

**The Department of Psychology has the following supplemental stipulations to the Promotion and Tenure Guidelines of the College of Arts & Sciences.**

[This document was submitted to the Dean's Office on 9/30/2005]

**Tenure and Promotion to the rank of Associate Professor**

**SCHOLARLY ACTIVITY**

1. Over the course of the probationary period, the department expects each faculty member to have a publication record that will earn them the rating of "meets expectations" or "exceeds expectations" for a faculty member on a research track. This translates to two publications per year, or a minimum of 10 publications at the time the portfolio is submitted, with an additional two or more in the pipeline, and annual presentations at national or international conferences in the candidate's area of expertise. This number is not firm, as publications vary in quality and impact, and these factors will also be considered. Publications will typically be peer-reviewed journal articles.
  - a. Grants, book chapters, and edited books provide additional evidence of scholarly activity and strengthen the candidate's portfolio, but they are not substitutes for peer reviewed publications.
2. The candidate should demonstrate that she or he has developed an independent program of research. Evidence of this is most often first-authored publications, having a funded research grant at the level of PI, and/or publications with graduate students.
3. The candidate should have evidence that their scholarly work is having an impact in their field, as demonstrated by external reviewers' evaluations, citations, request for participation on grant panels, government committees, editorial boards, etc.

**TEACHING**

1. Candidates should demonstrate consistently satisfactory course evaluations (3.5 on a 5.0 scale). In the case of marginal or low evaluations, the candidate should be able to document that he or she has made consistent efforts to improve his/her teaching. Such documentation may include a pattern of improving evaluations, participation in teaching seminars, seeking mentored teaching experiences, etc.
  - a. Other evidence of teaching excellence, while not substituting for satisfactory evaluations, may include activities such as creation of a new course, significant revision of an existing course, development of a service-learning course or component, infusion of a teaching innovation, etc.

2. In addition to demonstrating satisfactory classroom teaching, candidates should demonstrate evidence of ongoing informal teaching/mentoring through involvement on honors, thesis, and doctoral committees, as well as presentations and publications that include students.

## **SERVICE**

1. The candidate is expected to demonstrate significant service to the university community (Department, College, Campus, and University), the scholarly community, and the Kansas City community. There is no firm number of service activities required for Promotion & Tenure because of the great variability in workload associated with these activities. Rather, the candidate is expected to document a range of service activities that, as a whole, convey a strong sense of commitment to the department, university, and community.
  - a. Examples of department service include membership on program committees, search committees, and student committees (e.g., honors, thesis, and doctoral), as well as administrative roles such as a program director, Director of Undergraduate Advising, or Faculty Advisor for Psi Chi, etc.
  - b. Examples of College, Campus, and University service include membership on campus or university committees, College or campus search committees, or serving as the department representative for activities such as student recruitment, advising, and orientation.
  - c. Examples of service to the scholarly community include serving as a manuscript reviewer, member of an editorial board, journal editor, as well as service as a grant reviewer for local, national, or international funding agencies, service to professional organizations, etc.

**Promotion to the rank of Professor [accepted by faculty vote 2.21.20]**

**Criteria for promotion to Professor**

The Department of Psychology offers differential workload opportunities for faculty post-tenure, allowing faculty members to create custom effort allocations across teaching, research, service, and administrative roles. Annual evaluations are expected to match each faculty's allocation and will inform expectations for promotion that are outlined below.

For consideration of promotion to Professor, the candidate is expected to demonstrate sustained and outstanding contributions at the national or international level. Generally, pre-tenure productivity levels across scholarship, teaching, and service are expected to be maintained following the granting of tenure. These efforts are expected to contribute to the University's mission as an urban research institution that embodies diversity and inclusion in all activities with the varied communities we serve.

**SCHOLARLY ACTIVITY**

The department recognizes several different forms that contribute to the University's mission:

- The scholarship of discovery is traditional research and creative endeavors that pursue and contribute to new knowledge for its own sake.
- The scholarship of integration makes connections across disciplines, bringing together isolated knowledge from two or more disciplines or fields to create new insights and understanding.
- The scholarship of application applies knowledge to address significant cultural and societal issues.
- The scholarship of teaching studies the development of knowledge and student learning, which advances the practice of teaching.

Indicators of a sustained and outstanding scholarship record may include a combination of the following: publications in high quality outlets, frequent citations by other researchers, chapters in edited scholarly books, service on editorial boards, success in securing external grants, fellowships in professional organizations, and other research honors or awards. Other indicators can be justified by the candidate in their portfolio as evidence of a sustained and outstanding scholarship record.

**TEACHING**

The candidate is expected to demonstrate outstanding teaching, including student advisement and supervision of undergraduate or graduate research, contingent on the faculty member's teaching and advising roles.

## **SERVICE**

The candidate is also expected to demonstrate significant leadership or evidence of substantial service to the department, College, University, community/regional organizations, or professional organizations in the candidate's field.

<b>PROCEDURAL GUIDELINES</b>
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The Department of Psychology will follow the Policies and Procedures for Promotion and/or Continuous Appointment at the University of Missouri - Kansas City provided in Chancellor's Memorandum #35 with the following provision:

A critical aspect of the department-level review is a vote by the department P & T committee to support or not support the P&T request. Although the overall result of this vote will be conveyed to the candidate as supporting or not supporting the application, the details of the vote (specific tally) will not be released.

Chancellor's Memorandum #35 can be found at the following location:

<https://www.umkc.edu/provost/docs/Chancellors-Memo-35-rev-March-2016.pdf>