

PROMOTION AND TENURE GUIDELINES DEPARTMENT OF TEXTILE AND APPAREL MANAGEMENT

The Department of Textile and Apparel Management (TAM) at the University of Missouri-Columbia has established the following guidelines for determining professional rank and awarding tenure and promotion to members of the department. The policies and procedures for this department are consistent with the guidelines established by the College and the University. Unique departmental differences and individual achievements are considered in the following guidelines. It is very important for faculty members to understand and follow the criteria outlined in this document from the time of employment in order to collect appropriate data to document relevant achievements. Regardless of the percentages for teaching, research and service stated in the letter of appointment, it is critical that new faculty begin a research agenda immediately and that they show evidence of scholarship through publications in refereed journals by the end of the first three years of employment.

If the candidate's workload has shifted during the years when the performance for promotion and/or tenure is being evaluated, the details of the changes must be documented at the time of the change, including the percent efforts, performance and evaluation expectations.

A majority vote (2/3) from all full-time ranked faculty (both pre-tenure and tenured) will be required for any changes or updates on the Guidelines for Promotion and Tenure Guidelines.

The departmental guidelines include the following sections: schedule for reviews, procedure, criteria for academic ranks, and expectation for evidence of faculty achievement in the areas of scholarship, teaching, and service.

Schedule for Reviews

Faculty entering a tenure track position at the assistant professor level, and who remain on tenure track for the full probationary period, must be prepared to undergo at least two critical reviews during the initial probationary period, one during the third year of employment, and one at the end of the fifth year of employment. All tenured faculty in the TAM Department will evaluate the performance of the faculty member during the third year review. After independent reviews of the candidate's materials by tenured faculty in the TAM Department, the Department Chair, and the HES Promotion and Tenure Committee, the Department Chair will then meet with the candidate to discuss his/her strengths and areas needing improvement, and make a written recommendation regarding continuation of employment. The second review will be initiated at the end of the fifth year of employment. The outcome of this review will determine whether the faculty member will be awarded continuous appointment at the University of Missouri, and promoted to the academic rank of associate professor. The procedure followed for these two reviews is presented in the following section. The time lines on the following pages are meant to serve as a guide, but may be subject to revision by the College, University, or by special circumstances. The following procedure is used for initiating and undergoing the review process at the end of the five-year probationary period:

Once a faculty member has achieved a continuous appointment by becoming tenured, and promoted to the academic rank of associate professor, performance evaluation will continue in the form of an annual review with the Department Chair. Each faculty member is expected to continue to achieve high levels of professional recognition for scholarship. The individual faculty member, in consultation with the Department Chair, will determine when to undergo the review process necessary to be promoted to the academic rank of professor. The procedure will be the same as for promotion to associate professor; however, the expectations regarding scholarship are much greater and are discussed in a later section of this document.

Procedure

All faculty are reviewed annually. Faculty members on a tenure track should understand that they can be dismissed at any time up until the time they are awarded tenure.

Pretenure Third-Year Review

The faculty member who is undergoing the third-year review will submit the necessary documentation outlined in the HES Third Year Review Guidelines, including an updated Curriculum Vita, evidence of research/creative scholarship, documentation of teaching activities and accomplishments, and service. The procedure for the third-year review will be as follows:

1. The candidate will compile appropriate materials in electronic and written form, and made available to all tenured faculty in the TAM Department no later than February 1 of the third full year of service.
2. Tenured faculty will review the candidate's materials and evaluate the candidate's performance in all three areas: research/creative scholarship, teaching and service.
3. Tenured faculty members will meet with the candidate after reviewing materials to discuss the strengths and areas needing improvement, and to clarify any questions from the candidate.
4. TAM tenured faculty will write the review letter to the faculty member and send a copy to the Chair to include the strengths, areas needing improvement, and a recommendation regarding continuation of employment.
5. Meanwhile, the Department Chair will conduct an independent review of the candidate's materials and assess his/her performance. However, the chair does not provide a written review until the end of the process (see Step 8).
6. After both the tenured faculty and the Department Chair have completed independent review of materials, the Department Chair will meet with tenured faculty to discuss the candidate's performance.
7. The candidate's materials will then be sent to the HES Promotion and Tenure committee for their review. After reviewing the candidate's materials, the HES Promotion and Tenure committee will write a letter to the Department Chair stating the outcome of their evaluation.
8. Following the independent reviews at all three levels, the Department Chair will make a final assessment of the candidate's performance, and will decide about whether the candidate has made satisfactory progress toward tenure expectations. The Department Chair will write a letter to the candidate stating the outcome of the review process and recommending either that the candidate continue in the tenure-track position or be terminated at this time. This letter will be part of the faculty member's dossier for tenure.
9. Materials from the candidate's review will be forwarded to the Dean.
10. The candidate shall receive department committee and the chair's letter after review has been completed and may request an oral discussion with any of the evaluating parties.

Mandatory Fifth-Year Review for Promotion and Tenure

Review and recommendations for tenure and promotion to rank of associate professor will be initiated at the departmental level. The University publishes guidelines for preparation of the dossier each year.

1. During the Spring Semester of the fifth year of service to the University, the faculty member who is undergoing the review process will make an appointment with the Department Chair to discuss the University guidelines for preparing the dossier. At this time both the faculty member and the department chair will separately develop a list of possible outside reviewers of the dossier (preferably ranked at the professor level, but at least ranked at the associate professor level).
2. The faculty member will prepare the dossier in May and June according to University guidelines. The

dossier will contain documentation of the faculty member's performance in each of three areas: research/creative scholarship, teaching, and service. A date for the dossier to be completed will be agreed upon by the candidate and the department chair, but no later than June 30th.

3. The completed dossier and selected research articles will be sent by the Department Chair to outside reviewers no later than mid-July requesting an evaluation from them by the end of August. Outside reviewers will include equal representation of people suggested by the faculty member and those suggested by the Department Chair.
4. Early in the Fall Semester the Department Chair will assemble materials for the faculty review process including the dossier with letters from outside reviewers. These will be in both electronic form and hard copy as specified in the university guidelines, and will be handled confidentially.
5. Tenured faculty in the Department will review materials as soon as they are made available. After having sufficient time to review the materials, tenured faculty will meet to discuss and vote on whether the faculty member be tenured and promoted to associate professor. The vote will be recorded in the department letter, and this letter will be included in the dossier.
6. The faculty member seeking tenure and promotion will be notified of the departmental recommendations immediately and in writing. If the decision is not positive, the faculty member will have a right to an appeal at the departmental level.
7. The Department Chair will carefully review the dossier and supporting materials, and make a written recommendation to the college committee by the deadline set by that committee, typically in early November. The letter will become part of the dossier.
8. The candidate shall receive copies of the letters from the department committee and the chair, after reviews have been completed, and may request an oral discussion with any of the evaluating parties.
9. The College Promotion and Tenure committee will evaluate the dossier including the recommendations made in letters from the faculty in the TAM Department and the Department Chair. The College committee will vote on whether the candidate should be tenured and promoted. A written report of the results of the College Promotion and Tenure committee evaluation, will be included in the dossier, and sent to the Dean. If the decision is not positive, the candidate will have a right to an appeal at the college level.
10. The Dean of the College will review all of the materials in the dossier and make a recommendation to the Campus Promotion and Tenure committee by the committee's deadline.
11. The Campus Promotion and Tenure committee will review the dossier during the first half of the Spring semester. Members of the committee will vote on whether to recommend to the Provost that the candidate be tenured and promoted. If the vote is negative, the candidate will be informed of the decision and be given an opportunity to have a hearing before this committee. After a hearing is held, the committee will vote again.
12. The candidate as well as the Dean of the College and Department Chair will be informed of the decision. A written recommendation from the Campus Promotion and Tenure committee will be sent to the Provost during the Spring semester along with the candidate's dossier.
13. The Provost will evaluate the candidate's dossier and make a recommendation to the Chancellor as to whether the candidate should be tenured and promoted. The candidate will receive a letter from the Chancellor during the summer informing the faculty member that he/she has or has not been awarded tenure and promoted to associate professor. If tenure is granted, the faculty member will be on a continuous appointment at the University of Missouri-Columbia. If tenure is denied, the faculty member will be allowed to stay one year. The faculty member who is denied tenure may appeal the decision following guidelines in the Faculty Handbook of the University of Missouri-Columbia.

14. As noted in CRR 320.035, cases for promotion and/or tenure prior to their mandatory year should be “rare and restricted to truly exceptional cases.” To be considered an exceptional case in TAM, the candidate must present multiple data of clear exceptionalities demonstrating an international reputation from scholarly work. The examples of such data include but not limited to:
- a. Receiving prestigious or highly prestigious awards recognized by Association of American Universities (AAU);
 - b. Achieving 1.0 or above in Scholarly Research Index the Academic Analytics for two consecutive years;
 - c. Achieving 10 or above h-index from Google Scholar;
 - d. Being the lead author of the Social Sciences Citation Indexed journals with impact factors of 10 or above; and/or
 - e. Other exceptional scholarly recognitions and achievements.

In these cases, letters from department chair, school/college committee and dean would clearly address what makes this candidate’s record “truly exceptional.” Simply meeting departmental guidelines prior to the mandatory year is not sufficient. External reviewers should be made aware of this requirement for all candidates seeking early consideration.

The CRR also specifies, “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.” Recommendations for promotion and tenure must be based on the merits of the specific case.

15. Persons who seek a tenure-track position with prior academic appointment(s) may negotiate the number of probation years required for mandatory P&T evaluation at the time of hiring. This agreement must appear in the appointment letter, and hence, be approved by the unit head, dean, and provost.

Criteria for Academic Ranks

As a basis for appointment and promotion to academic rank in the Department of Textile and Apparel Management, the academic preparation and achievements essential to the responsibilities and expectancies associated with each rank are designated.

A. Instructor

This rank is recommended for individuals who do not hold a terminal degree and who do not have other traditional scholarly or professional attainments. Except for special circumstances, this is generally a non-tenure track position, requiring the following:

1. Minimum of a master’s degree from a specialized academic program.
2. Evidence of professional promise.

B. Assistant Professor

Assistant professor is the usual entry-level rank for a candidate who has completed the appropriate terminal degree (usually a doctorate) or possesses equivalent scholarly or professional attainments.

Candidates for assistant professor must show satisfactory competence or high promise as teachers and researchers appropriate to their level of experience.

C. Associate Professor

The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved an outstanding record as a teacher, as a scholar, and

one who provides effective service, and can be expected to continue a program of high-quality teaching, research/creative scholarship, and service relevant to the mission of the academic unit. When evaluating a candidate, the focus of the evaluation is the candidate's primary areas of responsibility. A mediocre performance in an area of primary responsibility cannot be offset by excellent performance in a secondary area of responsibility.

1. Candidates must demonstrate the quality and the effectiveness of their teaching, as well as their ability to direct graduate students. This must reflect growth and development over the probationary period and suggest a high likelihood that professional development with respect to teaching will continue. Examples of evidence of this are found in the Teaching section of this document.
2. Candidates for promotion to associate professor with tenure must demonstrate a strong record in a program of sustained scholarship which contributes to a focused body of knowledge embraced in the department's mission. Evaluation of scholarship will be based on the work completed since the granting of the terminal degree. It is important that the candidate clearly demonstrates excellence in scholarship and national visibility. Examples of this scholarship are given in the Research section of this document.
3. Individuals must be recognized by peers at other institutions for contribution to the field and profession. This shall be determined through a formal review by faculty at peer institutions.
4. Candidates are held to a high standard of departmental citizenship. Departmental citizenship is defined as assuming individual and departmental responsibility, reliable, and carrying on responsibilities that might extend beyond the nine-month period of the appointment. Poor departmental citizenship at best imposes additional service burdens on other faculty and at worst may obstruct a department's ability to function and may damage its reputation. Poor departmental citizenship is basis for a negative recommendation.
5. Candidates are expected to provide convincing evidence of a sustained record of effective participation in professional, university, and community service. Effective participation is expected; however, service contributions may not be substituted for excellence in teaching and research. Examples of appropriate service contributions are given in the Service section of this document.
6. Candidates are expected to provide statements of their contribution to any cross disciplinary or collaborative work.
7. Although encouraged, candidates' entrepreneurial activities are not required for P&T evaluation.
8. Changes in workload are strongly discouraged for pre-tenured faculty. If such shifts occur during the probationary period, the documentation that shows the changes in performance expectations must be provided.

D. Professor

University of Missouri guidelines state:

1. 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 to a focused body of knowledge embraced

in the department's mission, and teaching are necessary. A candidate must demonstrate a record of sustained research/creative scholarship excellence that leads to a national or international reputation (from: UM Executive Order 6A, Policy and Procedures for Promotion and Tenure, Sept. 1992).

2. The criteria applicable to appointment at the rank of professor are those already indicated as applicable to the rank of associate professor. Expectations for "effective" performance to merit promotion are considerably higher than for lower ranks. For appointment at this rank, candidates should have an established record of accomplishments, and a national or international reputation.
3. Candidates must provide convincing evidence of a sustained record of excellence in areas central to their responsibilities. A mediocre performance in an area of primary responsibility is not counterbalanced by excellent performance in a secondary area of responsibility. Candidates for promotion to professor are to be role models for less senior faculty, for students, and for the profession.
4. Candidates must provide evidence of a sustained record of excellence in teaching, including graduate student advising. Examples of evidence of this are found in the Teaching section of this document.
5. Candidates are expected to provide convincing evidence of a sustained record of excellence in scholarship. A sustained record of scholarship excellence is reflected through a significant body of scholarship which is recognized nationally.
6. Candidates are expected to provide convincing evidence of a sustained record of effective participation and leadership in professional, university, and community service.
7. Candidates are held to a high standard of sustained departmental citizenship. Poor departmental citizenship at best imposes additional service burdens on other faculty and at worst may obstruct a department's ability to function and may damage its reputation. Poor departmental citizenship is basis for a negative recommendation.
8. Changes in workload are possible post tenure. However, the criteria to be promoted to full professor must be met for promotion consideration.

Research/Creative Scholarship Activities

The candidate should have demonstrated the ability to conduct research or creative activities that reflects (1) original scholarship, (2) a contribution to a focused knowledge base embraced in the department's mission, and (3) the likelihood of continued quality performance. This ability and future promise may be demonstrated by accomplishments in one or more of the following categories:

- Conduct research with appropriate methods and rigor.
- Conceptualize and theorize in an original way.
- Synthesize, criticize, and clarify extant knowledge and research.
- Innovate in the collection or analysis of empirical data.
- Relate research to the solution of practical problems of individuals, groups, organizations, or societies.
- Create design that appears in a juried show.
- Develop an exhibit that is reviewed.

Refereed activities will be given greater weight than non-refereed activities. Scholarly activities should primarily be comprised of principal scholarly activities as listed below.

Evidence of cohesive body of scholarly activity, and of a candidate's standing in a discipline may include the following.

A: Principal scholarly activities

- Articles published, or accepted for publication, in peer-reviewed scholarly journal
- Scholarly books
- Juried shows or exhibits
- Curated public exhibitions
- External grant/project proposals (funded)
- Major campus-level grant/project proposals (funded)

B: Supportive scholarly activities

- Articles published in the proceedings of a conference or meeting
- Scholarly monographs, chapters, bulletins, etc.
- Textbooks
- Abstracts, summaries, or brief reports published in a journal, professional newsletter, conference proceeding, or other similar format
- Scholarly presentations to a regional or national professional organization for which the papers or abstracts are refereed
- External grant/project proposals (non-funded)
- Major campus-level grant/project proposals (non-funded)
- College- and department-level grant/project proposals (funded)
- Work that leads to the development of public policies
- Funding for training, or professional development
- Testimony before governmental committees
- Consulting
- Professional honors and awards for research and creative scholarship
- Serving as an editor of a journal
- Serving on an editorial or review board
- Invited presentations

This listing identifies many of the important and typical activities that constitute scholarly activity. All of these activities shall be reviewed based on peer-review, prestige, and impact of journal or venue. No particular order of importance is implied by the above listing within the class, and other professional activities, not listed, may also provide supporting evidence of scholarly activity.

National recognition can be demonstrated through publications in nationally recognized journals, design exhibits at national venues, presentations at national conferences, involvement at the national level in professional organizations, or similar activities, and given further support through the letters from the outside reviewers.

Teaching

The TAM department highly values effective classroom teaching for undergraduate and graduate students. Thus, a candidate should have demonstrated effective teaching abilities and should provide evidence of one's personal commitment to teaching, success in the communication of material, and stimulation of students' interest. Evidence of continual improvement should also be furnished. One's influence on the curricula and teaching strategies of other colleagues and programs, both within the department, on campus, nationally, and internationally, is also valued.

There is a wide range of legitimate approaches to teaching that are the result of the kind of material that is taught,

the level of the student, the personality of the teacher, and the environment in which the teaching occurs. Distinctions among types of teaching situations may include lectures, discussions, laboratories, seminars, institutes, workshops, in-service training, teaching by correspondence and online instruction, one-on-one tutorials, student advising, and consulting. In documenting teaching proficiency, the candidate should indicate how the teaching approach was appropriate to the learner constituency's needs and abilities. Of course, no teacher can be expected to be equally masterful in all teaching situations.

A 40% teaching load is defined as 12 credit hours (the equivalent of four three-credit hour courses) taught in a nine-month academic year (Fall and Spring semesters), and to direct graduate students. Any unusual or exceptional changes in teaching workload can be negotiated with the department chair and documented in writing.

Evidence of Teaching Mastery

Evidence must be presented that the candidate has engaged in a teaching program of substantial quality and impact. Because each type of evidence provides an incomplete picture, a balanced judgment of teaching ability and competence must rely on several kinds of evidence. Evidence required by the Provost Office's call must be provided in the dossiers.

A. Statement of Teaching Philosophy

Candidates should provide a statement describing his/her personal teaching philosophy, strategies, objectives, long term teaching goals, and expectations for continued improvement.

B. Statement of Departmental Congruence

The candidate should provide a statement describing his/her contribution to the teaching mission of the department and general contribution to curricular policy and innovation.

C. History and Student Evaluations

The candidate should provide a chronology of the candidate's teaching history at the University of Missouri since the previous review, or of teaching at other institutions where appropriate. All courses taught, by semester, should be listed and accompanied by enrollment numbers, quantitative evaluation summaries, and all comments in courses with enrollments of less than 25. For classes over 25, a balanced selection of comments are selected by the department chair. Course GPAs should also be provided when available. Other teaching situations could be included when appropriate.

D. Colleague Evaluations

Evaluations by colleagues are a dedicated form of teaching evaluation in the TAM department. It should be based on direct observation of teaching or extension program presentations and the examination of teaching or program materials, as described in the Department Peer Teaching Evaluation Guidelines.

E. Graduate Student Teaching, Tutoring, Advising

Recognizing that graduate student advising is intense and time consuming, data regarding the number of graduate students currently advising and previously completed should be provided, including relationship to the student (advisor, co-advisor, or committee member) and the level of student (MS or PhD).

Additional supporting evidence could be shown through, but not limited to, independent courses, team-taught courses, and additional scholarship/research directed.

F. New Course Development

The candidate should indicate any new courses developed or major sections of a course completely revised. For each, a rationale for the development and explanation of the contribution it makes to the overall curriculum should be included. All materials for the new course or section should also

be provided for review.

G. Teaching Materials

The candidate is encouraged to provide documentation of attempts at new or improved teaching methods and materials and his/her evaluation of their effectiveness. Course outlines, syllabi, and other relevant teaching materials should be provided as an appendix to the dossier, if allowed by the University promotion and tenure guidelines.

H. Individual Teaching/Supervision

Documentation of student advising, consultation, and research or laboratory supervision may be provided as appropriate.

I. Honors/Awards

Evidence of recognition related to the candidate's teaching may be provided, such as teaching-related publications, honors and awards of the candidate as well as those of the candidate's undergraduate and graduate advisees.

J. Other Indicators

Indicators of leadership in curriculum development, publications related to teaching, grants awarded for teaching enhancement, or service to a committee on teaching should be documented. Where appropriate, other kinds of evidences may be included, such as assessments by workshop participants, clients, trainees, teaching assistants, or others. Such evidence should summarize systematically, rather than simply quoting a few laudatory comments.

Service

Service activities fall into three general categories: university, professional, and public. Generally, the expectations for pre-tenured faculty is to focus on university and professional service. In instances in which a candidate is uncertain of how a service activity will be valued for promotion/tenure purposes, or when a service commitment is inordinately time consuming, the faculty member should ask the department chair for clarification, in writing, prior to undertaking or continuing, that service activity.

University: The effective operation of the university requires a high degree of faculty participation. All faculty must share in this task, but that a heavier burden may and should fall on the shoulders of more senior (and already tenured) faculty members. Generally, the expectations for pre-tenured faculty is to focus on service to the department and the college.

Evidence of university service may include:

- A. Committee assignments in the department, college, or university.
- B. Undergraduate student advising
- C. Special administrative assignments in a department, college, or university.
- D. Faculty government
- E. Participation in statewide outreach programs.

Professional: Service to one's profession or academic discipline may occur at local, state, national or international levels. Generally, the expectations for pre-tenured faculty is to focus on manuscript and abstract reviews, committee membership, and continuing professional development.

Evidence of professional service may include:

- A. Membership on editorial boards of professional journals or other reviewing or editing activities.
- B. Membership on state, regional, national committees or councils, or review panels.
- C. Officer, board member, or task force member of state, national or international scientific, professional, and educational organizations.
- D. Leading or participating in professional and technical meetings such as training institutes, workshops, conferences, and continuing professional development.

Public: Public service is valued when it enhances the department's perception and value in the public arena and when the faculty member is engaged in it because of his/her university/professional affiliation. These may include such things as testifying at public hearings, consulting with public bodies, exhibits in public venues, and the like.

Evidence of public service may include:

- A. Consultations to the community and significant advisory work with government, business, or industry.
- B. Outreach program planning and development.
- C. Membership on committees and boards for organizations or agencies related to the mission of the department.
- D. Public lectures and presentations.
- E. Participation in radio, magazine and television programs.
- F. Publications and other resources for general audiences.

Post Tenure Review General Standards

Faculty of the Department of Textile and Apparel Management adopted the following minimum standards for overall satisfactory performance. Performance will be evaluated following the departmental Workload Document policy. These general standards coordinate with criteria used for annual reviews and raises.

- Faculty productivity is expected in all three areas of research/creative scholarship; teaching; and service, reflecting workload assignment. If there were any shifts in workload assignment, performance evaluation should reflect such shifts.
- In each area, performance should demonstrate satisfactory. When a faculty member receives an unsatisfactory evaluation, the appropriate procedure will be taken following the guidelines stated in CRR 310.015, Academic Regulations, Tenured Faculty Members.
- The faculty member's record should demonstrate specific and identifiable areas of expertise (i.e., special competence) related to textile and apparel management. The development of this area of expertise implies movement toward and the achievement of a national or international stature.
- Faculty performance that demonstrates integration and relatedness of research/creative scholarship, teaching, and service is particularly valued.

Approved at the Department of Textile and Apparel Management Graduate Faculty Meeting March 9, 2020.
Approved by Associate Provost in March 2020.