College of Health, Science, and Technology

Guidelines for Promotion and Tenure

The College of Health, Science, and Technology (CHST; hereafter the College) has a broad spectrum of academic programs that share a common focus upon basic and applied science. The academic units within the college are the: School of Computer Science and Mathematics; School of Geoscience, Physics, and Safety; School of Natural Sciences; School of Nursing; School of Nutrition, Kinesiology, and Psychological Science; and the School of Technology.

The college supports the mentorship of new and developing faculty by senior faculty members. By using a mentorship program in each School, new faculty members are more prepared to pursue promotion toward associate professor with tenure. Each School is directed to assign a faculty member in his/her probationary period to a senior faculty member(s) for mentorship.

The College is committed to ensuring that its graduates acquire the skills and knowledge necessary to function as educated individuals, lifelong learners, and responsible citizens. Critical to the success of the graduates of this College is the quality of instruction provided by the faculty of the College. Assessment of the faculty is an ongoing process that is punctuated by deliberations for Promotion and Tenure.

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1. Introduction

The Promotion and Tenure of faculty candidates is the responsibility of the Board of Governors (Policy 2.2.030: Academic Freedom and Tenure). Additional promotion and Tenure policies are described in the University Policy Library:

(1) Promotion and Tenure: Academic Freedom, Promotion Policy, Eligibility

(2) Promotion and Tenure: Tenure Policy, Contracts, Probationary Period

(3) Promotion and Tenure: College Guidelines

(4) Promotion and Tenure: The Promotion and Tenure Dossier

(5) Promotion and Tenure: Appendices

(6) Promotion and Tenure: Timeline and Procedures

It is recognized that Schools have a central role in the evaluation of the School's faculty in a fair and professional manner. Faculty members are to be evaluated for tenure and promotion on established School and discipline-specific operational definitions of the University, College, and School Guidelines. Faculty must satisfy all requirements for promotion and tenure at the School, College and University levels.

This document defines minimum expectations for College faculty (hereafter Candidates). Promotion and tenure decisions are based upon qualitative and quantitative assessment of teaching, scholarly activities, and service. Candidates must realize that this decision is not based upon a single activity but rather must involve activities in all three components. The final expectation of all candidates is that they submit a dossier that is an accurate reflection of their activities since their initial appointment or last promotion, whichever is more recent.

There are three instances where a Candidate may submit a dossier for evaluation: (1) promotion from Assistant to Associate Professor with Tenure, (2) promotion from Associate to Full Professor, (3) tenure if hired at a promoted rank without tenure.

2. General Procedures for Promotion and Tenure

The College of Health, Science, and Technology procedures and guidelines for promotion and tenure are based on policies described in the University Policy Library and Board of Governors Policy. Any promotion and tenure procedure or guideline not covered in this document will be the same as in the University Policy Library and the Board of Governors Policy.

2.1 The Dossier

Preparation of the candidate's dossier should begin with the review of all seven links provided in the Introduction of this document (vide supra). Additionally, the candidate should carefully review the Promotion and Tenure Guidelines for the candidate's School (vide supra).

2.1.1 Preparation of the Dossier

It is recommended that the preparation of the Dossier begin the first semester of the candidate's employment. Assembly of materials documenting evidence of teaching effectiveness, scholarship activities, and service is most easily performed when done each semester. The candidate's peers and chair can facilitate and advise on the assembly of materials.

The Dossier must be organized according to the outline presented in [Promotion and Tenure: The Promotion and Tenure Dossier guidelines](#). Items in which the candidate has no activity should be noted as "Not Applicable." An artifact folder structure, electronic dossier template, and supplemental documents for a sample candidate can be viewed [here](#). A faculty member can request this folder structure from the Associate Dean at any time.

Candidates will prepare one dossier and will include a single cover letter that documents if they are applying for promotion with tenure or promotion.

2.1.2   Submission of the Dossier

The dossier will be submitted following the timeline listed in [Promotion and Tenure: Timeline and Procedures.](#)

2.2 The Responsibilities of the School Promotion and Tenure Committee

Schools play a central role in the evaluation of faculty. School Promotion and Tenure Committees provide an independent evaluation of each faculty's dossier. These committees do not serve as faculty advocates in the process. The School Promotion and Tenure Committee assumes important responsibilities:

2.2.1 The School P&T Committee validates the authenticity of the material in the Dossier and the appendices.

2.2.2 The committee evaluates their colleagues in a fair and professional manner.

2.2.3 The committee exercises informed professional judgment with respect to

the rights of all involved in the process.

2.2.4 The committee provides recommendations based upon the evidence in the candidate's dossier and appendices.

2.2.5 The committee provides a School context for a candidate's record of performance within a discipline for succeeding levels of review.

2.2.6 The committee will develop a peer evaluation process.

2.2.7 The committee assesses the candidate for tenure based upon the needs of the program.

2.3 College of Health, Science, and Technology Promotion and Tenure Committee

2.3.1 Committee Members and Selection

The College Promotion and Tenure Committee (hereafter referred to as the Committee) will consist of one tenured full-time faculty member selected by the faculty of each School as listed below. The individual Schools will determine the means of selection of their representative.

Members of the Committee will be selected from the following Schools in even numbered academic years: School of Computer Science and Mathematics, School of Technology, and the School of Geoscience, Physics, and Safety.

Members of the Committee will be selected from the following Schools in odd numbered academic years: School of Natural Sciences; School of Nursing; School of Nutrition, Kinesiology, and Psychological Science.

A candidate for promotion or tenure, and any family members, may not serve in the year of the candidate's application.

Faculty serving on the Committee will identify any conflict of interest in accordance with [Board of Governors Policy 1.2.200](#) and exclude themselves from any and all promotion and tenure deliberations and actions related to the conflict of interest.

2.3.2 Committee Terms

Each member will serve a two-year term and no more than two consecutive terms.

2.3.3 Committee Responsibilities and Duties

College-level reviewers serve to ensure the consistent application of the College Guidelines across the Schools of the College and to monitor procedural matters.

2.3.3.1 The Committee will select one of its members to serve as a Chair at its first meeting. Preference should be given to a Committee member who has previously participated in College Promotion and Tenure deliberations in order to maintain consistency. The Chair may serve for more than one academic year.

2.3.3.2 The Committee will establish a meeting schedule for the Fall Semester to ensure that all dossiers are evaluated and written recommendations are made to the Dean and the candidate according to the time line established in [Promotion and Tenure: Timeline and Procedures](#).

2.3.3.3 The Committee will consistently apply, in a fair and professional manner, College Guidelines to all dossiers submitted for the Committee's review and evaluation.

2.3.3.4 Each faculty member's application will be evaluated based strictly on that individual's own merit. Candidates will not be ranked at any level for promotion or tenure.

2.3.3.5 Each Committee member will evaluate each dossier submitted for promotion and tenure, promotion, or tenure. The full Committee will then meet to discuss each dossier. A quorum of five Committee members is required for all discussions, meetings, and recommendations.

2.3.3.6 The Committee will reach, by simple majority vote of those members in attendance (at least a quorum), a recommendation on each candidate.

2.3.3.7 Each Spring Semester, the Committee will assist the chair in conducting a forum for future candidates regarding the Promotion and Tenure process.

2.3.3.8 Committee members will participate in any revision of the College Guidelines.

2.4 Role and Responsibilities of the Committee Chair

2.4.1 The Committee Chair will conduct the Committee meetings to act upon Candidate Dossiers.

2.4.2 The Committee Chair will ensure that the Committee will consistently apply College Guidelines to all dossiers submitted for the Committee's review and evaluation.

2.4.3 The Committee Chair will forward the Committee's written recommendation on each candidate to the Dean and to the candidate. The Committee Chair will sign the letter of recommendation.

2.4.4 In the spring semester of each year, the Committee Chair, with assistance from the Committee, will conduct a Promotion and Tenure Forum on Dossier Preparation and the Promotion and Tenure Process for faculty.

2.4.5 The Committee Chair will convene the Committee, as necessary, to discuss and act on proposed revisions to the CHST Promotion and Tenure Guidelines (see 2.6 below).

2.4.6 The Committee Chair will conduct College forums on proposed revisions to discuss any revisions to the Guidelines accepted by the Committee and supervise the vote on the proposed revisions. The Chair will forward those proposed revisions endorsed by the faculty to the Dean for approval.

2.5 Role and Responsibilities of the College Dean in the Promotion and Tenure Process

2.5.1 The Dean is responsible for assuring that the College has Promotion and Tenure Guidelines that are consistent with the University Guidelines. The Dean is responsible for approving or denying the initial and any proposed changes to the College Guidelines.

2.5.2 The Dean is responsible for assuring that each School develops Promotion and Tenure Guidelines that are consistent with the College and University Guidelines.

2.5.3 The Dean is responsible, in the Promotion and Tenure Process, to conduct an independent evaluation of each candidate with reference to the projected needs of the School and College.

2.5.4 The Dean will convene the Committee at the beginning of each academic year. The Dean will review with the Committee the University Conflict of Interest

Policy, the College Guidelines, and their role in the Promotion and Tenure Process.

2.5.5 The Dean, or the Dean's designee, is responsible for providing copies of, or reference to, the College Promotion and Tenure Guidelines to all potential candidates for employment during their on-campus interviews.

2.6 Procedure to Revise College Guidelines

2.6.1 The Dean, Associate Dean, tenured faculty, or tenure-track faculty may recommend revisions in writing to the Promotion and Tenure Committee.

2.6.2 The Committee will discuss proposed revisions before the end of the semester of their receipt. The Committee will determine by a simple majority vote to accept or reject each proposed revision. The action of the Committee will be made known to the originator of the proposed revision.

2.6.3 The Committee Chair will bring the proposed revisions accepted by the Committee to the College tenured and tenure-track faculty for discussion. The Committee Chair will conduct College forums to discuss any revisions to the Guidelines approved by the Committee. A copy of proposed revisions will be forwarded to the Dean.

2.6.4 The College Committee will conduct a vote in which all tenured and tenure-track College faculty are eligible to vote. The faculty will be asked to accept or reject the draft revisions with a simple majority of all votes cast necessary for acceptance.

2.6.5 Accepted revisions will be forwarded to the Dean for action. Revisions approved by the Dean will be communicated to the School Chairs and P&T Committees and will be implemented at the start of the next academic year. Revisions rejected by the Dean will be returned to the Committee, with written justification.

2.6.6 Individual faculty members may need time to change their professional development to meet any revision to these Guidelines. Candidates may request a variance in consultation with their School Chair. Any such variance must be requested within one month following the date of the acceptance of any pertinent revision by the Dean. The School Chair may propose to the Dean a variance in the implementation of certain sections of the Guidelines. The Dean will exercise professional judgment in evaluating these requests and may approve or disapprove such variances on an individual basis. The Dean, as academic leader in

the college, will make the final decision on variance requests. The Dean will provide written response within one month to the candidate and to the School Chair for inclusion in the candidate's personnel file.

3. College Guidelines for Promotion and Tenure

The candidate must demonstrate effectiveness in teaching and achievements in both scholarship and service. Although achievements in scholarly activity and service need not be balanced, collectively the achievements must demonstrate the candidate is worthy of promotion to the next rank.

3.1 Discipline and/or School-Specific Operational Guidelines

It is the responsibility of each School to develop discipline and/or School-specific Operational Guidelines for tenure and promotion, consistent with the Guidelines contained within this document, the [University Policy Library](#) and [Board of Governors Policy](#). These School Operational Guidelines are to be submitted to the Dean for review and approval. A School's Operational Guidelines are expected to be at least as stringent as the College Guidelines. Each School's Operational Guidelines will (1) provide additional information designed to assist candidates for tenure and promotion to better recognize what is expected of them, and (2) identify key measures that will assist peer and administrative evaluators in determining whether to recommend a candidate for tenure and tenure, promotion, or tenure.

3.2 Teaching

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of intellectual expression. The College is committed to effectiveness in teaching.

3.2.1 Definition of Teaching Effectiveness

Effective teaching refers to the use of pedagogical methods that support progress toward the student learning outcomes specified for degree programs and/or for individual courses. An effective teacher must possess requisite knowledge and skills to actively engage the learner.

3.2.2   Teaching Skills

An effective educator exhibits the ability to communicate, the ability to interest and motivate students to achieve high standards, and the ability to generate an enthusiasm for learning. An effective educator exhibits a respect for all members

of the university and the community, is sensitive to issues of diversity, is able to adapt with respect to individual student needs, and is committed to self-improvement. The effective teacher evaluates students fairly and impartially in all aspects of education and instruction. The effective teacher maintains a professional reputation among students and colleagues for superior teaching skills as documented by student and peer evaluations. An effective educator maintains professional peer relationships and currency in the discipline through ongoing professional development.

3.2.3   Documentation of Teaching Effectiveness

Candidates may demonstrate the effectiveness of their teaching abilities in a variety of means.

Policy Promotion and Tenure: The Promotion and Tenure Dossier stipulates certain categories of documentation for teaching effectiveness to be included in the Dossier.

Supplemental documentation required by the College Guidelines is outlined below and should be included within Item l.   Other Evidence of Teaching Effectiveness. (Editorial note: the following items use a lower case "L" followed by a number).

3.2.3.1   Student Course and Teaching Evaluation Data

The Candidate should provide a summary of statistical data of teaching evaluations for each class taught by the Candidate, each semester, for the four years immediately preceding submission of the Dossier or for each year since their initial appointment if the appointment was less than 4 years prior.

Schools are expected to specify which measures they deem significant for inclusion in the Dossier.

Candidates are expected to obtain a sufficient number of evaluations (in each class) to accurately assess teaching effectiveness.

Faculty are expected to document changes they have made in their teaching based upon relevant student feedback.

3.2.3.2   School Chair Evaluations of Teaching

Chairs will evaluate classroom delivery for all faculty eligible for promotion and tenure, promotion, or tenure at least once each academic year.

3.2.3.3 Peer Evaluations of Teaching

Peers (from within or outside the School) will conduct evaluations of Candidate's classroom teaching and/or supervision of clinicals based upon one or more visits. Schools will determine the method of selection of peer evaluators and course types evaluated.

The evaluator will provide a written evaluation of the Candidate's teaching performance to the Candidate and will forward a copy to the School Chair.

Candidates for Promotion and Tenure must have annual peer evaluations. These evaluations must be provided for the four years immediately preceding submission of the Dossier or for each year since their initial appointment if the appointment was less than four years prior. Missing evaluations must be explained in writing by the School Chair in a letter to be included in the appendix.

3.2.3.4 Statements of Self-Assessment

Candidates should summarize the results of their evaluations and evidence of teaching effectiveness. Further, Candidates should suggest changes that they might enact in order to improve their teaching effectiveness and assess the effectiveness of changes that they have previously enacted.

Additional supplemental documentation of teaching effectiveness from the following bulleted list may also be included:

- Documentation or Evidence Showing Student Learning

  Schools will determine appropriate examples to document student learning appropriate to their discipline. Examples may include, but are not limited to, pre-test/post-test comparisons, exit exams, student portfolios, and national certification examinations or state licensure exams.

- Distinguished Teaching Awards or Other Recognition.
- Incorporation of Current Research to Enhance Teaching Effectiveness
- Incorporation of Current Technology to Enhance Teaching Effectiveness
- Mentoring and Promoting Student Research

  List student names, year(s) of research, and a description of the research conducted for those individuals not otherwise documented in the Dossier.

- Evidence of Implementation of Significant Course Revision as a Result of Program Review

3.3 Scholarly Activity

The College of Health, Science and Technology is committed to the value of scholarly activity. The College recognizes there is a diversity of talents among the College faculty. Because of this diversity, it is essential that Schools clearly state the School's expectations for scholarship of its faculty. Each School shall identify discipline-specific examples of scholarly activity that are applicable toward promotion and tenure.

3.3.1 Definition of Scholarly Activity

Scholarship may be defined as the documented distribution and review among peers of work grounded in research activity through (1) publication or display and (2) presentations at professional conferences, exhibitions or before learned societies.

3.3.2 Criteria for Scholarly Activity

Scholarly activity can be expressed in many forms, but the following are expected criteria:

Work is discipline-based or supports a faculty member's discipline and is directly applicable to the academic program goals and objectives related to a faculty member's assignment/discipline.

Work has pedagogical value or significance within the faculty member's discipline.

Work generally incorporates methodology from the discipline.

Work reflects a level of expertise/creativity that reflects increasing scholarly maturity.

3.3.3 Refereed Publications

Refereed, which may be used interchangeably with "peer reviewed" or "juried," is defined as a structured reviewing system in which one or more reviewers, excluding in-house review, evaluated the submitted works and advised as to acceptance or rejection.

Refereed review is a process used for checking the work performed by one's professional equals or colleagues within a discipline (peers) to ensure it meets

specific criteria. Peer review is used in working groups for many professional occupations because it is thought that peers can identify each other's errors. Generally, the goal of all peer review processes is to verify whether the work satisfies the standards for the discipline, identify any deviations from the standards, and provide suggestions for improvements.

Results of the scholarly activity must be disseminated beyond the university and, as a result, contribute to broader body of knowledge. Publication may be in either traditional print media or in an electronic format.

3.3.4 Relationship of Scholarly Activity to Discipline Scholarly activity has many components. These components should be directly related to an individual faculty's discipline and the academic program and School where the faculty member's appointment resides. Scholarly activity beyond this focus is not applicable to promotion and tenure within the College. Scholarly activity shall be interpreted to include, but is not limited to, involvement in the scholarship activity of basic and/or applied research and/or the scholarship activity of teaching.

3.3.4.1 Definition of Basic Research

Basic research is oriented toward new knowledge. It is any activity that is carried out with the deliberate intent of extending knowledge in a particular academic discipline.

3.3.4.2 Definition of Applied Research

Applied research is oriented toward the application of knowledge obtained through basic research in the discipline. It is an activity that is carried out with the deliberate intent of solving a specific problem. The focus of applied research is the applicability of the research to a well-defined, practical need.

3.3.4.3 Definition of the Scholarship of Teaching and Learning

The scholarship of teaching and learning is defined as a systematic inquiry that focuses on the intentions, objectives, processes, and outcomes of formal instruction. It mirrors the intellectual endeavors practiced in basic and applied research. This dynamic process may involve investigating, collecting data, analyzing, applying, and reporting results. The anticipated outcome of this process will be enhanced student learning and more effective instruction.

Scholarship of teaching, sometimes referred to as pedagogical research, is oriented toward all methods of teaching and learning. It is an activity which explores (1) the merits of one educational approach to instruction over another approach, (2) under what conditions students learn best, (3) how educational material may be organized to enhance the learning process, or (4) investigations of the degree to which curricula meet the requirements they have been assigned to meet.

Faculty productivity related to the scholarship of teaching and learning may be used as evidence in the promotion and tenure process. Examples of scholarship activity include articles in peer-reviewed academic or professional journals, presentations at professional meetings, publication in professional meeting proceedings, publication of cases, chapters in text books, and similar outputs. Authorship of test banks, student guides, and similar ancillary materials published in support of a text book are generally considered to be evidence of teaching or service rather than scholarly activity. Accomplishments related to development of curriculum, pedagogy, and assessment that is not disseminated outside the institution can be used as evidence of teaching, but not as a scholarly activity.

3.3.5 Documentation of Scholarship Activities

Policy Promotion and Tenure: The Promotion and Tenure Dossier stipulates several examples of Scholarly activities to be enumerated by the Candidate (Scholarly Activity, Items a-g). Individual Schools shall identify discipline specific examples of scholarship activity that are applicable toward promotion and tenure.

Candidates may insert a narrative paragraph before item a of the Scholarly Activity section of the Dossier that describes their research focus in order for the reviewer to more clearly understand the Candidate's research topic. Additionally, this paragraph might explain how the Candidate meets the college minimum criteria for peer scholarly activities (as outlined in 4. Promotion Guidelines, see below) and the additional College specifications.

3.4 Service

The College of Health, Science and Technology recognizes the significance of service to our students, our colleagues, and our profession. The College further accepts that service entails the application of faculty expertise to the needs or betterment of others, within the University or the profession, without direct financial reimbursement (excluding honoraria).

3.4.1 Expectation for Service

Candidates are not required to provide service applicable to each of the items enumerated in the service section of the policy Tenure and Promotion: The Promotion and Tenure Dossier. Rather, candidates must demonstrate, through a sustained level of service, their commitment to participate in their School, college, university, and profession.

Candidates may insert a narrative paragraph before item a of the Service section of the Dossier that describes how the Candidate meets the college minimum criteria service (as outlined in 4. Promotion Guidelines, see below).

3.4.2 Examples of Service

Policy Promotion and Tenure: The Promotion and Tenure Dossier many examples of service (Service, Items a-k).

Policy Promotion and Tenure: The Promotion and Tenure Dossier – Service, Item j. provides many examples of activities in which candidates may provide service or opportunity for their colleagues' professional development. Examples of such activity would include organizing and chairing a session at a meeting, conducting a workshop on discipline-specific or other topics (locally or nationally), preparing media for distribution at such a program, or aiding in planning, preparation, or execution of any of the types of program listed above. (Note: Candidates who were participants in the types of programs listed here without making a substantive contribution are encouraged to list them under: (1) Teaching, Item m or (2) Scholarly Activity, Item g.

The College also accepts the bulleted items below, which may be included following Service, Item k in the Dossier. Individual Schools may also identify discipline-specific examples of service. Additional examples of service activities include:

- Mentoring of junior faculty within the university including conducting peer evaluations for promotion and tenure.
- Review of professional submissions and media (to include peer review of manuscripts and grant proposals) where discipline-specific knowledge is applied in the evaluation.
- Editing of a compiled volume or journal. If the candidate applies his/her professional expertise to the copy-editing or selection of the works to be included, such editing or compiling may be considered a scholarly activity.

- Significant contribution to the development of an accreditation report or similar documentation of programmatic review.
- Development of a School or professional newsletter, website, study guide, or other publication of limited circulation that lacks peer- review.
- Discipline-related service in a voluntary governmental position or on an advisory board or council outside the university community.
- Internal grants, awards, and contracts that have a primary purpose of providing service to the School. Include a description of any outcomes (new equipment for Schools, G. A. positions, supplies, etc.).
- Service as an expert witness, translator/interpreter, or consultant, without compensation excepting honoraria.

The above list is not comprehensive. The candidate may include any other discipline-related activities that he/she considers as a service by including the date of service, the beneficiaries, and a description.

4. Promotion Guidelines Tenure Track and Tenured Faculty

The College of Health, Science and Technology Guidelines are more stringent in some respects than the minimum requirements stated in Promotion and Tenure Policies: Academic Freedom, Promotion Policy, Eligibility and Board of Governors Policy. Any promotion procedure or Guideline not covered in the College Guidelines will be the same as in the Promotion and Tenure Policies: Academic Freedom, Promotion Policy, Eligibility. Schools, in turn, may establish requirements more stringent than those of the College.

In keeping with current standards in the University, accomplishments offered as evidence for promotion at one rank cannot be offered as evidence at another rank; however, evidence offered to support a tenure request can also be used as support for a promotion.

Candidates for tenure and/or initial promotion at UCM may include in their dossiers accomplishments achieved prior to their appointment at UCM, and candidates for tenure can include accomplishments achieved during their entire appointment at UCM.

A candidate will not be promoted to associate or full professor unless he/she is concurrently granted tenure.

The following are minimum requirements for promotion from:

4.1 Assistant Professor to Associate Professor

"Promotion to associate professor is based upon actual performance as well as future potential. Above all, the individual should still be demonstrating excellence in teaching

while developing professionally. A candidate for associate professor should be well on the way toward becoming a recognized contributor in a specialization relevant to his/her School discipline. It is assumed that candidates meet all requirements of the assistant professorship prior to promotion to associate professor." (Promotion and Tenure Policies: Academic Freedom, Promotion Policy, Eligibility, Criteria for Promotion, b)

4.1.1 Credentials as established by the faculty member's School and Terminal Degree Requirements as approved by the Provost.

4.1.2 Teaching

Candidates seeking promotion to the rank of associate professor should demonstrate advancement of their teaching effectiveness, while developing a stronger knowledge of content and/or clinical expertise based on research and current practice.

4.1.3 Scholarship Activities

Candidates must demonstrate a record of scholarly achievement that supports the mission and goals of the School and the academic program within the context of his/her discipline. Schools will specify their expectations for appropriate, discipline-specific scholarly activities.

4.1.3.1 Minimum Refereed Publication/Juried Activity Expectations

A Candidate is expected to have published two refereed publications activities and satisfied one of the following additional activities identified in 4.1.3.2.

If this is the candidate's first promotion at Central, 2 of the required scholarly expectations (both publications or 1 publication and 1 additional scholarly activity) must be based in part on activities that have occurred after their initial appointment at Central.

If this is the candidate's second promotion at Central, all of the required expectations must have occurred after the dossier for the previous promotion was submitted, and must not have been included in the previous dossier.

Order of authorship on refereed publications is irrelevant, i.e., authorship as a first author, second author, third author, etc. counts as one refereed publication. There is no limit on the number of authors who may

contribute to a refereed publication.

4.1.3.2 Additional Scholarly Activities

The Candidate must present 1 item from the following list, in addition to the 2 required refereed publication/juried activity:

a. One refereed publication or juried activity.

b. Two refereed presentations including papers, speeches, lectures, and poster sessions presented at institutions, conventions, workshops, conferences, exhibitions, and symposia.

c. One contribution based upon a scholarly activity and published in the conference proceedings of a state, regional or national meeting that is, therefore, not limited in its distribution to the individuals in attendance at an institution, convention, workshop, conference, exhibition, or symposium.

d. Externally funded grant through the Office of Sponsored Program or award through the UCM University Foundation that leads to a research outcome.

4.1.4 Service

Candidates must document one year of service on a School, college, or university (Faculty Senate, University/Administrative, or other) committee for each year in rank. Years of service may be on a single committee for multiple years or on multiple committees for a single year. Further, Candidates must document additional service from the items listed in the policy [Promotion and Tenure: The Promotion and Tenure Dossier](#) (Service, items c-k) and College Guidelines (3.4.2, additional bulleted service examples). At least one year of this service must be above the School committee level. Candidates must document service outside the university at the regional, state, national, or international level.

4.2 Associate Professor to Professor

"Promotion to full professor implies that the individual faculty member is recognized as an outstanding contributor in a specialization relevant to his/her School discipline and as a contributing member of the University of Central Missouri academic community. In addition, the individual should still be demonstrating excellence in teaching. It is assumed candidates meet all requirements of the associate professorship prior to promotion to

professor." ([Promotion and Tenure Policies: Academic Freedom, Promotion Policy, Eligibility](#), Criteria for Promotion, c)

4.2.1 Credentials as established by the faculty member's School and Terminal Degree Requirements as approved by the Provost.

4.2.2 Teaching

Candidates must provide a variety of significant evidence that documents their teaching effectiveness and that they meet all instructional expectations that may have been established in the faculty member's School. Candidates should demonstrate instructional contributions that are significant and multifaceted and have developed to a high level that has been continuous since the last promotion or initial appointment, whichever occurred last. Further, candidates must demonstrate leadership in curriculum and/or program improvement.

4.2.3 Scholarship Activities

Candidates must demonstrate a record of scholarly achievement that supports the mission and goals of the School and the academic program within the context of his/her discipline. Schools will specify their expectations for appropriate, discipline-specific scholarly activities.

4.2.3.1 Minimum Refereed Publication/Juried Activity Expectations

A Candidate is expected to have published two refereed publications activities and satisfied two of the additional activities listed in 4.2.3.2.

These required activities must have occurred while at Central, unless the candidate was appointed at the rank of Associate Professor. If a candidate was appointed at the rank of Associate Professor, at least 2 of these refereed publications, or additional activities must have occurred during employment at Central.

The Candidate's body of scholarly work activities must represent substantial contributions to the discipline, with School promotion guidelines specifying the criteria for what constitutes substantial contributions.

Order of authorship on refereed publications is irrelevant, i.e., authorship as a first author, second author, third author, etc. counts as one refereed publication. There is no limit on the number of authors who may

contribute to a refereed publication.

4.2.3.2 Additional Scholarly Activities

The Candidate must present two items from the following list, in addition to the two required refereed publication/juried activity:

a. One refereed publication.

b. Two refereed presentations including papers, speeches, lectures, and poster sessions presented at institutions, conventions, workshops, conferences, exhibitions, and symposia.

c. One contribution based upon a scholarly activity and published in the conference proceedings of a state, regional or national meeting that is, therefore, not limited in its distribution to the individuals in attendance at an institution, convention, workshop, conference, exhibition, or symposium.

d. Externally funded grant through the Office of Sponsored Programs or award through the UCM University Foundation that leads to a research outcome.

4.2.4 Service

Candidates must document one year of service on a School, college, or university (Faculty Senate, University/Administrative, or other) committee for each year in rank. Years of service may be on a single committee for multiple years or on multiple committees for a single year. At least one year of this service must be above the School committee level. Candidates must document committee activity since their last promotion. Further, Candidates must document additional service from the items listed in Promotion and Tenure: The Promotion and Tenure Dossier (Service, items c-k) and College Guidelines (3.4.2). Lastly, Candidates must document service outside the university at the local, regional, state, national, or international level.

5. Promotion Guidelines Instructional Faculty

A candidate must review the Instructional Faculty Promotion Process and Guidelines as outlined in the University document. An artifact folder structure, electronic dossier template, and supplemental documents for a sample candidate can be viewed here. A faculty member can request this folder structure from the Associate Dean at any time.

5.1 Assistant Instructor to Associate Instructor

Promotion to associate instructor is based upon actual performance as well as future potential. Above all the individual should still be demonstrating excellence in teaching/primary duties while developing professionally. It is assumed that candidates meet all requirements of the assistant instructorship prior to promotion to associate instructor.

5.1.1 Teaching

Candidates seeking promotion to the rank of associate instructor should demonstrate advancement of their teaching effectiveness, while developing a stronger knowledge of content and/or clinical expertise based on professional development and current practice.

5.1.2 Service

Candidates must document one year of service on a school, college, or university (Faculty Senate, University/Administrative, or other) committee for each year in rank. Years of service may be on a single committee for multiple years or on multiple committees for a single year. Further, Candidates must document additional service from the items listed in the policy Promotion and Tenure: The Promotion and Tenure Dossier (Service, items c-l) and College Guidelines (3.4.2, additional bulleted service examples).

5.1.3 Contribution to/Involvement in the Discipline

Candidates must document at least three events showing Contribution to/Involvement in the Discipline over a four-year period. Unless otherwise noted in the criterion, the three events could be three of the same items from the listed items in the criterion or one from each of three items or any combination of items the three events fit into, however, each of the three events must represent different activities.

5.2 Associate Instructor to Senior Instructor

Promotion to Senior Instructor implies that the individual faculty member is recognized as an outstanding contributor in his/her School discipline and as a contributing member of the University of   Central Missouri academic community. In addition, the individual should still be demonstrating excellence in teaching/primary duties. It is assumed candidates meet all requirements of the associate instructor prior to promotion to senior instructor.

5.2.1 Teaching

Candidates must provide a variety of evidence that documents their teaching effectiveness and that they meet all instructional expectations that may have been established in the faculty member's School. Candidates should demonstrate instructional contributions that are significant and multifaceted and have developed to a high level that has been continuous since the last promotion or initial appointment, whichever occurred last. Further, candidates must demonstrate involvement in curriculum and/or program improvement.

5.2.2   Service

Candidates must document one year of service on a school, college, or university (Faculty Senate, University/Administrative, or other) committee for each year in rank. Years of service may be on a single committee for multiple years or on multiple committees for a single year. At least one year of this service must be above the School committee level. Candidates must document committee activity since their last promotion. Further, Candidates must document additional service from the items listed in Promotion and Tenure: The Promotion and Tenure Dossier (Service, items c-l) and College Guidelines (3.4.2).

5.2.3   Contribution to/Involvement in the Discipline

a. Candidates must document at least four events showing Contribution to/Involvement in the Discipline over a four-year period. Unless otherwise noted in the criterion, the four events could be four events of the same item on from the list given in the criterion or one event from each of four items or any combination of items the four events fit into, however, each of the four events must represent different activities.

b. Contribution to the Discipline or Involvement in the Discipline includes a broad scope of discipline-related activities. As the instructional faculty member advances through the ranks such activities may be expected to reflect increasing breadth and depth. The following items may be used as evidence of contributions to the discipline.

c. Service to the profession. Categorize the items as international, national, regional, state, or local. List the date, nature, and source of each. Where appropriate, list recognitions, consultations, and/or provide brief explanatory statements.

d. Active membership in academic, professional, and scholarly societies. Categorize the organizations as international, national, regional, state, or

local. List the dates of membership, activities, and the names of the societies. For continuing memberships indicate the initial year of membership only e.g., 1965-). List offices held and other leadership activities, e.g., membership on the planning committee for a conference. Where appropriate provide brief explanatory statements. (Active membership of one year or more may only count as one event with the exception that each year working on an executive committee or holding an officer position for the organization may count as separate events, for these positions please include a brief description of the work done by the committee each year of service).

e. Evidence of quality scholarship. List recognitions, awards and honors from professional organizations, publications, and sponsoring agencies. Categorize the items as international, national, regional, state, or local. List the date, nature, and source of each. Where appropriate, provide brief explanatory statements.

f. Papers, speeches, lectures, and papers presented at institutions, conventions, workshops, symposia, etc. that are germane to one's discipline should be noted. List by date, title, meeting, sponsoring agency, and location.

g. Production or exhibition of creative work. Indicate date, title, and location of the exhibition, or presentation of the work produced or created.

h. Grants and awards. Cite the date, the grant or award received, the title, and any outcome (e.g., the award of another research grant, publication, patent, paper presented).

i. Publications. Standard bibliographic citations for the description should be used in listing publications. In the case of multiple authorship, an asterisk should indicate the major contributing author. If full joint authorship is the case, neither should carry the asterisk.

j. Current discipline-related projects in progress. List the major significant areas of discipline-related projects in progress. Provide brief statements summarizing the anticipated outcome of each activity. An indication of the status of the work should be noted for each entry.

k. Mentoring & Promoting Student Research. List student names, year(s) of research, and a description of the research conducted for those individuals not otherwise documented in the Dossier.

l. Professional development is continued learning in your area of expertise or related area and pedagogical training to support teaching expertise. These professional development activities should be listed by date, title,

and sponsoring agencies. This may include, but is not limited to the following list: Recertification of credentials, Conventions, Conferences, Clinics, Institutes, Workshops, Post-degree course work, Internships, Webinars, Consultations, Sabbaticals

Note: Items/Events may only be used to satisfy one area. i.e. a webinar covering teaching of a new method or new pedagogy related to your discipline and applied to your classes could be used to satisfy evidence of quality teaching or Contribution to/Involvement in the Discipline, but not both.

6. Tenure Guidelines Tenure Track Faculty

The College of Health, Science, and Technology standards and guidelines for the award of tenure are based on the Promotion and Tenure: Tenure Policy, Contracts, Probationary Period and Board of Governors Policy. Tenure is not automatically granted upon appointment or promotion to a particular rank, and tenure is not automatically granted based on a specified number of years of service to the university. A candidate will not be granted tenure unless he/she is concurrently granted promotion to Associate Professor or already holds the rank of Associate or Full Professor. The successful candidate for tenure must possess the appropriate academic credentials and must meet the teaching, scholarship, and service expectations for the candidate's current rank.

6.1 Teaching, Scholarship Activity, and Service Expectations

Candidates for tenure must meet the following teaching, scholarship activity, and service requirements based on the candidate's rank in the year the application for tenure is submitted.

6.1.1 Associate Professor

Successful candidates for tenure must meet the minimum requirements promotion to Associate Professor as specified in Section 4.1 of these Guidelines.

6.1.2 Professor

Successful candidates for tenure must meet the minimum requirements for promotion to Professor as specified in Section 4.2 of these Guidelines.

7. Implementation Schedule

7.1 Effective Date

Guidelines (initial or revised) will be in effect upon acceptance by the Dean.

7.2 Implementation Date

The initial Guidelines will be implemented Fall 2013. Revised Guidelines are implemented at the beginning of the Fall Semester of the next academic year.

7.3 Implementation of General Guidelines

Schools will develop and approve a peer evaluation system (2.2.6) and designate discipline-specific items for scholarly activities (4.1.3.1 and 4.1.3.2 OR 4.2.3.1 and 2.2.3.2) and service (4.1.4) by August 30, 2019.

7.4 Individual Variance

> **7.4.1** Candidates applying for promotion and/or tenure have the option of using either the College of Health, Science and Technology Guidelines accepted and effective October 11, 2012 or the guidelines revised Spring 2019. The candidate's choice of guidelines to be used to assess their Dossier should be stated within the Dossier (See Appendix 1, below).

> **7.4.2** Candidates who negotiated a foreshortened timeline for Promotion and/or Tenure should document this arrangement within the optional statement or in writing as an appendix.

> **7.4.3** In recognition of the possibility that individual faculty members may need time to adapt their professional development to meet these Guidelines, Chairs may propose to the Dean, on a case to case basis, variances in the implementation of certain sections of the Guidelines in terms of implementation date or content. Any such variance must be requested 1) at the time of initial appointment, 2) within 6 months of the implementation date of these Guidelines or 3) within six months to the implementation date of subsequent revisions. The Dean will exercise professional judgment in evaluating these requests and may approve or disapprove such variances on an individual basis. The Dean, as academic leader in the college, will make the final decision on variance requests.

Appendix 1:   <u>Choice of Guidelines for review to be determined by the Candidate</u>

Candidates applying for Promotion and/or Tenure in the Fall Semester of 2019, 2020, 2021, and 2022 will have the option of using either the College Guidelines accepted and effective October 11, 2012 or the revised guidelines accepted and effective March 15, 2019.

Insert the following page after the Cover Page of the Dossier instructing the School and College Committees, the School Chair, and the Dean of the Candidate's choice of Guidelines to be used for the assessment of the Dossier.

This page will not count against the 25-page Dossier limit.

I, Candidate's name, select to use the following College Guidelines for the assessment of my Dossier.

- o College of Health, Science, and Technology Guidelines accepted and effective October 11, 2012.

- o College of Health, Science, and Technology Guidelines accepted and effective March 15, 2019.

Signature	Date