

PROMOTION AND/OR TENURE: POLICIES AND PROCEDURES UMKC
SCHOOL OF EDUCATION

Revised May 11, 2018; Approved May 18, 2018
Revised February 19, 2021; Approved March 19, 2021

The following guidelines outlining criteria, policies, and procedures for promotion and tenure are based upon UMKC policies and procedures as found in Chancellor's Memorandum #35. This document (Chancellor's Memorandum #35) is included as an appendix to this School of Education document. Candidates for promotion and tenure, as well as members of the School of Education Promotion and Tenure Committee, should familiarize themselves with these documents.

The School of Education Promotion and Tenure Committee recognizes that from January, 2020 forward, the disruption of the COVID-19 pandemic and civil unrest have had significant effects on faculty productivity and that reviews of candidates for promotion and tenure should recognize these effects. Although our promotion and tenure criteria specify benchmarks for productivity, reviewers should see these benchmarks as guidelines, not absolutes.

I. CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Tenure and promotion decisions are consistently based on the three categories of professorial work: teaching, research and service. Consistent with Chancellor's Memorandum #35, teaching and scholarship are the primary criteria for promotion and tenure. Service to the profession, to the university and units, as well as to schools and communities is expected of every faculty member, but shall not substitute for teaching and research. The School of Education is committed to the integration of teaching, research, and service and, with this, understanding an overall profile of a faculty member's work is of major importance.

The weighting of these three factors may vary depending on assigned responsibilities within the School. School of Education policy indicates that typical weighting will be 45% teaching, 35% research, 10% service, and 10% at the discretion of the faculty member (with approval by the chair). Each individual faculty member's assigned responsibilities will be documented and included in the candidate's portfolio. The criteria described below are not to be considered all-inclusive lists; however, there are minimum standards identified in each area. Evaluation of a candidate involves qualitative and quantitative judgments.

Teaching

It is expected that candidates for promotion and tenure demonstrate quality teaching ability and sustained efforts at development. Teaching activities include courses taught, either credit or non-credit, on or off campus, including continuing education; projects or activities accomplished for schools, professional agencies, or professional organizations where the intent is to assist that group to improve their professional skills; and the mentoring of peers and students related to

teaching. The teaching activities of all faculty members are evaluated each year. The assessment of teaching shall include, but not be limited to School of Education approved course evaluation data, and a self-evaluation of student ratings. Candidates are expected to demonstrate, in a qualitative fashion, satisfactory teaching expertise through the materials they present in their portfolios. In addition to student evaluations, evidence of good teaching may be demonstrated through any of the following:

- open-ended chairperson and/or personal teaching evaluation data
- unsolicited letters concerning teaching
- peer review of teaching with candidate's response to review and personal analysis of teaching
- student interviews conducted by a peer
- evidence of having developed new courses and contributed significantly to program development (peer review of syllabi and program development efforts are encouraged)
- peer review of exams and other assessments
- evidence of mentoring students through such efforts as independent study, assisting students to participate in professional activities, assisting students in the development of scholarship
- evidence of mentoring peers through such efforts as assisting with ongoing School developmental efforts (i.e. creating/maintaining faculty resources, creating/maintaining faculty professional development)
- evidence of innovative use of technology other evidence of teaching development over time

Scholarship

It is expected that candidates for promotion and tenure demonstrate sustained and consistent efforts and contributions to their discipline through scholarly activities reflected in national and international peer-reviewed publications and presentations. Scholarship in the School of Education includes educational scholarship and research translated for practice. Practitioner-related activities that represent significant scholarship are considered appropriate scholarly activities. Such practitioner-related scholarship may include:

- a) the creation of theory and research relevant to educational practice;
- b) the translation of new or existing theory and research into appropriate forms, materials, or instruments in order to make such scholarly work accessible to educational practitioners.

In reviewing scholarly productivity, quality must be foremost, although quantity may be a consideration. Documentation of research activities should include some evidence that the research has had a reasonable impact upon the field. To be considered for promotion to associate professor, the candidate should have completed work of sufficient quality to have gained recognition by her/his peers and standing in her/his profession. **Candidates must complete a total of twelve (12) activities in Categories I and II. A minimum of five (5) activities must be**

in Category I.

Category I: Publications

Publications are a required part of an applicant's portfolio. Such evidence of publication may include:

- a) Articles published or accepted in refereed, scholarly journals. Articles should be published in journals that are considered well-regarded within the candidate's principal emphasis area. A letter of acceptance shall serve as evidence if the article has been accepted but not yet published.
- b) Authorship or editorship of an appropriate book or educational text.
- c) Scholarly monographs, peer-reviewed chapters, or essays in educationally appropriate, peer-reviewed books.

The School of Education encourages collaborative scholarship and therefore articles may be co-authored or single authored. Co-authored articles should be accompanied by a short narrative defining the candidate's substantive contribution to the work.

However, it should be noted that at least three out of the five accepted articles or book projects must be first or sole-authored.

Category II: Additional Evidence of Scholarship

- a) Editorship of a national or international professional journal.
- b) The development and publication of a peer-reviewed case study for teaching purposes.
- c) Editorship of professional association research-based newsletters.
- d) The development of educationally-related products or programs to be used in conjunction with communication technologies other than traditional print medium. Candidates must provide information about the use of such products in the field.
- e) Receipt of national or international scholarly award, recognition, or fellowship.
- f) Publication of peer-reviewed teaching materials.
- g) Publication of peer-reviewed evaluation/assessment instruments or comparable tools.
- h) Significant involvement as chair or active committee member in five or more doctoral dissertations. Candidates involved as committee members must provide a short narrative describing the nature of their involvement and contribution.
- i) Demonstration of successful grantsmanship.
- j) Peer-reviewed presentations of research at a national or international conference or professional association meeting.
- k) The directing of substantive, longitudinal research requiring annual reports and grant-related monographs. Candidates should submit copies of such reports and monographs, as well as information about the distribution of those materials and/or future publication plans for them.

- l) Evidence of applied scholarship via consulting or public service that results in a demonstrable impact on the larger community or discipline.
- m) Election to an office in a national learned society.
- n) Work on editorial boards of national research journals.

Service

The School of Education places great importance on service in schools, communities, and professional associations, and recognizes the potential positive impact of these service activities on research and teaching. However, service cannot replace demonstrated quality in both teaching and research. Service activities can include:

1. Service to the University and its units such as:
 - active participation in School and University committees
 - service as division chair, program director, or in other essential capacities
 - representing the School and/or University at ongoing state meetings
2. Active participation in School/community partnerships and outreach such as:
 - coordinating and/or serving on the steering committee for a School–University or community–University partnership
 - provision of professional in-service and consulting
 - significant work in the development of off-campus programs
3. Work with local, state, and national professional educational organizations such as:
 - serving on a board of directors
 - serving as an officer
 - significant committee work

II. CRITERIA FOR AWARDING THE ACADEMIC RANK OF PROFESSOR

A person recommended for promotion to the rank of professor should have significant accomplishments especially in the area of research and scholarly activity, beyond those justifying the rank of associate professor. Years of service alone do not justify advancement. Rather, sustained contributions during a career to research, scholarship, and teaching are necessary. A person being considered for full professor should be a scholar who has made a significant contribution in the areas of research and scholarly activities.

The following may be used as evidence of a significant contribution:

- a) publications in peer-reviewed journals
- b) favorable review of books
- c) appointments or awards that require evaluation of professional competence
- d) election to offices in learned societies
- e) receipt of fellowships
- f) significant citations

- g) sustained history of publications in journals that are considered well-regarded within the candidate's principal emphasis area
- h) in a field and/or with a nationally-known press
- i) favorable reviews of published works
- j) competitive awards of major federal or national foundation grants
- k) editorship of a national or international journal
- l) invited membership on editorial review boards (especially for top scholarly journals and presses in a field)
- m) favorable reviews and/or documented widespread use of published evaluation instruments, teaching materials and methods, educational software, and other products
- n) involvement in collaborative research/consortium projects with nationally prominent institutions, agencies, or contributors to a field
- o) membership on national/international advisory boards, review teams, or projects of distinction

This is not to be considered as an all-inclusive list, nor is there an absolute number of the above items which need to be met. Meeting these criteria does not guarantee the award of full Professorial rank. Evaluation of a candidate involves qualitative and quantitative judgments.