

DEPARTMENT OF SOCIOLOGY
CRITERIA FOR PROMOTION & TENURE
Revised – April 2014

Introduction

The guidelines for promotion and tenure in the Department of Sociology are consistent with the *Policy and Procedures for Promotion and Tenure* (320.035) of the UM System *Collected Rules and Regulations* (revised 04-21-11) and Chancellor's Memorandum #35, *Policies and Procedures for Promotion and/or Continuous Appointment at UMKC* (revised 12-21-07). At the end of the probationary period (typically 5 years) candidates applying for tenure and/or promotion to Associate Professor in UMKC's Department of Sociology will be judged by tenured faculty members within the department on the quality, quantity, and impact of the work they have done in the areas of teaching, scholarship, and service. Faculty members seeking tenure and/or promotion to Associate Professor are expected to meet or exceed the department standards for promotion and tenure in these combined areas. In cases of promotion to Full Professor the review committee shall be established in compliance with procedures governed by Chancellor's Memorandum # 35. The following reviews will be conducted to ensure clear understanding and regular maintenance of Departmental standards.

1. The department will conduct annual reviews of all non-tenured, tenure-track faculty members to communicate general standards regarding teaching, scholarship, and service.
2. Non-tenured, tenure-track faculty will participate in an additional annual meeting with the department chair and the faculty member's assigned mentor during each Spring semester (based on the previous calendar year) to determine whether the candidate is making adequate progress toward tenure. Prior to this meeting, the candidate will submit a written self-evaluation pinpointing progress toward tenure and goals for the next year.
3. At the end of the third year, the non-tenured, tenure-track faculty member will submit a dossier that includes accomplishments in teaching, scholarship, and service during the initial probationary period, which will be reviewed by the full P&T committee. This committee will establish whether the faculty member is likely to meet the requirements for tenure. To help the candidate reach the goal of tenure recommendations will be put forward by the P&T committee
4. At the end of the probationary period the faculty member will submit the full tenure package in accordance with the College criteria.

Teaching

Teaching is an essential and respected activity within the Department of Sociology and carries significant weight in considering a person for tenure and/or promotion. It is up to candidates to document the various activities and dimensions of their teaching in whatever ways best narrate their teaching strategies and outcomes and to integrate them into a teaching portfolio. The essential elements of the portfolio should include:

- Peer reviews of classes done at least once per semester during the probationary period by tenured faculty in the department (with some rotation among available faculty) using a standardized format agreed upon by the faculty. The peer reviewer should receive a course syllabus in advance and it is recommended that the faculty member and peer reviewer meet to discuss feedback.
- Standardized student evaluation forms utilized throughout the College of Arts & Sciences (including both item scores and student open-ended comments). Candidates should demonstrate consistently satisfactory course evaluations (at least 3.5 on a 5.0 scale). In the case of marginal or low evaluations the candidate should be able to demonstrate having taken action to improve teaching through participation in teaching seminars, seeking mentoring from peers, or something equivalent.
- Standardized syllabi for classes taught along with Student Learning Objectives and the assessment tools used in these classes.
- Description of supervision and/or membership on master's and doctoral student committees

Additionally, candidates are encouraged to include other relevant pedagogical elements, such as:

- Description of new courses taught with their component materials, or significant course redesigns (including online course development);
- Summary reflection at the end of courses on what went well and what should be changed the next time around;
- Descriptions of pedagogical innovations;
- Web sites developed in conjunction with classes;
- Development of interdisciplinary curriculum courses or modules;
- Descriptions of involvement in teaching development activities at UMKC (e.g. FaCET, Information Technology) or through the Missouri system;
- Curriculum development activities at the department, campus, or professional level (e.g., with a professional organization);
- Pedagogical scholarship: writing about an issue that has arisen in teaching for a journal such as *Teaching Sociology*;
- Writing for and achieving grants related to curriculum development;
- Awards or nominations for teaching excellence;

Scholarship

The Department recognizes that scholarship is at the basis of the academic enterprise. The substance of scholarship activity should both integrate with teaching and reflect a fit with the disciplines and broader needs of the Department. Both integration and fit will expand the impact of scholarship on the academy.

Scholarship is defined as the original contributions to the subject area(s) in which a faculty member functions. It includes research that leads to publication, oral presentations to one's professional peers, synthesis of new material as part of instruction, development of research proposals, and other presentations of ideas to audiences that can offer critical engagement. The quantity of publications required for tenure can vary depending on the nature of the work.

The Promotion and Tenure Committee is obliged to consider materials of the types listed below, but to consider them in terms of originality, the ways in which they contribute to a discipline or field of inquiry, and the level at which peers have engaged them. Professional Conference attendance is strongly encouraged. Research publications based on a dissertation ought to be given weight equal to other publications in the pre-tenure phase. Evidence of scholarship will be roughly demonstrated by:

5 single or first-author peer-reviewed journal articles

(or)

1 single-author peer-reviewed book (post final review with signed contract or galleys in hand)

(or)

The equivalent of peer-reviewed activity which must be approved by the Promotion and Tenure Committee, and documented and signed by the candidate and the Department Chair no later than the third year review.

Service

Faculty members seeking tenure and promotion to associate professor are expected to fulfill service obligations at the departmental level only. Service activities at the university and disciplinary levels are considered noteworthy, but care must be taken to ensure they do not interfere with teaching or research/scholarship activities, which are of primary importance at this stage. Faculty members seeking promotion to full professor are expected to have demonstrated a strong commitment to service work at all levels.

“Service” refers to work done to ensure that the department, the University, and professional organizations associated with one’s discipline fulfill their responsibilities and meet their goals. Generally speaking, service to the department involves playing an active role in intra-departmental committees, faculty meetings, and department-sponsored events. Service to the University may include participating on University-wide, campus-wide, and system-wide committees as well as playing a role in the management of university centers and programs. Examples of service to one’s discipline include organizing conferences, serving as an officer within a professional association, or playing a role in the management of academic journals, newsletters, or websites associated with the discipline.

Service to the “community” is defined as work done in the public sector that is *directly* linked to departmental, university, or discipline sponsored initiatives. There must be documentary evidence to support community service activities. Examples include participating in outreach programs, public lectures, off-campus non-credit programs, and other activities that the department, university, or professional academic organizations have approved and deemed important to their respective missions. Public service work not directly linked to academic initiatives that cannot be documented and assessed by departmental, university, or discipline-wide committees will not be counted as service for the purpose of promotion and tenure.

Relative Weighting of Teaching, Scholarship, and Service

In most cases, candidates for tenure and promotion to the rank of associate professor will have participated in Track 1 following the Dean’s Faculty Engagement guidelines. In such cases, equal attention will be given to teaching and research, each of which will count for 40% of the candidate’s total achievements (or 80% combined) when the department evaluates the tenure application. Service activities will count for 20% of the candidate’s total achievements. For promotion to full professor candidates must demonstrate that they have continued to conduct research and publish since being awarded tenure, but some may legitimately choose to give greater emphasis to teaching as per the Dean’s Faculty Engagement guidelines.

Note: When faculty have been hired specifically to fill positions with some non-traditional responsibilities (e.g. program development in the community or on campus), non-traditional criteria for tenure evaluation may be employed. In such cases, a clear understanding of the criteria for tenure evaluation must be established through a documented and approved memorandum of understanding prior to the third-year review and adhered to at the departmental level at the time of the tenure evaluation.

Promotion to Full Professor

For those applying for Full Professor, the totality of the academic career will be considered, but especially the time since the last promotion to Associate Professor. A successful portfolio for promotion to Full Professor reflects exceptional strengths in the three areas of Scholarship, Teaching, and Service. A Full Professor will also be an appropriate role model for colleagues. Qualification for promotion should be considered in the following ranked order:

1. A strong record of scholarly depth and quality will be exhibited through a national and/or international reputation, which will be demonstrated through a continuous publication record as well as one or more of the following: successful competition for external grants, plenary and invited lectures at national/international conferences, editing a scholarly journal, and innovative research practices and agendas.
2. A consistently strong record of teaching skill and curricular innovation will be documented through the feedback and/or evaluations of departmental colleagues, professional peers, and students. There will also be evidence of leadership in the form of mentoring (such as serving on MA and PhD committees), peer review (such as the review of grant proposals and manuscripts), or their equivalent.
3. A demonstrable and continuous record of service reflecting the broader concerns of higher education and communities of scholars.

Ethics

It is understood that a faculty member should meet minimal standards with respect to professional ethics and collegiality. It is acknowledged that these factors are evaluated, but the use of such an evaluation should be carefully exercised. Should either professional ethics or collegiality be at issue in a case, the Promotion & Tenure Committee can consider these. The committee is obligated to carefully weigh the importance and validity of such evidence, but is also obligated to consider the balanced functioning of the entire department as important for sustained working relations among the faculty and thus its collective well-being.

Approved by Department Tenure-Track Faculty 04/24/2014