenure should demonstrate sustained merit and contributions over an extended period of time. Recommendations for promotion and/or tenure before the sixth year should be rare and restricted to truly exceptional cases.** Early recommendations for promotion and/or tenure should not be made primarily on the basis of market conditions which make it appear that a faculty member might accept an offer elsewhere.



CRR320.035 Continued

The Role of Research and Other Scholarly and Creative Contributions— Productivity in research and other scholarly activities is the most distinguishing characteristic of the faculty of the University, setting it apart from all other public institutions in the state. Research by University faculty not only generates new knowledge but also results in teaching which is up-to-date and intellectually stimulating. **The University expects faculty members to be engaged in scholarly or creative contributions appropriate to their disciplines.** Recommendations for promotion or tenure involving cases in which such activities are not at the highest level will be approved only in very rare cases where the documented evidence for teaching (including extension) and/or service contributions is exceptionally compelling.



CRR320.035 Continued

A recommendation for promotion and/or tenure must include supporting evidence that the individual's contributions have had an **impact on the discipline**; that is, the research should have made a **significant contribution to knowledge, understanding, wisdom and appreciation that is recognized by professional colleagues**. One common method of documenting such impact is through outside evaluations by authorities in the field. **The most relevant letters of evaluation usually are written by disinterested experts recognized nationally and internationally for their own achievements**. Because they may be biased, letters from former students, departmental colleagues, research collaborators, or former mentors should be used sparingly; when such letters are submitted, an explanation of the personal relationship should be included. **Evidence of effective and sustained research and creativity must be presented. Quantity can be a consideration but quality must be the primary one.**



CRR320.035 Continued

Evidence of favorable judgment by peers includes **scholarly and creative contributions such as publication in journals where expert evaluation is required for acceptance; favorable review of books, critically-acclaimed and well-reviewed performances and exhibitions, appointments or awards that require evaluation of professional competence; election to office in learned societies; and receipt of fellowships.** Frequent citation by other scholars also provides evidence of good research. **Good researchers often are invited to serve as editors of journals, members of site visit teams or in other evaluative functions of the scholarly work of their peers.** Any evidence of such contributions should be emphasized in promotion and tenure recommendations. **Research grants awarded, programs initiated, and other research in progress or research findings submitted for publication all represent activities that are expected of faculty members recommended for promotion and/or tenure.** Although faculty committees on promotion and tenure have the first responsibility for evaluating the quality of the work of a candidate for tenure or promotion, it is within the scope of the department chairpersons', deans', vice chancellors'/provost's, and chancellor's responsibilities to gather confirming evidence of scholarly competence by seeking the comments of other scholars within and outside the University.



CRR320.035 Continued

The Role of Teaching, including Extension—Teaching includes, besides classroom and laboratory instruction, many activities that require professional expertise and that directly contribute to the academic advancement of students; for example: academic advising, supervision of junior staff, innovative redesign of courses, including courses offered through telecommunications and the Internet; liaison with teachers outside the University, off-campus teaching, and preparation of teaching materials, including textbooks.

Teaching of all faculty members shall be evaluated annually. Among the most useful kinds of evaluative evidence are testimony of chairpersons and deans, especially when based on student interviews covering several semesters, comments of colleagues who are well acquainted with the teaching performance of the candidate, achievement of students, and the quality of teaching materials prepared by the staff member. **Evaluations based on classroom visitations by departmental peers can help to document the teacher's efforts to reach or maintain a given level of quality.**



CRR320.035 Continued

A significant element in the evaluation of teaching is the overall judgment of students, and each unit, department, school, and college is responsible for obtaining such information on all faculty members, particularly those recommended for promotion. Questionnaires developed at the college or school level in cooperation with the faculty committees on promotion and tenure may be used for this purpose, or a similar procedure can be followed which is designed to reflect comprehensive student judgment concerning teaching qualities. **Data from questionnaires should be buttressed by interpretation and comparative data.** Simple numerical summaries of evaluations are not sufficient to judge teaching ability. **Faculty members whose records consistently reflect poor teaching will normally not be recommended for promotion.**

Other indicators may be used to point out good teaching. Good teachers **receive public recognition** in a variety of ways. Students, both individually and through organizations, seek them out more often. **Such teachers make more innovative contributions in courses, sometimes whole curricula.** Their students demonstrate achievement in learning. They often **serve on more student activity committees and carry heavier advising loads.** They are known for their enthusiasm and involvement in the education of students. Evidence which documents such contributions is strongly encouraged.



CRR 320.035 Continued—What to do when CRR includes activities that are not part of a candidate's workload?

Extension and continuing education activities represent an extension of the teaching and research functions of the institution. Faculty engaged in this mission will be evaluated by the same criteria applied to other faculty. Outstanding performance in extension leads to special recognition of faculty by groups, individuals, and organizations. These faculty members develop innovative curricula, adapt research findings to everyday needs of citizens, serve on committees and boards, and use innovative ways of enhancing learning by part-time students. They are sought out by others for advice and counsel and are known for their enthusiasm, competence and interest in helping individuals solve problems and learn.

In unusual circumstances, tenure may be recommended for demonstrated excellence in teaching, even in the absence of significant published research. Qualifications for teaching and scholarship are, however, very closely related. The faculty member who does not keep current with developing expertise in the field or who is not constantly searching for new insights cannot be an effective classroom teacher. **Graduate as well as undergraduate instruction is a responsibility of the faculty of the University; a continuing interest in, and a capacity for, scholarly and creative contributions by a faculty member is essential to effective instruction for undergraduate as well as graduate students.** A faculty member who lacks the qualifications to teach advanced students ordinarily will not be recommended for promotion to senior ranks.



CRR 320.035 Continued

The Role of Service—Opportunities for service contributions abound and can take many forms. Service may occur within a **discipline, through national, regional, and state organizations, or in the community at large**; it may also occur in an administrative unit, such as the **home department, school, or college, or on the campus**. However, an uncritical list of such activities provides little support for the recommendations. A case should be made for the **impact and quality of the individual's contributions**. There should be evidence that the individual's efforts and judgment are held in high regard. **Evidence of unusual service contributions, however, cannot by itself be sufficient grounds for a recommendation for promotion and/or tenure. It must be supported by significant additional evidence of contributions in teaching and research.**



CRR320.035 Continued

Promotion to Professor—A person recommended for promotion to the rank of professor should have significant accomplishments, especially in the area of research and scholarly and creative contributions, beyond those justifying the rank of associate professor. **Years of service alone do not justify advancement.** Rather, **sustained contributions during a career to research, scholarly and creative contributions and teaching are necessary.** A person to be considered for promotion to professor should be a **scholar who has achieved national distinction.**



So, What Do We Do With This Information?

- ▶ At each level of internal review, the committee/individual will evaluate the candidate using a standard form letter template.
- ▶ The template will re-state each CRR Standard and reviewers will be asked to:
 - ▶ Evaluate the P&T candidate's accomplishments against the standard and in relation to their college/school/department/division criteria, keeping in mind that *"Satisfaction of minimum criteria at the college, school, or department levels is not sufficient to insure promotion or continuous appointment."*
 - ▶ As appropriate, explain what information was used to contextualize or benchmark the candidate's record relative to scholars in the same discipline at peer or higher institutions.



What happens if the Department/Division/School Criteria are inconsistent with the CRR?

- ▶ Chances are the criteria are generally consistent, but some departments/divisions/schools might need to update criteria to align with benchmarks (i.e., outstanding Carnegie R2 institutions or higher).
- ▶ The CRR are clear: *While specific criteria for judging the merits of individual faculty may vary among units, there must be no variation in standards. The University will continue to strengthen its standards in all disciplines. **Satisfaction of minimum criteria at the college, school, or department levels is not sufficient to insure promotion or continuous appointment.***



Summary

- ▶ New standards are *not* being introduced.
- ▶ We are aligning the review process and evaluation expectations with current standards.
- ▶ We will gather feedback on the review template from all internal levels of review after the P&T cycle and make changes as needed, working closely with the CPTC
- ▶ Some departments/divisions/schools might find that their *criteria* are out of alignment with the *CRR standards* (or are not appropriately benchmarked) and need to be updated before the next review cycle.
 - ▶ Deans will work with School-level committees to determine where appropriate benchmarking and revision are necessary.