

GUIDELINES FOR APPOINTMENT AND PROMOTION OF RANKED NON-TENURE TRACK FACULTY POSITIONS

DEPARTMENT OF TEXTILE AND APPAREL MANAGEMENT University of Missouri-Columbia

Introduction

In keeping with the University System's Collective Rules and Regulations, this document applies to Non-Tenure track academic faculty (of at least .75 FTE), regardless of funding source who seek Non-Tenure Track appointments at the rank of Assistant Professor, Associate Professor, or Professor, and the promotion of individuals from Assistant Professor level to Associate Professor, or from an Associate Professor level to Professor. Specifically, this document addresses the appointment and promotion of individuals in Non-Tenure Track, ranked academic positions in the Department of Textile and Apparel Management at the University of Missouri.

These positions typically entail emphasis in one of three areas: Teaching, Research or Extension. Specifically, this document applies to individuals whose titles include an opening designation of the position focus (i.e., Teaching, Research, or Extension) and then one of three academic faculty levels (Assistant Teaching, Research, or Extension Professor; Associate Teaching, Research, or Extension Professor; and Teaching, Research, and Extension Professor). See University of Missouri regulations for Non-Tenure track faculty (Chapter 310.035 Non-Tenure Track Faculty). Also see A&S Guidelines for Hire and Promotion of Non-Tenure Track Academic Positions. As described, this document is applicable to NTT appointments and not to tenured and tenure-track faculty or to unranked appointments (e.g., instructor).

The initial appointment to an academic appointment is very important to both the candidate and the Department of Textile and Apparel Management. Specific job responsibilities and appropriate expectations should be explicitly stated in a written job description developed by the candidate's direct supervisor in conjunction with appropriate faculty input. The non-tenure track appointee is a member of a larger faculty addressing its stated mission. Candidates for these positions should be familiar with the mission of the Department, its relationship to the land-grant history of the University of Missouri, and the guidelines and criteria associated with Non Tenure Track academic appointments outlined in this document. These guidelines and criteria are critical both to the initial appointment and to promotion applications. Should the applicant be awarded a promotion that title is tied to the position rather than the person and thus, the promoted individual is not guaranteed the same title should he or she move to a new position.

A majority votes (2/3) from all full-time ranked faculty (T/TT and NTT) will be required for any changes or update on the Guidelines for Appointment and Promotion for NTT faculty.

Hiring and Reappointment of NTT Faculty

1) Except in case of an emergency hire required to staff existing courses, search for NTT faculty members will be conducted on a national basis, with a search committee appointed by the Department Chair. Where possible, at least one member of the search committee will be an NTT faculty member within the Department. Departments that do not have any NTT faculty are encouraged to consider inviting NTT faculty within the college or within related disciplines on campus to be a part of the search committee. NTT faculty should be selected using a process comparable with that used for hire of tenure track faculty with interviews/presentations to Department faculty, staff, students and a full review of relevant materials (e.g. teaching evaluations, research publications, etc.). The search committee will make a recommendation to the Department Chair, who will make the final hiring decision, with the appropriate approval of the dean and campus.

2) NTT faculty appointments shall begin at a specified date and terminate at a specified date. Such appointments are usually for a period of one academic year, but may be for a single semester, depending on Department needs. See academic appointments and re-appointments of NTT faculty from CRR, specifically, https://www.umsystem.edu/ums/rules/collected_rules/faculty/ch310/310.035_non-tenure_track_faculty.

Part I:

Criteria for Academic Ranks

All Non-Tenure Track Assistant Professor Appointments include:

- Professional competence and creative abilities
- Evidence to make significant contributions to the profession.
- Evidence to work collaboratively with professional colleagues and students.
- Self-motivation and potential for recognition as a leader in the profession.
- Evidence to make significant contributions to the Department of Textile and Apparel Management, the University of Missouri and the community.
- Evidence of the candidate's abilities to be demonstrated in resume, dossier, reference letters and or interviews.
- Evidence to exercise good citizenship and provide a positive contribution to the Department mission as described in the "Departmental Citizenship" section of the Department's P&T guidelines (See Appendix A).

Main Attributes:

Assistant Teaching Professor

- A potential for growth and excellence in teaching based on the candidate's professional credentials, resume, dossier, reference letters and/or interviews.
- Evidence and further potential in the ability to communicate clearly and evidence for growth in the communication of complex ideas.
- Evidence and further potential in the ability to produce effective learning support materials in the form of course development, state-of-the-art delivery systems, curricula development, and/or teaching scholarship.
- Evidence and further potential of effectiveness in the advisement of students and student organizations relevant to the candidate's position.
- Evidence of the use of teaching materials demonstrating current and appropriate scholarship.
- Evidence of other materials described in the "Evidence of Teaching Mastery" section of the Department's P&T guidelines (See Appendix A).

Assistant Research Professor

- Evidence and further potential of quality in research and/or creative endeavor and potential for continued development in
- research and/or creative endeavor, as described in "Research/creative Scholarly Activities" section in the Department's P&T guidelines (See Appendix A).
- Evidence and further potential to relate scholarship to other areas.
- Evidence and further potential to contribute to the productivity of other faculty.
- Evidence and further potential of an ability to produce publishable or peer-reviewed work, as described in
- "Research/creative Scholarly Activities" section in the Department's P&T guidelines.
- Evidence and further potential to secure extramural funding or other resources to support an independent research and/or creative endeavor program.

Assistant Extension Professor

- A potential for growth and excellence in extension activities based on the candidate's resume, dossier, reference letters and/or interviews.
- The ability to communicate clearly and the potential for growth in the communication of complex ideas.
- The potential to produce effective learning support materials in the form of outreach program development, state-of-the-art delivery systems, materials development and/or Extension education scholarship.
- Evidence of potential effective work with clientele groups, including the potential to understand, evaluate and contribute to the solution of the problems of clients.
- Evidence of the ability to collaborate with others in the achievement of results. Evidence of use of outreach educational programs demonstrating current and appropriate research.

Main Attributes:**Associate Teaching Professor**

- Demonstrated quality and effectiveness of teaching based on the materials described in “Evidence of Teaching Mastery” in the Department’s P&T guidelines.
- Demonstrated production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art delivery systems, curricula development, teaching scholarship, workbooks, guides or textbooks, and/or other products.
- Demonstrated creativity in the form of the development or application of new teaching techniques, delivery systems and learning approaches to current subject matter.
- Demonstrated pursuit of excellence in the improvement and development of teaching competence.
- Demonstrated use of teaching materials incorporating current and appropriate research/creative endeavor.
- Evidence of collaboration and cooperation with professional colleagues.
- A record of advisement of students and student organizations appropriate to the Department, position, and standing.

Associate Research Professor

- Evidence of state and regional recognition as a leader in the profession.
- Evidence of excellence and promise of continued growth in research and/or creative endeavor as described in “Research/creative Scholarly Activities” section in the Department’s P&T guidelines.
- Evidence of creative and significant contributions to the profession.
- Demonstrated ability to produce published works, as described in “Research/creative Scholarly Activities” section in the Department’s P&T guidelines.
- Demonstrated ability to secure extramural funding or other resources to support an independent research and/or creative endeavor program.
- Evidence of contribution to the research and/or creative endeavor of colleagues.

Associate Extension Professor

- Evidence of state and regional recognition as a leader in the profession.
- Demonstrated capacity for organizing, presenting and implementing high quality outreach educational programs.
- Demonstrated effectiveness of outreach programs based on the assessment of participants and evaluators.
- Demonstrated production of effective outreach support materials in the form of material development, improved instructional techniques, state-of-the-art delivery systems, workbooks and guides, applied research demonstrations, reports and publications on applied research/demonstrations, or other products.
- Demonstrated creativity in the form of the development or application of new teaching techniques, delivery systems, learning approaches, and programs relevant to the needs of the discipline.

- Documented use of outreach educational programs demonstrating current and appropriate research.
- Demonstrated cooperation with colleagues in program development and implementation that contribute to the solution of clientele problems.
- Demonstrated ability to secure extramural funding or other resources to support extension programming or research.

Main Attributes:

Teaching Professor

- National recognition as an expert in the field of specialization.
- Active involvement in national/international and professional/scientific societies.
- A record of ancillary activities showing disciplinary recognition of stature, including service on professional committees or panels, participation in program or application reviews, consultation with regional or national organizations, or other appropriate activities.
- Developed linkages with international scientists and institutions, as well as undertaken international experience, as is appropriate to position and field.
- A record of excellence in contributions to service. This service may be in the form of activities in areas outside of the candidate's position emphases (e.g., teaching by candidates in research positions or research by candidates in Extension positions).
- A record of sustained service in response to requests to serve on departmental, college, and/or university committees and professional organizations.
- A record of excellence in providing information to the public as appropriate to position.
- A record of excellence in cooperation with agencies and constituencies meeting public needs.
- Record of sustained recognition by students and peers as a stimulating, inspiring, and effective teacher.
- Demonstrated sustained use of current and appropriate scholarship in the field.
- Produced a body of work demonstrating excellence in the production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art delivery systems, curricula development, scholarship, workbooks, guides or textbooks, and/or other products.
- A record of effective and sustained advisement of students and student organizations, as appropriate to the Department, position and standing.
- A record of initiative and involvement in curriculum improvement.
- A record of having applied innovative approaches to educational experiences.
- A record of other activities described in the "Evidence of Teaching Mastery" section of the Department's P&T guidelines.

Research Professor

- Conducted research and/or creative endeavor and produced products recognized as significant by nationally and internationally-known experts in the specialty area of the candidate.
- Sustained production of research/creative scholarly activities, as described in "Research/creative Scholarly Activities" section in the Department's P&T guidelines.
- Where appropriate, ability to secure extramural funding or other resources to support independent research and/or creative endeavor program.
- Where appropriate, ability to work on collaborative research/ creative endeavor projects with colleagues.

Extension Professor

- Sustained excellence in the organization and participation in a variety of outreach or continuing education programs contributing to the success of the extension program.
- Sustained effectiveness of outreach programs based on the assessment of participants and evaluators.

- Produced a body of effective outreach support materials in the form of material development, improved instructional techniques, state-of-the-art delivery systems, workbooks and guides, applied research demonstrations, reports and publications on applied research/demonstrations, and/or other products.
- Sustained creativity in the form of the development or application of new teaching techniques, delivery systems, learning approaches, and programs relevant to the needs of the discipline.
- Sustained use of outreach educational programs demonstrating current and appropriate research.
- Assumed leadership role in cooperative projects with colleagues that contribute to the solution of clientele problems.

Part II - Promotion of Non-Tenure Track Faculty

The decision to apply for promotion by Non-Tenure Track faculty members is an elective one. The candidate must review and consider the College NTT Promotion Guidelines to make a determination for promotion application.

See #7 from the A&S College NTT Promotion Guidelines for suggested timeline for promotion of NTT faculty.

The A&S guideline is that NTT faculty may be considered for promotion after 5 years in rank. For early promotion the candidate must present multiple data of clear exceptionalities demonstrating an international reputation from the candidate's work. The examples of such data include but not limited to:

Promotion to Associate Research/Full Research Professor:

- Receiving prestigious or highly prestigious awards recognized by Association of American Universities (AAU);
- Achieving 1.0 (top 85%) or above in Scholarly Research Index the Academic Analytics for two consecutive years for Associate or 1.7 (top 95%) or above for Full Professor;
- Achieving 10 or above h-index from Google Scholar for Associate or 20 or above for Full Professor;
- Being the lead author of the Social Sciences Citation Indexed journals with impact factors of 10 or above for Associate or 20 or above for Full Professor; or
- Other exceptional scholarly recognition and achievements equivalent to above.

Assistant/Associate/Full Teaching Professor:

- Receiving prestigious or highly prestigious awards recognized by Association of American Universities (AAU);
- Receiving national or international awards for the candidate's excellent teaching;
- Publishing a textbook; or
- Other exceptional scholarly recognition and achievements equivalent to above.

Assistant/Associate/Full Extension Professor:

- Receiving prestigious or highly prestigious awards recognized by Association of American Universities (AAU);
- Receiving national or international awards for the candidate's excellent extension activities;
- Holding national leadership positions in extension related activities; or
- Other exceptional scholarly recognition and achievements equivalent to above.

A recommendation to accept or deny the promotion application of a Non-Tenure Track academic appointment carries no automatic rewards (apart from change in title) or penalties.

Promotion: General Considerations

The Non-Tenure Track academic appointee will anticipate and prepare for advancement to the levels of Non-Tenure Track ranked positions at the University of Missouri. To this end, the Department of Textile and Apparel Management faculty and administration expect appointees to compile evidence of their activities, productivity, creativity, and professional development. The review for promotion is one of the mechanisms for demonstrating these achievements. The review is completed by peers from the same or higher rank for which the candidate is being considered.

It is critical that Non-Tenure Track faculty members provide comprehensive documentation of their position, including letter of appointment and initial position description, communications detailing changes in position responsibilities, and any other statements regarding expected performance. The duty assignments for each appointee are agreed to by the Department Chairperson at the time of hiring, documented in writing, and reviewed annually. Redefinitions of these assignments will normally be documented in the annual evaluations.

Evaluation of the candidate's application for promotion is normally focused on one of the areas of appointment—teaching or research/creative activity, as well as related service and professional activities. In cases where Non-Tenure Track candidates have an official split appointment, evaluation will be apportioned to areas as relevant to the candidate's appointment. A faculty member to be considered for promotion in a Non-Tenure Track academic position should have demonstrated professional excellence in the specific area(s) of assigned responsibility. Accomplishments in service and professional activities related to one's position and job description, while insufficient in themselves for promotion, are necessary adjuncts to the work of Non-Tenure Track academic appointments. In promotion considerations, the total contribution of the faculty member to the mission of the Department over a sustained period of time is to be taken into consideration.

Professional development in the form of a renewal experience is recommended prior to promotion to the level of full professor in a Non-Tenure Track position. Appropriate international experience is recommended as a possible component of that renewal process. The development of specific criteria and guidelines by which to determine standards of excellence for promotion purposes is the responsibility of the faculty of the department that includes the faculty member's discipline or area of expertise. Excellence in evaluation areas should be consistent with the established academic standards for each discipline. Promotions to each rank shall be guided by the criteria/attributes of specific faculty ranks as detailed in Part I. The following concerns are highlighted as areas to which departments should give special attention as they review, revise and develop their specific criteria of excellence for Non-Tenure Track academic faculty promotion considerations.

Part III - Promotion Process

The Department of Textile and Apparel Managements' Promotion and Tenure Committee of tenured faculty and NTT faculty at the rank being sought or higher will be the review committee examining requests for promotion under these guidelines. An individual seeking promotion must notify the Department's Chairperson of her/his intent to seek promotion not less than six months (usually by early February) before presenting her/his materials. The Department Chairperson will, in turn, notify the Promotion and Tenure Committee Chairperson. The Department's Promotion and Tenure Committee will be augmented for the purposes of reviewing applications for promotion by persons holding the Non-Tenure Track Academic rank for which the applicant is seeking or higher. Such persons can be both internal and external to the Department of Textile and Apparel Management.

The promotion and Tenure Committee's findings will be communicated to the applicant and the Department Chairperson and will include a record of the vote taken. This information will be forwarded to the appropriate college and/or campus committee or office for further review.

The procedure for promotion begins with the assignment of responsibility at the time of the initial appointment. Faculty members should begin building a dossier from the start of employment. As discussed in Part II, it is critical

that candidates maintain a record of all official letters, annual reviews, and other documents relevant to their position and responsibilities.

Optional Pre-promotion Review

A pre-promotion review is available to all Non-Tenure Track faculty seeking promotion to either Associate Professor or Professor status. This review is recommended, though not required, for Non-Tenure Track appointees seeking promotion to the level of Associate Professor or for candidates for the position of Professor. It is an especially useful mechanism for candidates seeking promotion from the Assistant to Associate level. There is no required timing for the pre-promotion review; it is suggested that such reviews are most useful one to three years prior to the intended year of promotion application.

The review is intended to serve as an indicator of a candidate's progress toward promotion and to identify potential areas for additional attention on the part of the applicant. A successful pre-promotion review does not guarantee approval in a formal promotion review. An applicant's dossier for pre-promotion review will be prepared using the same guidelines as those for promotion, except that no special outside evaluations or reviews will be initiated solely for the purpose of a pre-promotion review.

Candidates will be kept informed of the status of their candidacy during each step of the promotion process. In case of a negative recommendation, the candidate has the right to a hearing before the body/authority that made the negative judgment. In cases of a continued negative judgment, the candidate has the right to appeal to the next higher authority or body in the promotion process as specified by university policy.

The pre-promotional process at the Department level:

- Non-Tenure Track faculty submit dossier to department promotion and tenure committee for evaluation of the candidate's progress toward reaching the intended promotion level.
- The department promotion and tenure committee write a letter to the candidate and the Department Chair evaluating the candidate's potential for obtaining promotion.
- The Department Chair reviews pre-promotion dossiers and writes a letter to the candidate evaluating the candidate's potential for obtaining promotion.
- Pre-promotion review letters are intended as diagnostic feedback to the Non-Tenure Track appointee and do not automatically become part of the faculty member's dossier.

Peer Reviews on Teaching Appointments

It is imperative to document teaching performance and to provide evaluations (self, student, and peer) of teaching effectiveness. Procedures used to evaluate the impact of learning are also encouraged, including results from surveys which measure the impact and hence the outcome of the teaching efforts of the candidate. Other evidence might include awards, exceptional recognition from students, and evidence of students' success.

Peer evaluation processes will follow the in the TAM Department Peer Teaching Evaluation Guidelines.

The goal of peer evaluations is to obtain qualified and comprehensive evaluations of the candidate's teaching. Peer evaluations should represent an independent and objective assessment of the candidate's accomplishments relative to teaching promotion criteria. Evaluations should be solicited from individuals who can assess the candidate's completed and active courses, materials, strategies, and related activities in an impartial, informed, and objective way. Evaluators should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate. Letters soliciting evaluation must ask for an in-depth analysis of the candidate's performance.

Peer evaluations on the candidate's teaching take place regularly. At least 2 reviewers are TAM faculty (internal) and 2 additional reviewers (external) are from outside of TAM, either on or off campus, who can provide quality evaluations on the candidate's teaching performance.

For the dossier, the candidate and the Department Chair select 2-4 reviews, that shows a balanced mix of both internal and external reviewers, conducted throughout the period of the current rank. At least half of the reviews

should be done by non-TAM faculty. The reviews should cover a wide range of the course contents and course delivery modality.

External Reviews on Research and Extension Appointments

High value is placed on reliable and objective assessments of the quality of the candidate's performance in his/her assigned area(s). External reviews are not required for Teaching appointments.

The process of seeking external reviews on research and extension appointments is consistent with (or as similar as possible to) the processes for those of tenure track P&T guidelines (Provost Guidelines). In undertaking peer and external evaluations for extension and research appointments, keep in mind the following:

Avoid the selection of former mentors or classmates as evaluators. The candidate and Chair should select referees of reliable objectivity.

The Department Chairperson should initiate requests for letters from evaluators. A copy of request letters will be placed in the candidate's dossier.

Evaluators should be encouraged to restrict themselves to concise statements of the significance and quality of the candidate's contributions. These considerations have proven to be particularly useful to those evaluating the dossier and, ultimately, the candidate.

Personal familiarity of referees with candidates and their work is allowed when, for example, detailed descriptions of research/extension innovations and techniques are at issue.

The College of Arts and Science does not provide access to external peer review letters.

Review for Promotion to Associate Professor or Professor

Department Review for Promotion. The departmental promotion and tenure committee evaluates the dossier, votes on the candidate's worthiness, and prepares a recommendation in writing to become part of the promotion file. Part IV of this document provides suggestions for how to compile a dossier. The Department Chair prepares a letter summarizing items required by the guidelines and a recommendation concerning promotion. The letter becomes part of the promotion file. The Department Chair informs the candidate of the recommendation in writing.

Departmental Review is Submitted to the Dean's Office. The complete dossier and recommendations from the department/unit committee and the Chair are forwarded to the Dean's office.

College Promotion Review. The College NTT committee reviews the dossier following the NTT Faculty Guidelines.

College Promotion Committee Review is Submitted to the Dean. The college committee makes its promotion recommendations in writing to the Dean and informs the candidate of its recommendations.

Review by the Dean. The Dean reviews the promotion files and makes a decision communicated in a letter to the candidate and department. The Dean reviews the promotion files and makes a decision communicated in a letter to the Provost with copy to the candidate. The Dean will submit the Dean's recommendation with the candidate's promotion files to the Provost. Final decision regarding promotion rests with the Provost. Candidates shall be kept informed of the status of their candidacy during each step of the promotion process. In cases of a negative recommendation, the candidate has the right to a hearing before the body/authority that made the negative judgment. In cases of a continued negative judgment, the candidate has the right to appeal to the next higher authority or body in the promotion process.

Part IV - The Promotion Dossier of Non-Tenure Track Faculty

Dossier Documentation

Clarity in the presentation of the dossier is critical to the successful completion of the promotion process because the written documentation represents the candidate in the review process at the Department and College levels.

The uniqueness of each candidate is important and, therefore, each candidate's dossier will differ. The dossier will comprehensively review the candidate's activities and accomplishments. It will contain evaluations of an individual's performance in the appropriate area of emphasis as well as professional and service activities relevant to the individual's assignment.

There are important features that candidates should represent in their dossier. The discussion below is intended to help guide the NTT applicant for promotion by emphasizing those materials that the candidates themselves will accumulate and present.

Assembling the Dossier

The dossier is assembled by the candidate following the A&S NTT Guidelines.

General Points for All Dossiers

- Dossiers will generally not exceed 25 pages. Letters of reference and qualifications of referees, applicant vita or resume, and all appendix materials are not included in this total.
- Dossiers need to show evidence that the work being evaluated represents several years of effective and sustained achievement in the candidate's assigned area of responsibility.
- Verification of the professional standing and qualifications of the individuals providing letters of recommendation must be provided. The appendix of the dossier is an appropriate place for such information.
- Innovation and creativity in teaching, advising, national and/or international experiences and service are highly regarded attributes that distinguish the active, imaginative faculty member from others.
- Innovative and creative efforts will be documented and described in the appropriate categories within the applicant's dossier.
- Updating of information in the dossier will continue as it moves through the review process.

Appendix A. Evidence of Research, Teaching and Service (from the Department's P&T Guidelines approved April 8, 2025)

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.

Evidence of cohesive body of scholarly activity, and of a candidate's standing in a discipline may include the following. Please note that refereed activities will be given greater weight than non-refereed activities. Scholarly activities should primarily be comprised of principal scholarly activities as listed below.

A: Principal scholarly activities

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

*In the field, the opportunities for grants and contracts are limited. Externally funded or major campus-level grants and/or contacts are highly encouraged and regarded.

*However, candidates are expected to procure the funding necessary and appropriate to have a successful research program in the area of study. For the candidates whose research focus requires major funding to support instrumentation and/or costs associated with their research program, campus-level and ultimately external funding, is expected. These expectations will be clearly communicated in initial appointment letters and then in subsequent annual reviews.

B: Supportive scholarly activities

- Articles published in the proceedings of a conference or meeting
- Scholarly monographs, chapters, bulletins, etc.
- Scholarly books
- 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. The philosophy might also include the statements about how the candidate's teaching fits into the missions of the department and the university.

B. 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. Follow the instructions from the Provost's call specifically.

C. Colleague or Peer 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.

D. 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.

E. 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.

F. 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.

G. Individual Teaching/Supervision/Advising

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

H. 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.

I. 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 are 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 are 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. Special administrative assignments in a department, college, or university.
- C. Faculty government
- D. 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 are 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.

Departmental Citizenship

Departmental citizenship in TAM is defined as a candidate's active engagement in the responsibilities and collective well-being of the department. It reflects the candidate's commitment to the greater good of the department by assuming responsibilities that contribute to its functioning, reputation, and academic community.

The TAM Promotion and Tenure (P&T) Guidelines and NTT Promotion Guidelines emphasize departmental citizenship as a key expectation for faculty members seeking promotion to both associate professor and professor ranks. Poor departmental citizenship that negatively impacts teaching, research and/or service is explicitly stated as grounds for a negative recommendation in tenure and promotion evaluations. The candidate's departmental citizenship contribution is part of the service section of the annual review performed by the department chair and the review will be available to the departmental P&T committee. The departmental P&T committee as well as the department chair will assess the candidate's departmental citizenship as it relates to teaching, research and service.

Evidence of positive departmental citizenship may include, but not limited to:

1. Assuming Individual and Departmental Responsibility as related to service responsibilities.

- Engaging in activities that contribute to the effective functioning of the department.
 - Sharing service responsibilities to ensure an equitable workload among faculty.
 - Participating in department meetings, strategic initiatives, and decision-making processes.
2. Collegiality and Collaboration
 - Maintaining positive and professional interactions with colleagues, staff, and students affecting teaching, research and service
 - Supporting peer faculty members through mentorship, constructive feedback, and collaboration on research, teaching, or service initiatives.
 - Promoting a cooperative academic culture in teaching, research, or service.
 3. Active Engagement in Service and Governance
 - Serving on departmental committees, task forces, and working groups.
 - Assisting in faculty recruitment, onboarding, and mentoring junior colleagues.
 - Contributing to curriculum development and accreditation processes.
 4. Departmental Representation and Advocacy as related to teaching, research or service
 - Representing the department at university-wide events, faculty governance bodies, and professional organizations.
 - Advocating for departmental interests in college and university-wide discussions.
 5. Commitment to the Department's Reputation and Functioning as related to teaching, research or service
 - Participating in student recruitment, alumni engagement, and community outreach.
 - Supporting the growth and reputation of the department through professional contributions, public engagement, and networking.

Evidence of poor departmental citizenship may include, but not limited to:

1. Lack of Engagement in Service Responsibilities
 - Consistently avoiding committee work, refusing to serve on essential committees, or neglecting assigned committee responsibilities.
 - Repeatedly missing department meetings or failing to contribute meaningfully when present.
 - Declining to participate in faculty searches, curriculum revisions, or accreditation reviews despite departmental needs.
2. Poor Collegiality and Communication
 - Repeatedly undermining colleagues by spreading misinformation or engaging in unprofessional gossip related to teaching, research or service.
 - Consistently failing to provide constructive feedback on peer teaching evaluations or departmental initiatives.
 - Publicly dismissing or devaluing colleagues' research, teaching, or service contributions.
3. Disruptive or Uncooperative Behavior
 - Refusing to follow established departmental policies or disrupting decision-making processes related to teaching, research or service.
 - Ignoring shared governance norms by making unilateral decisions that affect colleagues without consultation related to teaching, service or service.
 - Regularly displaying hostility or condescension towards colleagues, staff, or students related to faculty's teaching, research or service.
4. Disregard for Student and Departmental Well-being
 - Frequently missing student open hours, arriving unprepared for classes, or failing to provide timely feedback to students.
 - Rejecting opportunities to mentor or advise students, even when it's an expected part of faculty teaching duties.

- Neglecting to assist in student recruitment, retention, or professional development efforts related to teaching.
5. Inequitable Workload Contributions
- Regularly shifting burdensome tasks onto junior faculty, staff, or others without reciprocating related to teaching, research and service.
 - Failing to complete routine administrative tasks (e.g., assessment reports, advising documentation) related to teaching, research or service in a timely manner, causing delays for others.
 - Avoiding departmental obligations such as covering classes when needed or participating in program development.

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