

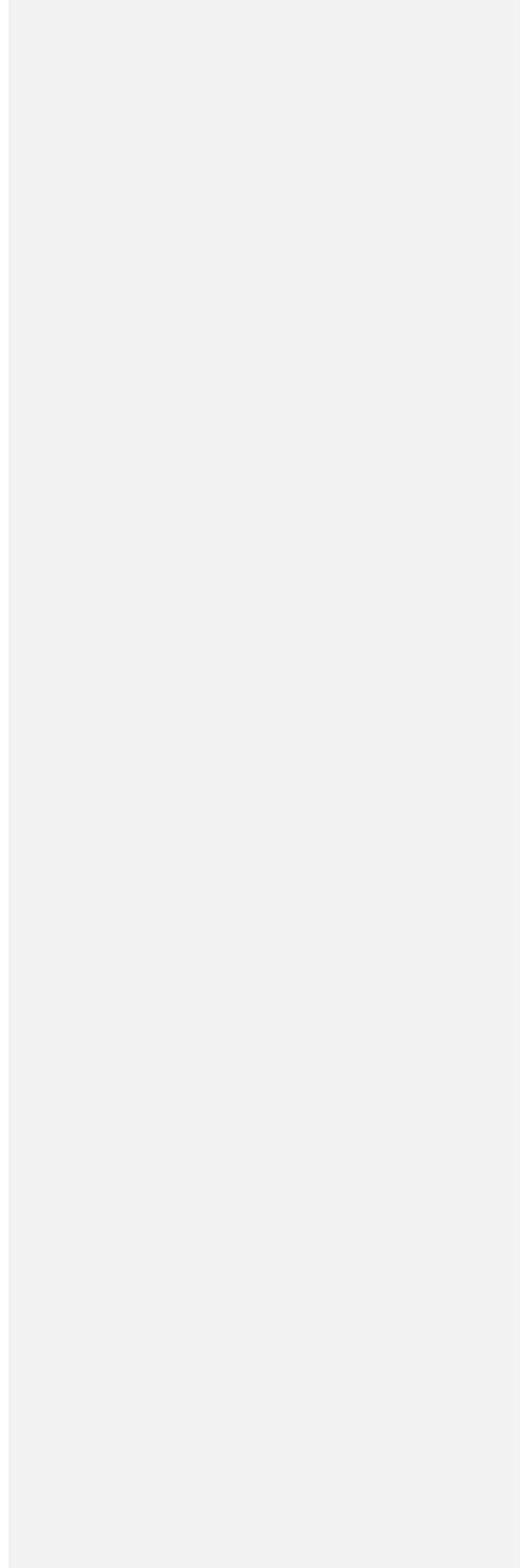
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**PART I**  
**INTRODUCTION**

3



**PART I**  
**INTRODUCTION**

This is the Promotion and Tenure document for the College of Education and Human Sciences (CEHS) at the University of Nebraska-Lincoln (UNL). Decisions regarding promotion and tenure are made in the context of the CEHS Mission and Values Statement.

**CEHS MISSION AND VALUES STATEMENT**

*The College of Education and Human Sciences is committed to enhancing the lives of individuals, families, schools, and communities, and to strengthening the relationships among them.*

*The College provides state-of-the art education programs for its students and the people of Nebraska, generates knowledge through research, expands ideas through creative work, and applies knowledge through outreach and service that brings the resources of the College to society.*

In pursuing our mission, the faculty, staff, students, and graduates of the College of Education and Human Sciences are guided by shared values that inform every aspect of our work. Specifically, **we value:**

- **Excellence** in all aspects of the life of the College;
- **Innovation, creativity, and curiosity** as we address the complex issues facing individuals, families, schools, and communities;
- **Respect for diverse people, ideas, voices, and perspectives;**
- **Multidisciplinary approaches to scholarship** that integrate teaching and learning, research, scholarship, and creative activity, outreach, and service;
- **Working together** to positively impact the lives of individuals, families, schools, and communities;
- **Partnering with people in the community** to support the mission and vision of the College of Education and Human Sciences;
- **Emphasizing the creation of new knowledge and its application** to human and community needs, thereby combining the strengths of a research and a land-grant university.

The CEHS mission is accomplished through the contributions of individual faculty members to their unit, the College and to the faculty as a whole. Different faculty may contribute in different ways to the achievement of the mission; some are expected to devote more time to research **and/or creative activities**, others to **teaching**, and others to activities of outreach/UNL Extension. Therefore, each person must be judged for promotion and/or tenure within the context of his or her specific appointment and apportionment.

## 1.1. FACULTY ELIGIBLE FOR TENURE AND/OR PROMOTION

This document applies to: 1) tenure-leading probationary faculty, 2) tenured, not fully promoted faculty, and, 3) professors of practice and research professors who are not fully promoted.

### 1.1.1 FACULTY ELIGIBLE FOR TENURE (CONTINUOUS APPOINTMENT)

#### A. Tenure Eligibility

Only faculty designated as having a Specific Term Appointment, pursuant to the Board of Regents Bylaws, Sections 4.3 and 4.4.2, are eligible for consideration for tenure (Continuous Appointment).

#### B. General Description

The award of Tenure (Continuous Appointment) is a long-term commitment by the Institution to the individual faculty member, subject to the Bylaws of the Board of Regents. Therefore, it requires a rigorous, in-depth assessment of the faculty member's accumulated accomplishments and a determination of whether the performance is likely to meet expectations for the indefinite future. The award of tenure requires the candidate to demonstrate that such a commitment by the University is justified. The tenure decision is based on an evaluation of the quality and quantity of work accomplished during the probationary period and is an expectation and prediction of the quality and quantity of a faculty member's future performance. The performance of the candidate will be judged in relation to the specific appointment, whether it be teaching; research, scholarship, and creative activity; outreach/UNL Extension; and/or professional service. A sustained level of performance is expected.

In some instances, especially in the area of scholarly activity, deficiencies may not be fully apparent until late in the candidate's probationary period. In situations where there has been a mutually agreed upon change in responsibilities, evaluations of performance should take this into consideration. Changes in College priorities may dictate a higher minimum standard of performance than existed when the faculty member was initially hired. Adjustments in standards or responsibilities, however, must not dramatically change in ways that make it impossible for the candidate to meet them.

Tenure recommendations should not be confused with annual evaluations or with promotion decisions. Annual evaluations for probationary faculty prior to the tenure consideration focus primarily on suitability for yearly reappointment and an assessment of prospects for tenure. Consequently, positive annual evaluations that are satisfactory for annual reappointment may not be cumulatively sufficient to justify the award of tenure. Similarly, promotion primarily reflects a level of personal achievement; although it is regarded as positive recognition of one's work, it cannot be taken as a guarantee of tenure.

#### C. Traditional Length of Probationary Period

Board of Regents Bylaws, Section 4.10 specifies the total period of service allowable before consideration for tenure. This section states in part:

*The total period of full-time service on a faculty appointment for a Specific Term prior to acquisition of a Continuous Appointment shall not exceed seven years, including all previous tenure-related full-time service with the rank of Instructor or higher in all accredited institutions of higher education, unless a contrary agreement is specified in writing at the time the appointee is initially appointed by the University to an Appointment for a Specific Term. For faculty members with three or more years of previous tenure-related full-time service with the rank of Instructor or higher at accredited institutions of higher education, such agreement will not normally extend the period of service on a faculty Appointment for a Specific Term at the University beyond four years before a Continuous*

*Appointment is acquired, and in no case shall such agreement extend the period of service on a faculty appointment for a Specific Term at the University beyond seven years before a Continuous Appointment is acquired.*

#### **D. Extensions in the Pre-Tenure Probationary Period**

Occasionally during the probationary period, personal circumstances may prevent a faculty member in a tenure-leading position from performing at the level that is necessary to attain the stature expected of the University of Nebraska-Lincoln faculty for tenure within the time frame of the probationary period. Under these unusual circumstances faculty on tenure-leading lines may, during the first five years, request a Specific Term appointment be written for service below 100% or that they be given a special appointment rather than a Specific Term appointment. The process for requesting an interruption in this probationary period is described at <https://executivevc.unl.edu/faculty/pre-tenure-extensions>.

Requests for interruption of the probationary period must be initiated in writing by the faculty member and recommended for approval by the unit administrator (chairperson/head/director). Approval by the Dean and the appropriate Vice Chancellor are required. Requests must be made as soon as is reasonable under the circumstances taking into account the nature of the reason for requesting an interruption and the reason for the delay, if any, in making such request. Approval of such extensions is not automatic.

#### **E. Process for Obtaining Appointment with Tenure**

Individuals seeking an initial academic appointment with tenure in the College must have received tenure from a previous college or university. The individual seeking an appointment with tenure must have his or her materials evaluated and approved by the designated Department Promotion and Tenure Committee, the Department Chair, the Dean(s), and the Senior Vice Chancellor for Academic Affairs and/or the Vice Chancellor for Agriculture and Natural Resources.

#### **F. The Distinction between Tenure and Promotion**

The processes leading to tenure and those leading to promotion are distinct and should not be confused. The granting of tenure involves an expectation and prediction as to future development and performance and a decision by the College to make a long-term commitment to the individual, subject to the Bylaws of the Board of Regents. Consequently, although a promotion granted prior to tenure may be viewed as positive evidence of progress toward tenure, it is not a guarantee of the ultimate granting of tenure.

### **1.1.2 FACULTY ELIGIBLE FOR PROMOTION IN RANK**

#### **A. General Description**

Promotions to higher rank are benchmarks in the process of faculty development and recognition. Department Review Committees and Department Chairs make initial decisions on promotion. Further reviews take place at the College and Campus levels. The Board of Regents gives final approval to all promotions.

These College guidelines provide basic direction for promotion procedures. However, each Department shall provide further definition and clarification of the criteria and procedures that reflect the unique mission of that individual Department. Once approved by the College and Campus officials, these additional guidelines will direct the promotion process within the Department.

#### **B. Criteria for Promotion in Rank for Tenure-Leading Probationary Faculty**

##### **1) From Instructor to Assistant Professor**

The rank of Instructor is reserved for individuals recruited for a regular tenure-track assistant professor's position, but who fail to complete their terminal degrees before starting their

employment. It is expected that his or her appointment will be upgraded to Assistant Professor at the beginning of the next academic year or the next July 1 (for 12-month appointments). Service as an Instructor is limited to 2 years, and ordinarily reappointments beyond 2 years will not be permitted. While instructor is an appointment within the tenure track, the tenure clock does not begin until the individual's appointment is upgraded to an Assistant Professor rank.

## **2) From Assistant Professor to Associate Professor**

Time-in-rank as an Assistant Professor is ordinarily at least 5 years, with the decision regarding promotion coming in the sixth year. Earlier promotion is unusual and implies that a candidate has accomplished in the shorter time period what normally would be expected in the longer one.

In all but unusual circumstances, promotion of tenure-leading probationary faculty to the rank of Associate Professor takes place at the same time as or before the tenure decision. Because the decision regarding tenure is based upon broader criteria, the two actions take place separately and require separate decisions; however, it is assumed that a faculty member who has earned tenure should also have earned promotion to Associate Professor. Promotion in rank does not guarantee the granting of tenure. Standards for promotion to associate professor for faculty in tenure-leading positions are described in Section 4.1 of this document.

Peers and administrators evaluating a candidate for Associate Professor should review documentation of an entire academic career to date. This documentation includes external evaluations. It should also include at least one peer review of their teaching for any candidates who has had a teaching apportionment at any time during their probationary period. Evidence of peer review of teaching should come from a professor with a higher rank than someone being considered for promotion to associate.

## **3) From Associate Professor to Professor**

The rank of Professor is the highest academic rank in the College. It is reserved for those faculty members whose achievements are sufficient to merit recognition as distinguished authorities in their field and who hold the professional respect of their colleagues. Usually the candidates have been awarded tenure. In most departments, it is highly unusual for faculty to move from Associate Professor to Professor in less than 6 to 7 years.

To attain the rank of Professor, most phases of a candidate's work should be judged excellent, evidencing a level of sustained creativity in the salient areas of the candidate's appointment. Such creativity is of the sort that would merit national recognition in appropriate arenas. The subject of the work may well be regional or local, but the quality of the work should be sufficient to merit significant recognition.

Peers and administrators evaluating a candidate for Professor should review documentation of an entire academic career to date. The documentation includes outside evaluations, as well as at least one peer review of their teaching. Peer review of teaching is required for any candidate who has had a teaching apportionment during their career while at the University of Nebraska-Lincoln; even if their apportionment has changed from teaching to no teaching. Evidence of peer review of teaching should come from a professor with equal or higher rank for those going up for full professor.

The record of a successful candidate for Professor must show evidence of sustained excellence over an extended period of time. Standards for full promotion for faculty in tenure-leading positions are described in Section 4.1 of this document.

Although it is the objective of the College to have all faculty sufficiently qualified to eventually gain promotion to Professor, no time limitations impel faculty to seek the highest academic rank in the College. Associate Professors may stay in that rank for the duration of their careers.

### C. Criteria for Promotion in Rank for Professors of Practice and for Research Professors

#### 1) From Assistant Professor to Associate Professor

Assistant Professors of Practice and Research Assistant Professors are eligible for promotion to Associate Professor of Practice or Research Associate Professor, following at least five years at the Assistant Professor rank. Standards for promotion to the Associate level for Professors of Practice are described in Section 4.2 of this document. Standards for promotion to the Associate level for Research Professors can be found in Section 4.3. Terms expressed in the letter of offer and in the position description, as well as annual evaluations provide guidance regarding professional development to assistant professors of practice and to peers and administrators charged with judging progress toward promotion.

Peers and administrators evaluating candidates for Associate Professor of Practice or Associate Research Professor should review documentation of an entire academic career to date. This documentation includes external evaluations, as well as at least one peer review of their teaching, for those faculty with a portion of their FTE assigned to teaching. [Evidence of peer review of teaching should come from a professor with higher rank than someone being considered for promotion to associate.](#)

Assistant Professors of Practice and Research Assistant Professors are not required to seek promotion. Appointments at the same rank are renewable. Thus, multiple appointments can be made over time at the rank of Assistant Professor of Practice or Research Assistant Professor.

#### 2) From Associate Professor to Full Professor

The ranks of Professor of Practice or Research Professor are the highest academic rank in their respective faculty class. These ranks are reserved for those faculty members whose achievements are sufficient to merit recognition as distinguished teachers or researchers in their field and who hold the professional respect of their colleagues.

Associate Professors of Practice and Research Associate Professors are eligible for promotion to full professorial rank, following at least five years at the Associate Professor rank. Standards for full promotion for Professors of Practice are described in Section 4.2 of this document. Standards for full promotion for Research Professors can be found in Section 4.3. Terms expressed in the letter of offer and in the position description, as well as annual evaluations provide guidance regarding professional development to these faculty members and to peers and administrators charged with judging progress toward promotion.

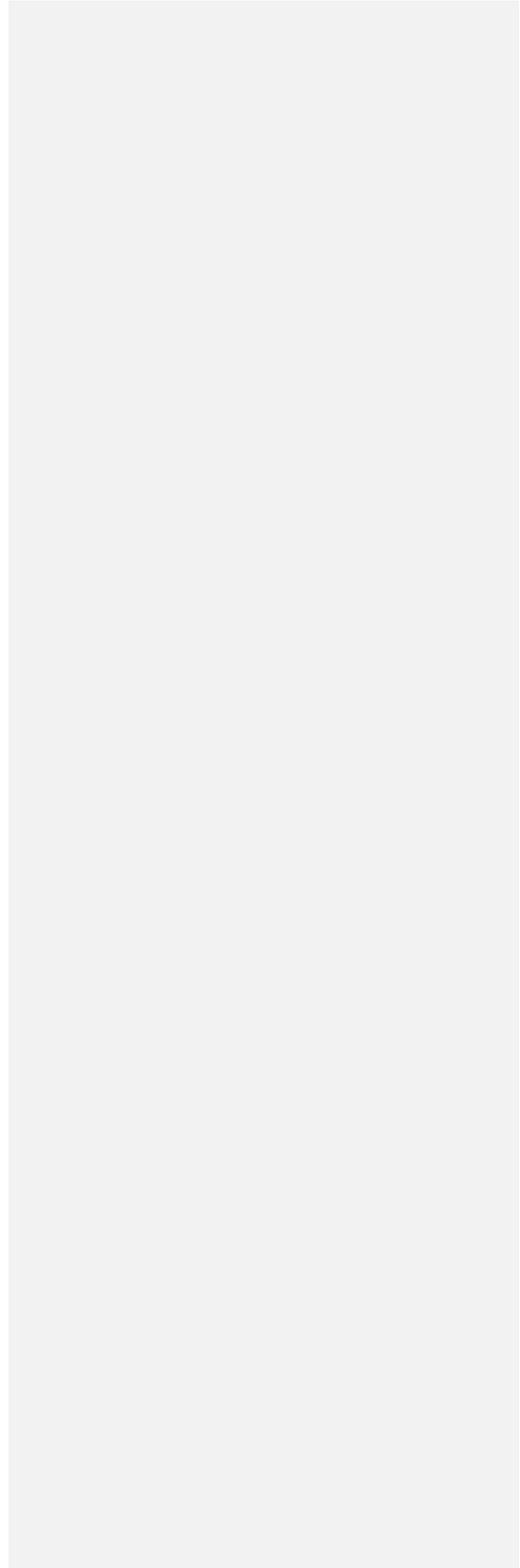
Peers and administrators evaluating a candidate for Professor of Practice or Research Professor should review documentation of an entire academic career to date. This documentation includes external evaluations as well as a peer evaluation(s) of teaching for those faculty with a portion of their FTE assigned to teaching. [Evidence of peer review of teaching should come from a professor with equal or higher rank for those going up for full professor.](#) Evaluators examine the record for evidence of sustained excellence during an extended period of time.

Associate Professors of Practice and Research Associate Professors are eligible, but not required to seek promotion to full professor. Appointments at the same rank are renewable. Thus, multiple appointments can be made over time without promotion to Professor.

## 1.2 PRINCIPLES THAT GUIDE TENURE AND PROMOTION DECISIONS

- The central outcome of all tenure and/or promotion processes is to document and recognize **excellence**.
- Evaluation of individual faculty members must be conducted according to standards of excellence and scholarship in teaching; in research and creative activity; in disseminating new knowledge through publication or equivalent demonstration; in Extension or outreach activities that directly benefit external audiences; and in providing public and institutional service that are accepted by professional peers. Neither candidates nor evaluators should focus on 'what it takes to simply get by.'
- Candidates should function successfully across all categories of their appointment.
- Candidates should excel in one or more area(s) of their appointments, so that the candidate's record is distinctive in some important respect.
- Because the work of faculty members, as independent professionals, is not easily categorized or measured, qualitative evaluation gained through peer review is integral to the faculty evaluation process.
- Both collaborative and independent activities by faculty are valued and supported by the College.
- It is assumed that each faculty member will have special talents and strengths that will enable her or him to contribute to the achievement of the College's mission and goals in individual ways.
- All evaluations in the College are expected to be consistent with this [College Promotion and Tenure](#) document. This includes hiring decisions, annual evaluations, [peer review of teaching](#), and promotion and tenure evaluations. Submission of a faculty member's file for promotion or tenure should be a natural extension of the evaluation process that the faculty member has experienced from the time he or she joined the faculty.
- It is the obligation of the Department Chair and the Department Review Committee to provide annual evaluations that include specific feedback concerning the progress of every faculty member who is not tenured or fully promoted.
- All faculty members with responsibilities for teaching must include at least one peer review of their teaching as part of their files.

**PART II  
MANDATORY PROCEDURES**



## MANDATORY PROCEDURES

Procedures for tenure and promotion are established by Board of Regents Bylaws ([http://www.unl.edu/svcaa/documents/tenure\\_guide.pdf](http://www.unl.edu/svcaa/documents/tenure_guide.pdf)) and by academic tradition. The College must also follow the policies and procedures established by the Office of Academic Affairs and/or IANR. Subject to approval by College and Campus officials, Colleges and Departments may adopt additional procedures that will accommodate needs appropriate to their specific missions and disciplines.

### 2.1 PROCEDURES THAT APPLY TO TENURE ONLY

#### A. Tenure Notification

At the time the faculty member is proposed for initial appointment to a Specific Term position, the tenure notification date is provided in the individual's official offer letter. This letter specifies any credit given to the person as a result of previous experience.

A faculty member with extensive academic experience may be offered tenure at the time of hiring. Such individuals must submit his or her materials for evaluation following the procedures described in Section 2.3. In addition, such individuals must successfully pass a background check, for example a Westlaw search. The Board of Regents must give final approval of all such Continuous Appointments.

#### B. Timing of Tenure Evaluation

The tenure evaluation process must be initiated in time to be concluded prior to the tenure notification date provided in the individual's official offer letter. For a new faculty member without credit for prior experience, the tenure review process would normally begin in the Fall term of the sixth academic year of appointment, with a decision made by the following May of that academic year. Notice of award of tenure or termination shall be in accord with Board of Regents Bylaws, Section 4.2.2.

For the truly exceptional faculty member, award of tenure may be considered prior to the mandatory time. Early tenure implies that a candidate has exceeded, in the shorter time period, the type of sustained high-level performance that would be expected during the normal probationary period. Notwithstanding any contrary provision of these mandatory procedures for the tenure evaluation process, any faculty member who is being considered for an award of early tenure may, at his or her discretion, elect to withdraw from the tenure evaluation process without prejudice to later evaluation and consideration for award of tenure.

No faculty member may be considered for tenure without his or her consent. Refusal to be considered at the mandatory time, however, is equivalent to resignation no later than at the end of the probationary period.

#### C. No Procedural Delays

No procedural delays shall prevent a tenure recommendation involving notice of nonrenewal from being submitted to the Board of Regents in time for its action by the appropriate deadline. Meeting the Board of Regents deadline shall not preclude either the completion of the appropriate review process or the later submission of a different recommendation to the Board, if the results of the review so warrant.

## 2.2 PROCEDURES THAT APPLY TO PROMOTION ONLY

### A. Nominations for Promotion

Any member of the faculty, including the candidate, may make nominations for promotion within the timelines established for the upcoming year's cycle. However, no person may be nominated without his or her consent. Nominations are submitted to the Department Chair [in writing](#).

### B. Candidate Withdrawal of Promotion Application

At any level of the consideration process, a candidate for promotion may request that his or her nomination be withdrawn from further consideration, and such request shall be honored without prejudice to future attempts to secure promotion.

## 2.3 PROCEDURES THAT APPLY TO TENURE AND PROMOTION

### A. Application Procedure

Departmental and College deadlines for the tenure and/or promotion evaluation process are adjusted annually, based upon the Campus deadlines established by the appropriate Vice Chancellor(s). The Department and College deadlines must provide adequate opportunity for due process in the consideration of an applicant's nomination, for candidate response, and time for reconsideration and appeal of adverse decisions. Nomination to the rank of Associate Professor and consideration for tenure may take place in the same year, but they are separate [decisions](#) distinct deadlines and documentation requirements.

### B. Documentation File

Candidates are responsible for preparing a documentation file to support their nominations (See Part III of this document for guidelines on preparing the documentation file.) It is the obligation of Department Chair(s) and the Dean to advise candidates as to the form and substance of a documentation file. [In addition, the candidate is responsible for preparing his or her document file consistent with his or her departmental bylaws and the CEHS Guidelines for Promotion and Tenure document.](#) The only anonymous materials that can be included in the files are student evaluations [and external review letters](#). Normally the anonymous evaluations are those routinely solicited, according to Departmental or College procedures, from all students enrolled in courses taught by the faculty member. If additional student evaluations are desirable, the process for gathering these evaluations must be described in writing and become part of the record. All other records included in the documentation file will identify the person creating the document. Documentation should be organized to comply with instructions from the appropriate Vice Chancellor(s) [with in IANR or Academic Affairs](#). As the file proceeds through each level of review, the recommendations from those reviews become a part of the file. [The candidate's documentation file is submitted to the Dean's Office. Those candidates whose majority of their apportionment is in IANR will submit an electronic format on a USB flashdrive by the candidate's Department Office. Those candidates whose majority of apportionment is through Academic Affairs will create a paper documentation file, which will be submitted by the candidates' Department Office.](#)

The content of a documentation file, and the emphasis to be given [the](#) various components of the file, may vary from discipline to discipline. The emphasis to be given various components of the file should reflect the individual's [apportionment](#). Except as provided in the following section on "external reviews," the candidate is entitled to access all materials in the file. [Anyone with relevant information for inclusion into the file may proffer that information at any level of consideration to the person responsible for conducting the review. The person shall determine after consultation with the candidate, whether to include the material. The candidate must be informed of the content and source of any substantive new evidence to be added to the existing file; and be given an opportunity to respond to the new material.](#) The candidate is entitled to know the identity of everyone who reviews the file. The candidate may request that new material be added to the file (e.g., an award or distinction recently received, a manuscript just accepted for publication in a refereed journal) at any level of consideration. Such requests are made to the person

responsible for conducting the review at the time that the new material becomes available. No new material may be added to the file without the candidate's review and consent.

### C. External Reviews

A minimum of three external and independent review letters are required for every faculty tenure and/or promotion file. Departments solicit outside reviews as a part of the tenure or promotion review process and shall develop rules for solicitation of such reviews that are consistent with this section. Generally, external reviewers should have full professorial rank at peer or aspirational peer (typically, R1) institutions. In any case they must occupy a rank equal to or above that being considered for the candidate. These letters are to be "independent" in the sense that they will be from individuals who have had at most limited professional or personal relationships with the candidate and who have been chosen by the department chair/head (or chair of the promotion and tenure committee, or dean, as appropriate) for their ability to provide an objective assessment. As such, external reviewers should not include dissertation advisors, current or former collaborators, former colleagues, personal friends, or others who have any special relationship to the candidate. In cases where the extreme prominence of a candidate makes independent letters impracticable, special care should be taken to solicit letters from exceptionally prominent reviewers. A model letter for soliciting external reviewers is available at: <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>

The essential task asked of reviewers is to provide an objective assessment of the quality and significance of the candidate's work. For candidates requesting tenure and/or promotion to associate professor, reviewers are asked to consider the nature and extent of the candidate's contributions within the context of his or her appointment and to evaluate the candidate's potential for maintaining a record of excellence in the future. For candidates requesting full promotion, reviewers are asked to assess the extent to which the candidate demonstrates a sustained record of excellence within the context of his or her appointment.

The Department Chair normally solicits the external reviews. When the Department Chair is the promotion candidate, then the Chair of the Department's Promotion and Tenure Committee carries out this function. At least three external reviews must be obtained for each candidate. The faculty member is entitled to know how, and by whom, the panel of potential reviewers is to be identified and selected. Every reasonable effort must be made to assure that the external reviewers represent an appropriate subset of peers. A candidate shall have the opportunity to propose names of possible reviewers and object to the inclusion of other external reviewers, but the final identification of the reviewers remains the responsibility of the Department Chair or the Chair of the Department's Promotion and Tenure Committee (depending on departmental guidelines). The method by which external reviewers are selected should be specified in writing within the Department Promotion and Tenure guidelines. The faculty member also has the right, unless waived, to have a copy of any review received and to append a written response to each copy of the review that is used for evaluation purposes.

A candidate may waive the right to access external reviews and/or the right to know the identity of external reviewers. Such waivers shall not be assumed, implied, or coerced, and must be executed in writing prior to solicitation of outside reviews. The waiver form is available from the Department Chair and is found at [http://www.unl.edu/svcaa/documents/waiver\\_statement.pdf](http://www.unl.edu/svcaa/documents/waiver_statement.pdf). The scope of the waiver shall be clearly indicated in writing prior to solicitation of external reviews. A copy of any waiver executed by a faculty member shall become a part of the file. Any letter soliciting an external review shall inform the potential reviewer of the extent to which the contents of the review or the identity of the reviewer will be known to the candidate. In soliciting external reviews, the Department expresses its confidence in the professionalism of those whose judgment is sought. External reviewers should be provided with copies of appropriate Promotion and Tenure guidelines when the recommendation letter is requested. Peers and administrators must assess and weigh the content of external reviews within the context in which they were provided, a context that includes the extent to which those reviews are confidential. A review may not be routinely or automatically discounted simply because a candidate chooses not to waive either the right to access the reviews or the right to know the identity of the reviewers.

#### D. File Preparation Assistance

A candidate may request a colleague (i.e., an advisor) to assist in preparing appropriate documentation. Both the candidate and the adviser should be aware of the potential conflict of interest that may arise should the adviser be required to vote on the nomination later in the process. An agreement to provide counsel and advice to a candidate does not imply a commitment to support the candidate's nomination.

#### E. Chair of Department Promotion and Tenure Committee Responsibilities

The Chair of each Department's Promotion and Tenure Committee is responsible for assuring that all appropriate promotion and tenure procedures are followed.

#### F. Department Promotion and Tenure Committee Recommendation

For tenure decisions, the tenured faculty who comprise the Department Promotion and Tenure Committee shall consider the candidate's file and render a judgment regarding the candidate's request (This Committee may have different names in different units). For promotion decisions regarding probationary tenure-leading faculty, and tenured, not fully promoted faculty, the Committee shall be composed of state funded (e.g., tenured or promoted) faculty who hold the rank equal to or higher than that to which the candidate aspires. The Department should determine the number and rank of tenured faculty on the Department Promotion and Tenure Committee.

For promotion decisions relative to not-tenure leading, not fully promoted faculty, Departments should establish procedures to assure that an adequate number of appropriate representatives are on this committee, comprised of tenured faculty and not-tenure-leading faculty members of equivalent or higher rank than that to which the candidate aspires. These procedures should apply to research faculty in centers housed within Departments. Centers approved by the Board of Regents that are independent of departments should establish procedures to assure that an adequate number of appropriate representatives are on their promotion committee and its composition (i.e., tenured and/or not-tenure-leading faculty members of equivalent or higher rank than that to which the candidate aspires). In the following, the Director of the department independent center serves the Department Chair function.

Departments may create any additional promotion and tenure procedures the department faculty wishes to follow. All of these departmental guidelines, including the operating procedures, should be available to the candidate in writing.

For appointments involving more than one academic unit, or where the responsibilities of the candidate reside in several areas, the appropriate peer evaluation committee shall consist of colleagues who by virtue of rank, credentials, and experience are able to make informed judgments about the candidate. The representational composition of such a committee must be established at the time of the apportionment or reapportionment of responsibilities. In addition, any inconsistencies across academic unit processes (including timelines) must be reconciled at the time of the apportionment or reapportionment of responsibilities. In the case of faculty at Research and Extension Centers applying for tenure or promotion, a tenured faculty member who holds the rank equal to or higher than that to which the candidate aspires and who is located at that specific Research and Extension Center, is selected by the Director of the Center to serve as an additional member of the Department Promotion and Tenure Committee. In the case that a faculty member with equal or higher rank does not exist at a Research and Extension Center, the Director of the Center can request assistance from the Associate Dean for Academic Affairs, in identifying a department in CEHS who could provide a tenured faculty member to serve on the committee.

Members of the College Promotion and Tenure Committee who are on a Department's Promotion and Tenure Committee should recuse themselves from voting on the candidate at the Department level, but should be present at Department Promotion and Tenure Committee meetings to contribute to the discussion. These individuals should be prepared to vote on the candidate(s) at the College Promotion and Tenure Committee meetings. Individuals who are themselves applying for promotion should not be on Departmental or College Promotion and Tenure Committees in the year that they are being considered for promotion.

Normally, it is expected that the Department Chair will participate in promotion and tenure deliberations at the departmental level. However, each department shall, by its rules, determine the role of the Chair. The Chair shall not vote in the Department's Promotion and Tenure Committee. Under all circumstances, the Department Chair shall have the opportunity to meet with the committee to discuss its recommendations.

The discussion at all meetings will be free and candid, and shall be based only on material in the file. All discussions will be confidential. New material of such a substantive nature as to adversely affect the decision shall not be introduced at any meeting unless the candidate is given an opportunity to respond. It is the responsibility of the individual conducting the meeting to make the necessary judgments concerning the substantive nature of any new material, to convey new information to the person being evaluated, and, if necessary, to delay the vote or decision until the person has had the opportunity to respond. The recommendation of the Department Promotion and Tenure Committee, including a synopsis of the discussion and the vote(s) of the committee, are transmitted in writing to the Department Chair and to the candidate. All candidates submitting their materials for tenure must be informed of the outcome of the Department Promotion and Tenure Committee's evaluation at the same time. Likewise, all candidates submitting their materials for promotion to a higher rank must be informed of the outcome of the Department Promotion and Tenure Committee's evaluation at the same time, although the time could be different for those applying for Associate Professor than for those applying for Professor.

#### **G. Negative Decisions and Appeal Process**

If at any point in the process, the candidate is not recommended for tenure or promotion by either the appropriate faculty committee or the responsible administrator, the candidate must be notified of that negative recommendation and must be informed of the right to request reconsideration of the decision as provided in the Board of Regents Bylaws, Section 4.8(a). This notification must include a clear statement of reasons for the decision. The purpose of the statement of reasons is to give an unsuccessful candidate an opportunity to prepare a relevant rebuttal argument. The candidate must inform the committee or administrator not recommending tenure in writing of his or her intent to request reconsideration/appeal of the decision within 2 working days after receipt of notification of a negative recommendation. The candidate will have 5 working days after the initial notification of a negative recommendation to prepare the reconsideration/appeal, which must be presented in writing but can also be presented orally. The group or individual to whom the reconsideration/appeal is being made must inform the candidate of the decision within 5 working days after the reconsideration/appeal has been presented. If reconsideration is requested, the recommendation shall not be forwarded until the reconsideration is complete. If the candidate requests a statement of reasons or requests reconsideration of a decision within these time lines, such requests will be granted as expeditiously as possible. The group or individual, to whom the reconsideration/appeal is made, must give their response in writing to the candidate and must justify the decision and any changes made in the decision. Departments and the College must schedule the review process so that any reconsideration shall be completed in time to meet established submission deadlines to the next level of consideration. To allow for a meaningful opportunity to respond, the candidate must be given the opportunity to review his or her file (with external letters removed if the candidate waived his or her right to review them.) No negative recommendation shall be forwarded until the reconsideration is complete.

#### **H. Department Chair Recommendation**

Following completion of deliberations by the Department's Promotion and Tenure Committee, including any reconsideration of an initial decision, the Department Chair reviews the entire file and makes an independent recommendation to the Dean(s) that is transmitted in writing to the candidate and notifies the committee of that decision. If the Chair recommends against tenure or promotion, the candidate must be informed of the right to request reasons for the adverse recommendation, and to request reconsideration as described in Section 2.3 Subsection G. If the recommendation against tenure or promotion is inconsistent with prior annual evaluations, the administrator must, as part of the recommendation, submit a written explanation of the inconsistency. Positive annual evaluations that are satisfactory for annual reappointment or progress toward promotion may not be cumulatively sufficient for tenure or promotion.

#### **I. Chair of College Promotion and Tenure Committee Responsibilities**

The Chair of the College Promotion and Tenure Committee is responsible for assuring that all appropriate promotion and tenure procedures are followed. In consultation with each Committee member the College P&T Committee Chair appoints a committee member to perform an objective and in-depth analysis of candidate's file, and present a summary of the content to the committee. This individual must be from a department different than the candidate being considered and be at least of the rank to which the candidate aspires. (See Appendix D for further information about the composition of this Committee).

#### **J. College Promotion and Tenure Committee Recommendation**

After reviews are completed at the Department level, the documentation file will be submitted to the College Promotion and Tenure Committee, which reviews the file and makes a recommendation to the Dean. Faculty members on the College Promotion and Tenure Committee are ~~selected~~ elected by each of the Departments. Chairs and other administrators will not be members of the College Promotion and Tenure Committee. The Dean will not participate in the deliberations of the College Promotion and Tenure Committee although the Committee may request that the Dean clarify questions that arise.

The College Promotion and Tenure Committee will determine if the candidate meets College expectations for tenure and/or promotion as specified in this document. Each Committee member shall review each candidate's file.

For each file the Committee member doing the in-depth analysis responds to the committee in two ways (a) in a memorandum to the College P&T Committee Chair outlining his/her analysis and (b) in an oral presentation to the College P&T Committee. Subsequent to this presentation the College P&T Committee will discuss the candidate's file. The discussion at all committee meetings should be free and candid, and only based on material in the file. Following the discussion of a candidate's file, a motion is made to recommend/not recommend the candidate for promotion and a vote is taken and recorded. If appropriate, a second motion is made to recommend/not recommend the candidate for tenure and a vote is taken and recorded. In the rare circumstance that one or more Committee members are not present for the meeting at which the vote(s) are taken the committee member(s) must vote prior to the meeting in order for their vote to be considered in the recommendation process. The votes will be conducted anonymously by paper or electronic ballot.

New material of such a substantive nature as to adversely affect the decision shall not be introduced at any meeting unless the candidate is given an opportunity to respond. It is the responsibility of the College P&T Committee Chair to make the necessary judgments concerning the substantive nature of any new material, to convey new information to the person being evaluated, and, if necessary, to delay the vote or decision until the person has had the opportunity to respond.

For each candidate's file the College P&T Committee Chair writes a Recommendation letter to the Dean(s) based on the analysis memorandum presented to the Committee, the discussion, and the vote(s). This letter includes the recommendation, a synopsis of the discussion, and the committee's vote(s). This letter is circulated among the College P&T Committee members for their approval. Subsequent to the committee's approval of the letter (simple majority), this letter is forwarded to the Dean. The Dean's Office sends a copy of the recommendation to the candidate and to the candidate's Department Chair.

All candidates submitting their materials for tenure must be informed of the outcome of the College Promotion and Tenure Committee's evaluation at the same time. Likewise, all candidates submitting their materials for promotion to a higher rank must be informed of the outcome of the College Promotion and Tenure Committee's evaluation at the same time, though the time could be different for those applying for Associate Professor than for Professor.

If the College Promotion and Tenure Committee recommends against tenure and/or promotion, the candidate must be informed of a right to request reasons for the adverse recommendation and request reconsideration of the decision as described earlier in Section 2.3, Subsection G.

#### **K. Dean Recommendation**

Following the completion of deliberations by the College Promotion and Tenure Committee, including any reconsideration of its initial decision, the Dean evaluates the entire file and ensures that proper standards are being applied by the College and that they have been appropriately applied to the candidate. Based on this review, the Dean makes an independent recommendation that is transmitted in writing to the appropriate Vice Chancellor(s), to the candidate, to the candidate's Department Chair(s) and to the CEHS P&T Committee. If the Dean recommends against tenure and/or promotion, the candidate must be informed of the right to request reasons for the adverse recommendation and the right to request reconsideration of the decision as described in Section 2.3, Subsection G. All nominations for tenure are forwarded to the appropriate Vice Chancellor(s), regardless of the decision at the College level. If either the decision of the College Promotion and Tenure Committee or the decision of the Dean is to recommend promotion, the documentation file must be transmitted to the appropriate Vice Chancellor(s) for consideration. If, however, the College Promotion and Tenure Committee and the Dean concur in a recommendation against promotion, the promotion process terminates and the candidate and the Department each has a right to appeal the decision of the College to the appropriate Vice Chancellor(s).

#### **L. Vice Chancellor(s) and Chancellor Recommendations**

The appropriate Vice Chancellor(s) reviews the documentation file, including the recommendations from the College and Department, and makes an independent recommendation to the Chancellor. In the case of faculty having IANR appointments, prior to making the recommendation the IANR Vice Chancellor obtains input from the Dean of UNL Extension and/or of the Agricultural Research Division as appropriate to the faculty member's appointment. The purpose of review at the Vice Chancellor(s) level is to ensure that appropriate tenure and promotion standards are being enforced across all Colleges of the University and that they have been appropriately applied to the candidate. As part of the review process, the Vice Chancellor(s) is encouraged to discuss problematic cases with the appropriate administrator or faculty committee before making a recommendation. If a candidate has position appointments with two Vice Chancellors, and the Vice Chancellors disagree on the tenure or promotion decision, the Vice Chancellor having the largest portion of the candidate's FTE will make the tenure or promotion decision. If the Vice Chancellor(s) recommends against tenure or promotion, the candidate must be informed that he or she has the right to request a written statement of reasons for the denial and to request reconsideration of the decision as described in Section Section V.D.(7) (<https://executivevc.unl.edu/faculty/evaluation-recognition/guidelines#rank-procedures>).

All tenure nominations are forwarded to the Chancellor, regardless of the decision at the College and the Vice Chancellor(s) levels. In a nomination for promotion, however, if a negative recommendation has been made by either one of the reviewing parties at the College level and the Vice Chancellor(s) also makes a negative recommendation, the promotion process terminates, although the candidate, the Department (i.e., the department P&T committee and/or the department Chair), and the Dean each have the right to appeal the decision to the Chancellor.

If the Chancellor decides against tenure or promotion, the Vice Chancellor shall transmit the decision in writing to the Dean, to the Department (i.e., the department P&T committee and/or the department Chair), and to the candidate. The candidate must be informed of a right to request a written statement of reasons for the denial, and to request reconsideration of the decision as described earlier in Section Section Section V.D.(7)(<https://executivevc.unl.edu/faculty/evaluation-recognition/guidelines#rank-procedures>). The candidate also may appeal the decision through the appropriate administrative offices to the Board of Regents. If the Chancellor recommends in favor of tenure or promotion, the nomination is forwarded through the appropriate administrative offices to the Board of Regents for action.

#### **M. Faculty Rights**

If a candidate at any point in the proceedings believes that the above procedures are not being followed, several avenues are available to the candidate for redress through the governance system. The first recommended course of action is to discuss the situation with the responsible administrator. If the issue is not resolved to the satisfaction of the candidate, then an appropriate panel of the University's Academic

Rights and Responsibilities Committee ([ARRC](#)) is available to offer counsel and assistance in informal attempts to resolve differences. On procedural issues or on grounds of insufficient consideration, a formal grievance may be filed [through the ARRC with an appropriate pane](#). If the issue involves an alleged violation of an individual's academic freedom, the [ARRC shall call a](#) University's Academic Freedom and Tenure Committee [to investigate the allegations](#).

#### **N. Progression of File Review**

Files of individuals in CEHS with a 100% Academic Affairs appointment are reviewed through the CEHS Academic Affairs pathway. Files of CEHS individuals with a 100% IANR appointment are reviewed through the CEHS IANR pathway. Files of individuals with a portion of their appointment in each are reviewed through the pathway in which the majority of their appointment is located. Individuals with a 50/50% appointment are reviewed through the Academic Affairs pathway in consultation with the relevant IANR Deans, the IANR Dean's Council, and the IANR Vice Chancellor.

#### **All Faculty Housed in CEHS Departments**

##### **CEHS Academic Affairs**

Department Committee

Department Chair

CEHS P & T Committee

CEHS Dean

Vice Chancellor for Academic Affairs

Chancellor

Board of Regents

##### **CEHS IANR**

Department Committee

Department Chair

CEHS P & T Committee

CEHS Dean & Relevant IANR Dean  
(CED or ARD)

IANR Dean's Council

Vice Chancellor for IANR

Chancellor

Board of Regents

#### **CEHS Research Professors Not Housed in a Department**

Center Director

CEHS P & T Committee

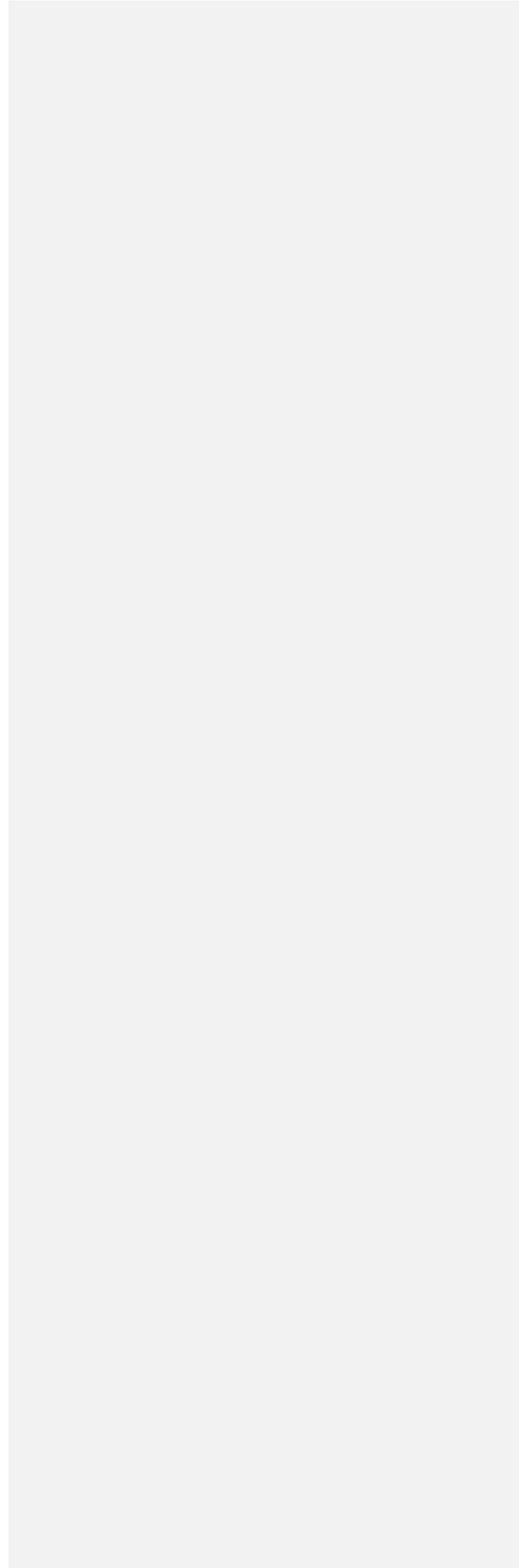
CEHS Dean

Vice Chancellor for Academic Affairs

Chancellor

Board of Regents

**PART III**  
**GUIDELINES FOR DOCUMENTATION FILES**



### PART III GUIDELINES FOR DOCUMENTATION FILES

The documentation files submitted by faculty members applying for tenure and/or promotion should be prepared according to CEHS guidelines. Individual Departments may have additional guidelines that supplement but remain congruent with those of the College. Such guidelines must be written and available to candidates preparing their files.

#### 3.1 ALL FILES - ALL CANDIDATES

The Department Chair should specify the number of copies of the documentation file that should be prepared, as the number differs by appointment and by Department. Each year, typically in April or May, Administrators in the Office of Academic Affairs and the Institute of Agriculture and Natural Resources University send letters to Deans, Chairs, and Directors regarding Tenure and Promotion Reviews; the letters list the contents of the documentation file expected by the University. The required formatting of the candidate's file tends to remain as outlined in this document. However, changes are possible from one year to the next. It is the responsibility of the Department Chair to apprise candidates [as well as the Department Promotion and Tenure Committee](#) of changes in format. Likewise, it is the responsibility of the Dean to inform the College Promotion and Tenure Committee of any required changes.

##### A. Deadlines for Submitting Files

The Department Chair in conjunction with the Dean shall set the deadlines for submission of promotion and tenure files at the Departmental and College levels. Ample time should be provided for review of the files as well as reconsiderations/appeals so that the files are available to the appropriate Vice Chancellor(s) at the designated time.

The Department Chair shall supply candidates as well as members of the Department Promotion and Tenure Committee with appropriate up-to-date written guidelines regarding promotion and tenure. The Dean shall ensure that all members of the College Promotion and Tenure Committee have the appropriate up-to-date written guidelines regarding promotion and tenure.

##### B. Function of the Documentation File

All discussions, reviews, and evaluations must be based only on the materials submitted in the file. Therefore, the candidate should be sure that all relevant information is contained in this file. The contents of the file should be consistent with the candidate's appointment and position responsibilities. The candidate should review Part IV of this College document that presents the standards for tenure and promotion in rank and should be sure that the documentation file addresses the standards given as relevant to the candidate's appointment. Every candidate is expected to perform successfully in all areas of his or her appointment.

##### C. Organization and Length of the File

The candidate's document file must be well organized and understandable to all Promotion and Tenure Committee members (Department and College) as well as to administrators. This is best accomplished through careful attention to the description of content outlined in Section 3.2 for tenure leading probationary faculty and tenured, not fully promoted faculty; in Section 3.3 for Professors of Practice; and, in Section 3.4 for Research Professors. The candidate may seek help from the Department Chair with regard to the manner in which he or she documents the application for tenure and/or promotion.

**The documentation file must be contained in ONE three-ring binder (Academic Affairs) and it must be submitted electronically (CEHS and IANR) on a single CD or flash drive as required by the College/Vice Chancellors.** Candidates should organize the file according to the format [required](#)

by Academic Affairs or IANR. Appendices are submitted in a separate notebook or in an independent electronic file on the CD or flash drive.

### **3.2 DOCUMENTATION FORMAT - TENURE-LEADING PROBATIONARY FACULTY AND TENURED, NOT FULLY PROMOTED FACULTY**

The following items should be included in the documentation file, though the order in which these occur and the required formatting are subject to possible changes from year to year. If such changes occur, candidates will be notified of these by their Department Chair. Academic personnel other than the candidate provide this section of the file.

#### **A. Administrative Section of the Documentation File (provided for the file by the Department with support from the Dean's Office as necessary)**

1. Copy of any current college or department promotion and/or tenure guidelines

#### **2. Transmittal Form**

Form for Tenure and/or Promotion for Tenured and Tenure-Track Faculty, documenting relevant candidate information regarding appointment and quantitative results of evaluative deliberations.

#### **3. Letter of Offer**

This consists of a copy of the candidate's original letter of offer, along with any amendments.

#### **4. Position Description**

This involves a copy of the candidate's current position description. If the candidate's professional activities include other or additional position descriptions while earning tenure or promotion to the aspired rank, these should also be included.

#### **5. Department Chair Evaluations and Peer Review Evaluations**

This section consists of all annual performance evaluations performed by the chair, including mid-tenure review letters. All performance materials since the candidate was hired, should be included for pre-tenured faculty. For faculty going up for promotion, the candidate must include the most recent 5 years of evaluations since the candidate was last promoted in rank.

#### **6. College Transmittal (Appraisal) Letters**

This section consists of the transmittal (appraisal) letters prepared by the College Promotion and Tenure Committee and the Dean. These letters will assess the quality of the candidate's record in each of the major appointment areas, making clear the reasons for the recommendations.

#### **7. Department Transmittal (Appraisal) Letters**

This section includes the transmittal letters prepared by the Department Promotion and Tenure Committee and the Department Chair. These transmittal letters will assess the quality of the candidate's record in each of the major appointment areas, making clear the reasons for the recommendations.

#### **8. Peer Evaluations of Teaching**

This section is needed only for those who have an appointment that includes teaching. In this section the candidate must include evidence of peer review of teaching that will highlight the effectiveness of the candidate's teaching. This evidence must be derived from a course the faculty is responsible for teaching. Examples of evidence can include in depth feedback related to the quality of the course material, debriefings of classroom observations, professor-student interactions, observations of

classroom engagement, observations of course curriculum, modules or units (in cases of asynchronous courses). The evidence of peer review must come from a professor with a higher rank than someone being considered for promotion to associate. Faculty going up for Full professor must be evaluated by a professor with equal or higher rank.

**9. List of courses taught with summary of quantitative data from student teaching evaluations, if available for those who have had a teaching apportionment.**

**10. Summary of Extension Products, Outcomes, and Impacts.**

**B. External Review Section as Applicable (supplied by the Department)**

**1. Candidate's Waiver Form**

This section includes the candidate's signed "Waiver of Right to See Information Form."

**2. Sample Letter Soliciting External Review**

This section consists of a sample letter requesting a review of the candidate's file.

**3. Selection of External Reviewers**

This section consists of a brief description of how external reviewers were chosen, qualifications of each external reviewer, and relationship of reviewer to the candidate.

**4. External Review Letters**

This section consists of the letters from external reviewers that were solicited by the Department. These letters need to be solicited according to the CEHS Policy on External Reviews (See Appendix E); Departments may also have additional Promotion and Tenure guidelines that should be followed. If the candidate does not waive his or her right to read the letters from external reviewers, the candidate may choose to write a rebuttal letter(s) in response to any of the external reviews. Any rebuttal letters should be addressed to the Chair of the Department Promotion and Tenure Committee and will be added to the candidate's file.

**C. Course Listing and Evaluation Form for Candidates with Teaching and with UNL Extension Appointments (supplied by the candidate in cooperation with the Department)**

This section consists of a listing of the courses the candidate has taught since one's hire or for the last 5 years since promotion in rank, the enrollment for each course, the percent creditable to the candidate, and a summary of course and/or teaching evaluations.

Candidates with UNL Extension appointments should briefly document their extension education activities since being hired, or for the last 5 years since being promoted in rank, including a summary of their extension education evaluations.

**D. Faculty Member's Section of the Documentation File (supplied by the candidate)**

**1. Curriculum Vita**

This section consists of a current curriculum vita of the candidate's work, with refereed publications clearly noted. In the case of collaborative endeavors, the candidate should describe the extent of his or her contributions. The listing of publications and other creative works should note whether the items have been accepted and/or submitted.

**2. Candidate's Overall Statement of Justification for Tenure and/or Promotion**

Each candidate must include a justification statement of no more than 5 double-spaced pages, identifying that portion of his or her work that in the candidate's judgment represents his or her most significant accomplishments, explaining why these accomplishments are significant and what their impacts have been or will be. This justification statement should be written such that faculty and administrators in other disciplines can understand the importance of the candidate's work; professional jargon should not be used. A candidate applying for tenure should address why his or her contributions and the impact of those contributions are of importance to the College and University. A candidate applying for promotion should indicate why his or her contributions and the impacts of those contributions are of importance to the College and University as well as the profession. The candidate should give specific reasons why he or she deserves tenure or promotion.

This justification statement will be provided to external reviewers at the time that such reviews are solicited. It will also be featured in the portion of the Documentation File compiled by the candidate.

### **3. Individual Statements Relative to Each Portion of the Candidate's Appointment**

In addition to the Statement of Justification referenced above, the candidate should include Candidate Statements with regard to the teaching, research/creative activity, UNL Extension or outreach, and service, as appropriate to his or her appointment. The time frame covered includes the years since the candidate's hire or for the last 5 years since the candidate's promotion in rank. These statements should reference supporting materials in the Appendices.

#### **a. Candidate's Teaching Statement**

The candidate should give his or her teaching philosophy, goals, and a summary of evidence that documents achievements and local and broader impacts of efforts related to Teaching. The candidate's Teaching Statement may be no more than 5 double-spaced pages in length.

#### **b. Candidate's Research/Creative Activity Statement**

The candidate should give his or her research/creative activity philosophy, goals, achievements, and the significance and impact of efforts related to Research/Creative Activity. The candidate's Research/Creative Activity Statement may be no more than 5 double-spaced pages in length.

#### **c. Candidate's UNL Extension or Outreach Statement**

The candidate should give his or her UNL Extension/Outreach education philosophy, goals, achievements, and the significance and impact of efforts related to UNL Extension or outreach. The candidate's UNL Extension or Outreach Statement may be no more than 5 double-spaced pages in length.

#### **d. Candidate's Service Statement**

The candidate should give his or her outreach/service philosophy, goals, achievements, significance of efforts, and the impact of these efforts at the Department, College, Institute, University, Professional, and Community levels. The candidate's contributions to program development and to the mentoring of younger faculty should be described and evaluated with regard to quality and significance. The candidate's Service Statement may be no more than 5 double-spaced pages in length.

### **E. Appendices (Prepared by the candidate and presented in a separate notebook or electronic section following the main file)**

The Appendices should contain only significant and relevant information. Any new information not referenced in the Candidate Section should not be included. The Appendices may contain grant proposals, teaching portfolios, publications, and other products of professional activity.

### **1. Supporting Evidence of the Quality and Effectiveness of Teaching Activities and Outcomes**

This portion of the Appendices consists of documentation that clarifies the candidate's role as an educator or that evaluates the candidate's teaching performance. Examples of supporting evidence include:

- Student Evaluations
- Course Portfolio
- Web-based/Distance Teaching
- Curriculum/Course Development
- Student Achievement/Outcomes
- Number of Graduate Students (masters and/or doctoral) Produced
- International Activity
- Scholarship of Teaching and Learning (SOTL) Activities

### **2. Supporting Evidence of the Quality of Research/Creative Activities and Outcomes**

This portion of the Appendices consists of documentation that clarifies the candidate's role as in research/creative activity. Examples of supporting evidence include:

- Publications (including electronic)—refereed and other journal articles, books, book chapters, monographs, software, videos, and other types of publications
- Invited, Juried, Refereed, and Other Types of Performances and Exhibitions
- Reviews
- Citations of the candidate's work (where cited, number of citations)
- Funded and Unfunded Grant Proposals and Extramural Awards

### **3. Supporting Evidence of the Quality and Effectiveness of UNL Extension/Outreach Activities and Outcomes**

This portion of the Appendices consists of documentation that clarifies the candidate's role in UNL Extension. Examples of supporting evidence include:

- Extension Accomplishments Reporting System (EARS) Reports
- Extension Publications
- Program Presentations
- Funded and Unfunded Grants Supporting UNL Extension Activities
- Citations of the candidate's work (where cited, number of citations)
- Programming Highlights and Impacts

### **4. Supporting Evidence of the Quality and Significance of Service Activities and Outcomes**

This portion of the Appendices consists of documentation that clarifies the candidate's role in professional and institutional service activities. Where appropriate, dates should be listed. Examples of supporting evidence include:

- Editorships
- Committee Service—Department, College, Institute, University
- Professional Constituencies and Professional Organizations
- Leadership in Professional Organizations
- Contributions to Program Development

The Appendices should be complete but not overwhelming. Candidates should choose carefully those things for reviewers to read. It is better for reviewers to have a few strongly relevant materials to review than to have a random or exhaustive compendium of materials that are too numerous to read carefully.

### **3.3 DOCUMENTATION FORMAT – PROFESSOR OF PRACTICE FACULTY**

The following items should be included in the documentation file, though the order in which these occur and the required formatting are subject to possible changes from year to year. If such changes occur, candidates will be notified of these by their Department Chair.

**A. Administrative Section of the Documentation File (provided by the Department with support from the Dean's Office as necessary)**

**1. Transmittal Form**

Form for Professor of Practice Faculty, documenting relevant candidate information regarding appointment and quantitative results of evaluative deliberations.

**2. Letter of Offer**

This consists of a copy of the candidate's original letter of offer, letters of reappointment, along with any amendment or changes in apportionment.

**3. Position Description**

This consists of a copy of the candidate's current position description. If the candidate has had other position descriptions while earning tenure or promotion to the aspired rank, these should also be included.

**4. Department Chair Evaluations**

This section consists of all annual performance evaluations by the chair for the time since the candidate was hired or for the most recent 5 years since the candidate was last promoted in rank.

**5. College Transmittal (Appraisal) Letters**

This section consists of the transmittal (appraisal) letters prepared by the College Promotion and Tenure Committee and the Dean. These letters will assess the quality of the candidate's record in each of the major appointment areas, making clear the reasons for the recommendations.

**6. Department Transmittal (Appraisal) Letters**

This section includes the transmittal letters prepared by the Department Promotion and Tenure Committee and the Department Chair. These transmittal letters will assess the quality of the candidate's record in each of the major appointment areas, making clear the reasons for the recommendations. The candidate is not responsible for adding these letters to the file.

**7. Peer Evaluations of Teaching**

This section must include evidence of peer review of teaching, that will highlight the effectiveness of the candidate's teaching. This evidence must be derived from a course the faculty is responsible for teaching. Examples of evidence can include in depth feedback related to the quality of the course material, debriefs of classroom observations, professor-student interactions, observations of classroom engagement, and observations of course curriculum, modules or units (in cases of asynchronous courses). The evidence of peer review must come from a professor with an higher rank than someone being considered for promotion to associate. Faculty going up for Full professor must be evaluated by a professor with equal or higher rank.

**8. Course Listing and Evaluation Form for Candidates with Teaching and with UNL Extension Appointments (supplied by the candidate in cooperation with the Department)**

This section consists of a listing of the courses the candidate has taught since [one's hire](#) or for the last 5 years [since promotion in rank](#), the enrollment for each course, the percent creditable to the candidate, and a summary of course and/or teaching evaluations.

Candidates with UNL Extension appointments should briefly document their extension education activities since [their hires](#) or for the last 5 years [since promotion in rank](#), including a summary of their extension education evaluations.

## **B. External Review Section**

### **1. Candidate's Waiver Form**

This section includes the candidate's signed "Waiver of Right to See Information Form."

### **2. Sample Letter Soliciting External Review**

This section consists of a sample letter requesting a review of the candidate's file.

### **3. Selection of External Reviewers**

This section consists of a brief description of how external reviewers were chosen, qualifications of each external reviewer, and relationship of reviewer to the candidate.

### **4. External Review Letters**

This section consists of the letters from external reviewers that were solicited by the Department. These letters need to be solicited according to the CEHS Policy on External Reviews (See Appendix E); Departments may also have additional Promotion and Tenure guidelines that should be followed. If the candidate did not waive his or her right to read the letters from external reviewers, the candidate may choose to write a rebuttal letter(s) in response to any of the external reviews. Any rebuttal letters should be addressed to the Chair of the Department Promotion and Tenure Committee, and will be added to the candidate's file.

## **C. Faculty Member's Section of the Documentation File (supplied by the candidate)**

### **1. Curriculum Vita**

This section consists of a current curriculum vita of the candidate's work, with peer reviewed or juried work clearly noted. In the case of collaborative endeavors, the candidate should describe the extent of his or her contributions. The listing of publications and other creative works should note whether the items have been accepted and/or submitted.

### **2. Candidate's Statement of Justification for Promotion with an Emphasis on Teaching (as defined in Part IV, Section 4.2 and Appendix B)**

Each candidate must include a justification statement of no more than 5 double-spaced pages, identifying that portion of his or her work that in the candidate's judgment represents his or her most significant accomplishments, explaining why these accomplishments are significant and what their impacts have been or will be. The primary emphasis here should be on teaching and the scholarship of teaching. This statement should outline the candidate's teaching philosophy, goals, achievements, and a summary of evidence that documents achievements and local and broader impacts of efforts related to teaching. This justification statement should be written such that faculty and administrators in other disciplines can understand the importance of the candidate's work; professional jargon should not be used.

This justification statement will be provided to external reviewers at the time that such reviews are solicited. It will also be featured in the portion of the Documentation File compiled by the candidate.

### **3. Additional Statements Relative to Each Portion of the Candidate's Appointment Other than Teaching**

In addition to the Statement of Justification referenced above, the candidate should include additional statements for any other portion of his or her appointment as addressed in his or her letter of offer or annual evaluations and as designated in his or her official apportionment. The time frame covered is since the candidate was hired or for the last 5 years since being promoted in rank. These statements should reference supporting materials in the Appendices. No statements are necessary for academic functions not addressed in the candidate's official apportionment.

#### **a. Candidate's Research/Creative Activity Statement**

If the candidate has a portion of his or her appointment allocated to research/creative activity, then the candidate should give his or her research/creative activity philosophy, goals, achievements, and the significance and impact of efforts related to Research/Creative Activity. This section may be 1 to 5 double-spaced pages in length.

#### **b. Candidate's Outreach Statement**

If the candidate has a portion of his or her appointment allocated to outreach, then the candidate should give his or her outreach philosophy, goals, achievements, and the significance and impact of efforts related to UNL Extension or outreach. This section may be 1 to 5 double-spaced pages in length.

#### **c. Candidate's Service Statement**

If the candidate has a portion of his or her appointment allocated to outreach, then the candidate should give his or her service philosophy, goals, achievements, significance of efforts, and the impact of these efforts at the Department, College, Institute, University, Professional, and Community levels. The candidate's contributions to program development and to the mentoring of younger faculty should be described and evaluated with regard to quality and significance. This section may be 1 to 5 double-spaced pages in length.

### **D. Appendices (Prepared by the candidate and presented in a separate notebook or electronic section following the main file)**

The Appendices should contain only significant and relevant information. Any new information not referenced in the Candidate Section should not be included. The Appendices may contain grant proposals, teaching portfolios, publications, and other products of professional activity.

#### **1. Supporting Evidence of the Quality and Effectiveness of Teaching Activities and Outcomes**

This portion of the Appendices consists of documentation that clarifies the candidate's role as an educator or that evaluates the candidate's teaching performance. Examples of supporting evidence include:

- Student Evaluations
- Course Portfolio
- Number of Undergraduate Students Supervised or Mentored
- Web-based/Distance Teaching
- Curriculum/Course Development
- Student Achievement/Outcomes
- Number of Graduate Students Supervised or Mentored
- International Activity

### Scholarship of Teaching and Learning (SOTL) Activities

Examples of supporting evidence of the quality and effectiveness of other assigned research and creative work, outreach or service activities may be included as applicable; all appendices should reference something in candidate's statement (s). See Part IV: Standards for Faculty Performance and Appendix B for examples for all categories of a potential faculty appointment.

### 3.4 DOCUMENTATION FORMAT – RESEARCH PROFESSOR FACULTY

The following items should be included in the documentation file, though the order in which these occur and the required formatting are subject to possible changes from year to year. If such changes occur, candidates will be notified of these by their Department Chair or Director.

#### A. Administrative Section of the Documentation File (provided for the file by the Department with support from the Dean's Office as necessary)

##### 1. Transmittal Form

Form for Research Professors, documenting relevant candidate information regarding appointment and quantitative results of evaluative deliberations.

##### 2. Letter of Offer

This consists of a copy of the candidate's original letter of offer, letters of reappointment, along with any amendment or changes in apportionment.

##### 3. Position Description

This involves a copy of the candidate's current position description. If the candidate has had other position descriptions while earning tenure or promotion to the aspired rank, these should also be included.

##### 4. Department Chair/Director Evaluations

This section consists of all annual performance evaluations by the chair/director for the time since the candidate was hired or for the most recent 5 years since the candidate was last promoted in rank.

##### 5. College Transmittal (Appraisal) Letters

This section consists of the transmittal (appraisal) letters prepared by the College Promotion and Tenure Committee and the Dean. These letters will assess the quality of the candidate's record in each of the major appointment areas, making clear the reasons for the recommendations. Research professors with joint appointments in IANR require ARD and IANR appraisals as well.

##### 6. Department/Unit Transmittal (Appraisal) Letters

This section includes the transmittal letters prepared by the Department Promotion and Tenure Committee and the Department Chair or Center Director as applicable. (Research faculty appointed within a Department require Chair appraisal. Research faculty members working in a Center who have no Departmental home require the Center Director's appraisal). These transmittal letters will assess the quality of the candidate's record in each of the major appointment areas, making clear the reasons for the recommendations.

##### 8. Peer Evaluations of Teaching

Peer evaluation of teaching is only required for Research Professor Faculty with a portion of their FTE assigned to teaching. In those instances, this section must include evidence of peer review of teaching, that will highlight the effectiveness of the candidate's teaching. This evidence must be derived from a course the faculty is responsible for teaching. Examples of this can include in depth feedback related to the quality of the course materials, debriefs of classroom observations, observations of classroom management, and observations of course curriculum. The evidence of peer review must come from a professor with a higher rank than someone being considered for promotion to associate. Faculty going up for Full professor must be evaluated by a professor with equal or higher rank.

## **B. External Review Section –**

### **1. Candidate's Waiver Form**

This section includes the candidate's signed "Waiver of Right to See Information Form."

### **2. Sample Letter Soliciting External Review**

This section consists of a sample letter requesting a review of the candidate's file.

### **3. Selection of External Reviewers**

This section consists of a brief description of how external reviewers were chosen, qualifications of each external reviewer, and relationship of reviewer to the candidate.

### **4. External Review Letters**

This section consists of the letters from external reviewers that were solicited by the Department. These letters need to be solicited according to the CEHS Policy on External Reviews (See Appendix E); Departments may also have additional Promotion and Tenure guidelines that should be followed. If the candidate did not waive his or her right to read the letters from external reviewers, the candidate may choose to write a rebuttal letter(s) in response to any of the external reviews. Any rebuttal letters should be addressed to the Chair of the Department Promotion and Tenure Committee, and will be added to the candidate's file.

## **C. Course Listing and Evaluation Form for Candidates with Teaching and with UNL Extension Appointments (supplied by the candidate in cooperation with the Department only if teaching has been part of the appointment)**

This section consists of a listing of the courses the candidate has taught since being hired, or for the last 5 years since being promoted in rank, the enrollment for each course, the percent creditable to the candidate, and a summary of course and/or teaching evaluations.

Candidates with UNL Extension appointments should briefly document their extension education activities since being hired, or for the last 5 years since being promoted in rank, including a summary of their extension education evaluations.

## **D. Faculty Member's Section of the Documentation File (supplied by the candidate)**

### **1. Curriculum Vita**

This section consists of a current curriculum vita of the candidate's work, with peer reviewed or juried work clearly noted. In the case of collaborative endeavors, the candidate should describe the extent of his or her contributions. The listing of publications and other creative works should note whether the items have been accepted and/or submitted.

**2. Candidate's Statement of Justification for Promotion with an Emphasis on Research (as defined in Part IV, Section 4.3 and in Appendix B)**

Each candidate must include a justification statement of no more than 5 double-spaced pages, identifying that portion of his or her work that in the candidate's judgment represents his or her most significant accomplishments, explaining why these accomplishments are significant and what their impacts have been or will be. The primary emphasis here should be on research and the scholarship of inquiry. This statement should outline the candidate's research/creative activity philosophy, goals, achievements, and a summary of evidence that documents achievements and local and broader impacts of efforts related to research. This justification statement should be written such that faculty and administrators in other disciplines can understand the importance of the candidate's work; professional jargon should not be used.

This justification statement will be provided to external reviewers at the time that such reviews are solicited. It will also be featured in the portion of the Documentation File compiled by the candidate.

**3. Additional Statements Relative to Each Portion of the Candidate's Appointment Other than Research**

In addition to the Statement of Justification referenced above, the candidate should include Candidate Statements that address other portions of his or her appointment such as teaching, UNL Extension or outreach, and service as addressed in his or her letter of offer or annual evaluations and as designated in his or her official apportionment. The time frame covered is since the candidate was hired or for the last 5 years since being promoted in rank. These statements should reference supporting materials in the Appendices. No statements are necessary for academic functions not addressed in the candidate's official apportionment.

**a. Candidate's Teaching Statement**

If the candidate has a portion of his or her appointment allocated to teaching, then the candidate should give his or her teaching philosophy, goals, and a summary of evidence that documents achievements and local and broader impacts of efforts related to teaching. The candidate's Teaching Statement may be no more than 5 double-spaced pages in length.

**b. Candidate's Outreach Statement**

If the candidate has a portion of his or her appointment allocated to outreach, then the candidate should give his or her outreach philosophy, goals, achievements, and the significance and impact of efforts related to UNL Extension or outreach. This section may be no more than 5 double-spaced pages in length.

**c. Candidate's Service Statement**

If the candidate has a portion of his or her appointment allocated to outreach, then the candidate should give his or her service philosophy, goals, achievements, significance of efforts, and the impact of these efforts at the Department, College, Institute, University, Professional, and Community levels. The candidate's contributions to program development and to the mentoring of younger faculty should be described and evaluated with regard to quality and significance. This section may be no more than 5 double-spaced pages in length.

**E. Appendices (Prepared by the candidate and presented in a separate notebook or electronic section following the main file)**

The Appendices should contain only significant and relevant information. Any new information not referenced in the Candidate Section should not be included. The Appendices may contain grant proposals, teaching portfolios, publications, and other products of professional activity.

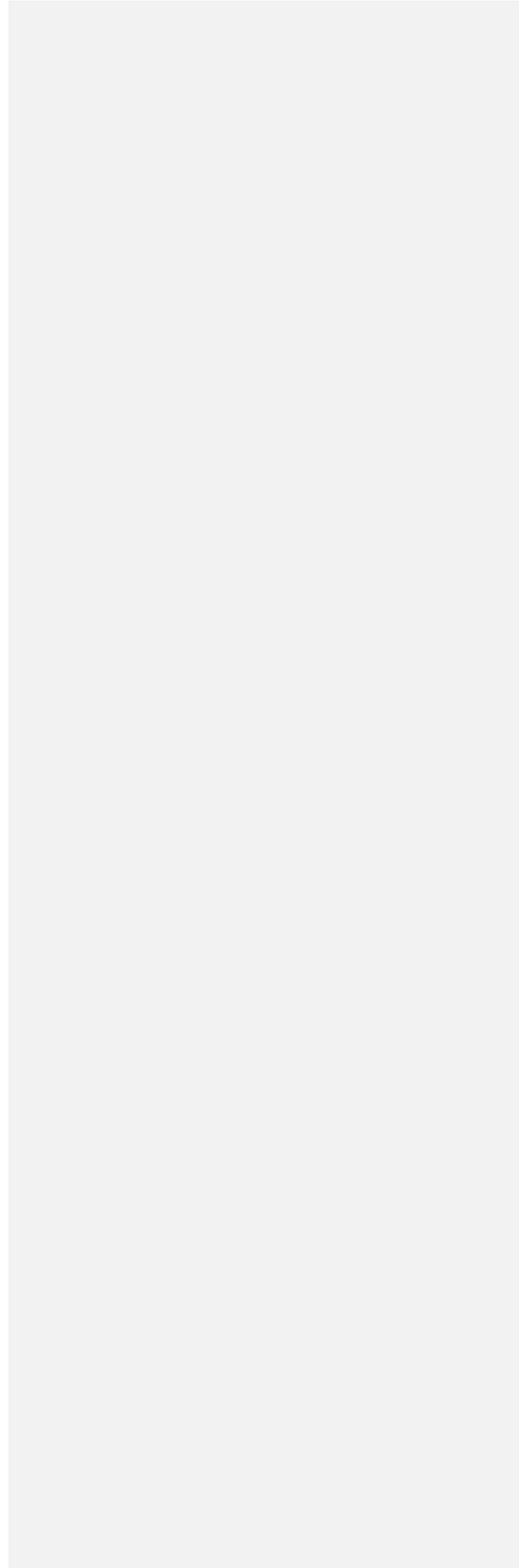
### **1. Supporting Evidence of the Quality and Effectiveness of Research/Scholarly Activities and Outcomes**

This portion of the Appendices consists of documentation that clarifies the candidate's role as a researcher or that evaluates the candidate's research and scholarly performance. Examples of supporting evidence include:

- Scholarly contributions (i.e., publications, including electronic)
- Performances/exhibitions
- Reviews
- Citations of candidate's work (where cited, number of citations)
- Submitted grant proposals
- Funded grant proposals
- Graduate student and post-doc mentoring; success in placement of students
- National and International meeting presentations
- Expert testimony and work on scientific panels

Examples of supporting evidence of the quality and effectiveness of other assigned teaching, outreach or service activities may be included as applicable; all appendices should reference something in candidate's statement (s). See Part IV: Standards for Faculty Performance and Appendix B for examples for all categories of a potential faculty appointment.

**PART IV**  
**STANDARDS FOR FACULTY PERFORMANCE**



## PART IV STANDARDS FOR FACULTY PERFORMANCE

The single common standard by which to judge the extent of faculty members' achievement is that of excellence – excellence in creativity and in significance of contribution. Although specifics as to what constitutes excellence in particular cases is necessarily a matter of judgment that varies from discipline to discipline, faculty members must be given reasonable assistance to understand the components of that judgment. This document is designed to provide that guidance.

- The standards of excellence for tenure and promotion for tenure-leading faculty are outlined on pages 33-41.
- The standards of excellence for promotion to Associate Professor of Practice and Professor of Practice are presented on pages 41-43.
- The standards of excellence for promotion to Research Associate Professor and Research Full Professor are described on pages -45.

Promotion and tenure decisions should be equitable for all candidates. The Equal Employment Opportunity Statement of our University follows: *"The University of Nebraska-Lincoln (UNL) seeks to achieve a working and learning environment that is open to all people. Diversity is the hallmark of great institutions of learning and has long been one of the strengths of our society. Dignity and respect for all in the UNL community is the responsibility of each individual member of the community. The realization of that responsibility across the campus is critical to UNL's success. UNL has a policy of equal educational and employment opportunities and of nondiscrimination in the classroom and workplace. Educational programs, support services and workplace behavior, including decisions regarding hiring, promotion, discipline, termination and all other terms and conditions of employment, should be made without discrimination on the basis of race, color, religion, sex, national origin, age, disability, veterans status, marital status or sexual orientation."* This statement is honored by CEHS and the statement governs the promotion and tenure of all faculty members in the College.

In the following the examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each exemplar.

### 4.1 STANDARDS FOR ACHIEVING TENURE AND PROMOTION FOR FACULTY IN TENURE-LEADING POSITIONS

The standards for teaching; scholarship, research and creative activity; outreach/UNL Extension; and professional service appear on the following pages. A candidate's documentation file must include evidence that each standard has been met, in accordance with the individual's appointment. ~~The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each exemplar.~~

#### A.1 Standards for Teaching

The pursuit of excellence in teaching is determined by the following standards:

Teaching Standard 1: <u>Continued and substantive innovation in and evaluation of teaching;</u>
Teaching Standard 2: <u>Efforts toward improvement, enhancement, and development of excellence in teaching;</u>
Teaching Standard 3: <u>Mentoring undergraduate and graduate students (for those who work with academic programs); and</u>
Teaching Standard 4: <u>Promoting active and reflective learning among students.</u>

**Teaching Standard 1: Continued and substantive innovation in and evaluation of teaching**

**Tenure and Promotion to Associate Professor**

- Self-reflective documentation of innovative teaching and the pursuit of excellence.
- Standardized student evaluations and **at least one** of the following: (a) analysis of and response to student evaluations, (b) analysis of and interpretation of student engagement, and/or (c) a report of peer review of teaching activities using College-approved methods. Multiple processes of evaluation are encouraged.
- Descriptions of innovative teaching methods.
- Course syllabi that show innovative teaching approaches.

**Promotion to Professor**

- Evidence of **sustained** efforts to provide current and relevant innovative instruction and evaluation of teaching.

**Teaching Standard 2: Efforts toward improvement, enhancement, and development of excellence in teaching.**

**Tenure and Promotion to Associate Professor**

- The course content for which the candidate is responsible is a) current, relevant, and appropriate to the discipline, (b) supportive of the Department's mission, (c) planned and delivered at an appropriate depth and breadth, and (d) attentive to the needs of diverse students.
- The candidate participates in teaching development activities such as workshops aimed at teaching and activities that promote inclusion of current, relevant materials in courses.
- The candidate demonstrates improvement, enhancement, and development of excellence in teaching through (a) selection for teaching awards, (b) integration of faculty research, scholarship, and creative activities into course content, (c) integration of current relevant developments in the field into course content as reflected in course syllabi and/or learning activities, (d) systematic improvement of programs of study through collaborative efforts with colleagues, and (e) the development of distance education courses, new degree/certificate programs, or new techniques/technologies.

**Promotion to Professor**

- Continued and sustained efforts to provide current, relevant course instruction.
- Leadership in curriculum development and/or restructuring to reflect changes in the field.
- A sustained and consistent pattern of self-growth in teaching activities that results in one becoming a preeminent scholar in the pedagogy of teaching.

**Teaching Standard 3: Mentoring undergraduate and graduate students (for those who work with academic programs).**

**Tenure and Promotion to Associate Professor**

- Candidates with teaching appointments at the graduate level must (a) serve on graduate student committees and (b) mentor students by chairing graduate student committees or directing graduate student research/creative work. An example of mentoring is facilitating and/or participating in students' attendance at professional meetings. Some departments may expect faculty teaching at the undergraduate level to similarly mentor student research/creative work and facilitate students' attendance at professional meetings.
- Mentoring may include (a) participating in undergraduate development programs such as student research programs and in student organizations and learning communities, (b) supervising undergraduate and graduate research hours, and (c) supervising honors thesis and/or masters thesis projects. Examples of mentoring activities that are desirable are facilitating career networking, student presentations at professional meetings, and/or study abroad, d) mentoring undergraduate and graduate students to meet their post-graduation goals.

#### **Promotion to Professor**

- Continued and sustained ability to contribute to or maintain graduate programs. Candidates must (a) direct graduate student research from initiation to completion for those seeking advanced degrees appropriate to the discipline, (b) serve on thesis and dissertation committees, (c) direct dissertation and thesis research or creative work, and (d) mentor students and other faculty to be scholars and leaders. An example of such mentoring activities would be co-authoring publications.

#### **Teaching Standard 4: Promoting active and reflective learning among students.**

##### **Tenure and Promotion to Associate Professor**

- Uses teaching activities that cause students to engage in higher order thinking and learning requiring them to reflect on course material and internalize meaning for course content.
- Setting high standards that ensure that students develop skills appropriate to the course being taught.

##### **Promotion to Professor**

- Sustained and comprehensive excellence in creating active and reflective learning among students. Examples may include (a) publications in refereed journals about teaching; (b) papers, portfolios, or exemplars of how current and former students have implemented what they have learned; and (c) awards received by students that distinguish the student and draw recognition to the faculty member and the program at the regional or national level.

#### **A.2. Standards for Scholarship, Research and Creative Activity**

The pursuit of excellence in research, scholarship, and creative activity is determined by the following standards:

Scholarship Standard __1:	One or more <u>thematic/focused</u> areas of scholarship, research and/or creative activity tied to the mission of the Unit, Department, or College;
Scholarship Standard __2:	Dissemination of research, scholarship, and/or creative activity;
Scholarship Standard __3:	Impact on society through professional applications, dissemination of creative works, and/or translations of scholarship efforts;

Scholarship Standard 4: [Evidence of Effort](#) for external support in line with the research, scholarship or creative activity agenda; and  
 Scholarship Standard 5: Professional recognition through appointments, distinctions, invitations, and/or honors related to research, scholarship, and/or creative activity.

The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each exemplar.

**Scholarship Standard 1: One or more focused areas of scholarship, research and/or creative activity tied to the mission of the Unit, Department, or College.**

**Tenure and Promotion to Associate Professor**

- Demonstration that (a) the candidate's scholarship, research and/or creative activity has a focus that supports the Unit, Department, or College mission and (b) the candidate's body of work is recognized by professional peers.

**Promotion to Professor**

- Demonstration that the candidate's research, scholarship, and/or creative activity has led to recognition as a distinguished authority at the multistate/regional, national, or international level.

**Scholarship Standard 2): Dissemination of research, scholarship, and/or creative activity.**

**Tenure and Promotion to Associate Professor**

- Candidate establishes a record of outside peer-reviewed or professionally reviewed publications or creative exhibitions.
- A record on average, of one to two refereed publications/creative exhibitions per year as well as other publications/creative exhibitions that lead to national/international visibility (this is the baseline expectation for faculty with a 30-35% scholarship, research, creative activity appointment). The quality of journals and refereed articles, book chapters and creative work will also be taken into consideration.
- Presentation at least once per year at a national professional meeting.

**Promotion to Professor**

- A record on average, of one to two refereed publications/creative exhibitions per year as well as other publications/creative exhibitions that lead to national/international visibility (this is the baseline expectation for faculty with a 30-35% scholarship, research, creative activity appointment). The quality of journals and refereed articles, book chapters and creative work will also be taken into consideration.
- Presentation at least once per year at a national professional meeting.
- Sustained record of peer-reviewed work and/or invited presentations at the national or international level.
- Demonstrated leadership in scholarship/creative activities.

**Scholarship Standard 3: Impact on society through professional applications, dissemination of creative works, and/or translations of scholarship efforts.**

**Tenure and Promotion to Associate Professor**

- Evidence that the candidate (a) contributes to the knowledge base or to new developments; (b) influences policy-making or standards that benefit consumers; (c) has an impact on the well-being of individuals, families, schools, and/or community; and/or (d) has an impact on the profession.
- Products of the faculty member's scholarship are of such quantity and quality that internal and external peers judge them to be sound contributions to the knowledge base and/or to the improvement of practice.

**Promotion to Professor**

- Candidate has made a sustained, substantive impact of importance to a discipline as judged by internal and external reviewers as being significant to the improvement of practice and/or expansion of the knowledge base.

**Scholarship Standard 4: Potential for external support (monetary resources, in-kind contributions, nonexpendable equipment, and expendable supplies) in line with the research, scholarship and/or creative activity agenda.**

**Tenure and Promotion to Associate Professor**

- Evidence of efforts to achieve external funding ~~as well as demonstration of the potential to generate external support (e.g., nonfunded or pending efforts).~~
- Receipt of internal support such as seed money and research fellowships, and/or receipt of external resources.

**Promotion to Professor**

- Continued and sustained leadership in efforts to obtain external support.

**Scholarship Standard 5: Professional recognition through appointments, distinctions, invitations, and/or honors related to research, scholarship, and/or creative activity.**

**Tenure and Promotion to Associate Professor**

- Graduate Faculty status for the candidate working with graduate courses/students.
- Evidence of invited presentations at meetings, conferences or exhibits, special committee appointments, invitations, or honors.

**Promotion to Professor**

- Graduate Faculty membership for the candidate working with graduate courses/students.
- Evidence that the candidate (a) is recognized or honored at the national or international level, such as by invited presentations or exhibits, appointments, or invitations to special committees and advisory boards, and (b) a record of leadership roles in these activities and/or organizations.

**Commented [PS1]:** How do you demonstrate the potential to generate external support. Is this the same as efforts to achieve external funding?

**Commented [JJ2]:** It seems unnecessary to have the second clause given the first one.

**Commented [PS3R2]:** That is a good point. I am not sure how we evaluate "potential" to generate. Evidence of efforts is a better indicator for pre-tenure people. I vote to delete the last clause.

### A.3. Standards for Outreach/UNL Extension

The pursuit of excellence in Outreach/UNL Extension is determined by the following standards:

Outreach Standard/UNL Extension \_\_\_1: Generation of knowledge for the direct benefit of external audiences, that may include diverse populations, in ways that are consistent with the University and Unit missions (UNL, IANR, College, Department);

Outreach Standard/UNL Extension \_\_\_2: Dissemination of information relative to the candidate's expertise to external audiences.

Candidates with Outreach appointments must meet the first two standards. Candidates with UNL Extension appointments must also meet the six additional standards described for UNL Extension.

**Outreach/UNL Extension Standard 1: Generating knowledge for the direct benefit of external audiences that may include diverse populations, in ways that are consistent with the University and Unit missions (UNL, IANR, College, Department).**

#### Tenure and Promotion to Associate Professor

- Contributions to public welfare or the common good that call upon the candidate's academic or professional expertise to directly address or respond to real-world problems, issues, interests, or concerns.

#### Promotion to Professor

- Continued and sustained contributions to public welfare or the common good that call upon the candidate's academic or professional expertise to directly address or respond to real-world problems, issues, interests, or concerns.

**Outreach/UNL Extension Standard 2: Disseminating information relative to the candidate's expertise to external audiences.**

#### Tenure and Promotion to Associate Professor

- Dissemination of information and other programming for the general public related to the candidate's professional expertise through (a) written, oral, electronic, or other media and (b) activities that make available institutional resources and expertise outside the context of the instructional program.

#### Promotion to Professor

- Continued and sustained dissemination of information and other programming for the general public related to the candidate's professional expertise through (a) written, oral, electronic, or other media and (b) activities that make available institutional resources and expertise outside the context of the instructional program.

Additional expectations of candidates with UNL Extension appointments:

UNL Extension Standard \_\_\_3: One or more focused program areas tied to the mission of the State or Unit (IANR, College, Department);

UNL Extension Standard \_\_\_4: Continued and substantive innovation in providing needs-based programs;

UNL Extension Standard \_\_5: Impact on society through individual contributions to programs;

UNL Extension Standard \_\_6: Efforts toward improvement, enhancement, and innovation in programming for Extension Educators, educators, and other professionals;

UNL Extension Standard \_\_7: Potential for external support; and

UNL Extension Standard \_\_8: Dissemination of peer-reviewed curriculum and instructional materials.

The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each exemplar.

**UNL Extension Standard 3: One or more focused program areas tied to the mission of the State or Unit (IANR, College, Department).**

**Tenure and Promotion to Associate Professor**

- Contribution to the development of educational programs addressing critical issues.

**Promotion to Professor**

- Active leadership role in addressing the focused program area at the multistate/regional, national, or international level.

**UNL Extension Standard 4: Continued and substantive innovation in providing needs-based programs.**

**Tenure and Promotion to Associate Professor**

- Synthesis of existing data sources to assess needs for statewide programs.
- Conducting needs assessments for developing statewide programs or curriculum materials
- Demonstrating leadership in developing and/or delivering new programs to support state needs
- Evidence that other professional colleagues in the state have adopted the program or curriculum materials
- Use of a systematic program evaluation process to document program impact.

**Promotion to Professor**

- Adoption of the candidate's programs and curriculum materials, including evaluations, at the multistate/regional or national level.

**UNL Extension Standard 5: Impact on society through individual contributions to programs.**

**Tenure and Promotion to Associate Professor**

- Contributions to development and delivery of programs that have an impact and documentation of the impact of those contributions.
- Initiating and providing leadership to programs with demonstrated sustained impact.

**Promotion to Professor**

- Sustained impact and program acquisition and program adoption by peers at the state, multistate/regional, or national level.

**UNL Extension Standard 6: Efforts toward improvement, enhancement, and innovation in programming for extension educators, educators, and other professionals.**

**Tenure and Promotion to Associate Professor**

- Contribution to a professional development/in service team with a developed plan for educators, including those in extension.
- Self-reflective documentation of the program's quality and effectiveness, including audience/peer evaluation.

**Promotion to Professor**

- Creation or leadership of innovative professional development activities for other state(s), nations, agencies, institutions, or universities.

**UNL Extension Standard 7: Potential for external support (monetary resources, in-kind contributions, provision of nonexpendable equipment, and expendable supplies).**

**Tenure and Promotion to Associate Professor**

- Efforts to achieve external funding
- ~~Demonstrated potential for generating external support.~~
- Receipt of internal support as seed money or receipt of external resources.

**Commented [PS4]:** How do you demonstrate potential for generating external support? How is this different from efforts to achieve external funding?

**Promotion to Professor**

- Success in obtaining external funding.

**UNL Extension Standard 8: Dissemination of peer-reviewed curriculum and instructional materials.**

**Tenure and Promotion to Associate Professor**

- Development, adaptation, and dissemination of an **average of three** instructional materials such as NebGuides, curriculum, and electronic media per year.
- Development or adaptation of focused, comprehensive curriculum.

**Promotion to Professor**

- Recognition of the candidate's of the quality of the candidate's instructional materials curriculum and adoption at the multistate/regional and/or national level.

**A.4. Standards for Professional Service**

The pursuit of excellence in professional service is determined by the following standards:

Professional Service Standard \_\_1: Service to the institution; and  
Professional Service Standard \_\_2: Service to the discipline.

The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each exemplar.

**Professional Service Standard 1: Service to the institution.**

**Tenure and Promotion to Associate Professor**

- Active participation on institutional committees that focus on issues or directives of the institution, such as assuming a leadership role on one or more committees or actively participating on three or more committees. These committee roles can be at the Department, College, UNL Extension, Division, Institute, Campus, or University level.

**Promotion to Professor**

- Participation and leadership in faculty governance through their service on Departmental, College, Institute and/or other University committees.
- Participation and leadership on national committees and teams representing UNL Extension.
- Evidence of mentoring junior faculty.

**Professional Service Standard 2: Service to the discipline.**

**Tenure and Promotion to Associate Professor**

- Active participation in professional or governmental organizations at the local, state, regional, national, or international level. This participation may include serving on committees, being an officer in an organization, and/or developing a conference program.
- Evidence of candidate's contributions to professional peer reviews, news releases, or other means for informing the popular media; jurying creative work; serving on external review teams; and speaking to local, regional, national, and professional agencies associated with the candidate's discipline.

**Promotion to Professor**

- Continued evidence of active participation and leadership in professional or governmental organizations at the local, state, regional, national or international level. Including serving on committees, as an officer in an organization and Leadership roles in professional or governmental organizations at the national or international level, including the editing of professional journals (e.g., editorial board(s)).

**4.2. STANDARDS FOR PROMOTION TO ASSOCIATE PROFESSOR OF PRACTICE AND PROFESSOR OF PRACTICE**

The Professor of Practice position is a non-tenure-track designation, with a majority proportion of time designated as teaching. Persons eligible for promotion to the ranks of Associate Professor of Practice and Professor of Practice must have been approved for inclusion in the Professor of Practice ranks by their department, the College of Education and Human Sciences, and the Senior Vice Chancellor for Academic Affairs. A candidate's documentation file must include evidence that each standard has been met, in accordance with the individual's appointment. The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate all of these examples. The following standards assume an apportionment of at least 75% teaching and an FTE of 1.0. Expectations will need to be adjusted accordingly for candidates whose apportionment and FTE vary from these values.

Eligibility for promotion to Associate Professor of Practice and Professor of Practice is determined by the following expectations:

Professor of Practice Standard 1: Excellence in academic or professional instruction and mentoring of students;  
 Professor of Practice Standard 2: Advancement of scholarship in the field and/or scholarship of teaching and learning;  
 Professor of Practice Standard 3: Leadership in providing service advancing the field of teaching and learning.

~~The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each exemplar.~~

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**Professor of Practice Standard 1: Excellence in academic or professional instruction and mentoring of students.**

**Promotion to Associate Professor**

- Excellence in academic or professional instruction.
- Evidence that course content is (a) current, relevant, and appropriate to the discipline, (b) planned and delivered at an appropriate depth and breadth, (c) attentive to needs of diverse students, and (d) engages students in higher order thinking.
- Evidence of instructional excellence from student evaluations, portfolios, peer review, and/or student learning outcomes. Multiple processes of evaluation are encouraged.
- Evidence of effective use of innovative teaching methods.
- Documentation of self-evaluation of teaching including analysis of and response to student evaluations and evidence of how candidates have made improvements as a result of peer review of their teaching.
- Participation in continuing education or other activities to improve teaching effectiveness.
- ~~Recognition of contributions to pedagogy or practice at the department, college, or university levels.~~
- ~~Evidence of peer review of teaching from a professor with a higher rank than someone being considered for promotion to associate.~~

**Promotion to Professor**

- Sustained excellence in instruction as evidenced by student evaluations, portfolios, peer review, and/or student learning outcomes.
- Sustained pattern of growth and professional development.
- State, regional and/or national visibility for contributions to pedagogy or practice.
- Demonstration that the candidate's scholarship (a) contributes to the knowledge base in which he or she teaches or to new developments in the teaching or clinical program and/or, (b) has an impact on the well-being of individuals, families, schools, and/or communities
- Recognition of excellence in instruction by teaching awards, etc., letters from peers.
- Participation in the development of distance education courses, new degree/certificate programs, and/or new techniques/technology.
- Development of systematic mentoring programs for teaching assistants and others aimed at instructional development and teaching improvement.
- ~~Member or chair of undergraduate honors thesis committees or master's committees or doctoral committees.~~
- ~~Evidence of peer review of teaching from a professor with equal or higher rank.~~

**Professor of Practice Standard 2: Advancement of scholarship in the field and/or scholarship of teaching and learning.**

**Promotion to Associate Professor**

- Evidence of scholarship contributing to defining and/or resolving important issues within a field of education and human sciences and/or the scholarship of academic or professional instruction.
- Presentation of papers or workshops at state, regional, or national conferences.
- Participation in scholarly activity via print or digital formats, such as newsletter articles, dissemination of course curricula or other teaching materials, review articles, journal articles, chapters, or other resources.
- Professional recognition and visibility at the local or regional level as an expert scholar within a field of education and human sciences and/or the scholarship of teaching, as evidenced by invitations, memberships, journal reviews, and other indicators of professional activity.

#### **Promotion to Professor**

- Evidence of scholarship that has an important impact regionally, nationally or internationally on a field of education and human sciences and/or the scholarship of teaching and learning.
- Presentation of papers or workshops at regional, national or international conferences.
- Authorship or co-authorship of textbooks or other scholarly books or articles that are valued resources in a field of education and human sciences and/or in the scholarship of teaching.
- Professional recognition regionally, nationally or internationally as a scholar within a field of education and human sciences and/or the scholarship of teaching, as evidenced by invitations, reviews, awards, journal board memberships, and other methods of high-level professional recognition.

### **Professor of Practice Standard 3: Leadership in providing service advancing the field of teaching and learning.**

#### **Promotion to Associate Professor**

- Effective contribution to Unit or Departmental curriculum and program development and evaluation.
- Participation as a member or chair of a curriculum committee.
- Contributing to program or course development, or development of course scheduling and delivery strategies.
- Leadership in creating policy or improving the function of the Unit or Department by, for example, serving as member or chair of committees for admissions, awards, grade and retention appeals, or external advisory committees.
- Leadership in the activities and governance of state or regional professional organizations.

#### **Promotion to Professor**

- Regional or National leadership in professional activities and associations related to the improvement of teaching and learning (e.g., holding national offices in teaching-related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).
- Regional, national or international dissemination of instructional methods and/or materials.
- Service on teaching- and learning-related national review panels or advisory groups for government agencies or foundations.
- Receipt of internal or external grant funding for instruction- or training-related activities and innovations.

### **4.3. STANDARDS FOR PROMOTION TO RESEARCH ASSOCIATE PROFESSOR AND RESEARCH FULL PROFESSOR**

The Research Professor position is a non-tenure-track designation, with a majority proportion of time

designated as research, scholarship, and creative activity. Typically, the entire appointment is so designated. Persons eligible for promotion to the ranks of Research Associate Professor and Research Full Professor must have been approved for inclusion in the Research Professor ranks by their recognized units, the College of Education and Human Sciences, and the Senior Vice Chancellor for Academic Affairs. The following standards assume a 100% research appointment and an FTE of 1.0; expectations for candidates whose apportionment and/or FTE varies from these values need to be adjusted accordingly. A candidate's documentation file must include evidence that each of the following standards has been met, in accordance with the individual's appointment. The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each of these examples.

Eligibility for promotion to Research Associate Professor and Research Full Professor is determined by the following expectations:

Research Professor Standard 1: Excellence in research, scholarship, or creative activities;  
 Research Professor Standard 2: Advancement of teaching/mentorship as related to research, scholarship, or creative activities; and  
 Research Professor Standard 3: Leadership in providing service advancing research, scholarship, or creative activities.

The examples listed beneath each standard are for illustrative purposes. Candidates are NOT expected to demonstrate each exemplar

**Research Professor Standard 1: Excellence in research, scholarship, or creative activities is determined by:**

**Promotion to Research Associate Professor**

- Demonstration that the candidate's research, scholarship, and creative activity have one or more foci within the Unit, Department, or College mission.
- Evidence of recognition and/or use of work by professional peers.
- A record of professionally reviewed products such as, professional publications/creative exhibitions, technical reports corresponding to grant/contract activity, training materials, patents, analytic tools/methods that are professionally reviewed (i.e., outside peer review, review by funding agencies, and/or review by key stakeholders), and creative exhibitions.
- Demonstration that the candidate's scholarship (a) contributes to the knowledge base or to new developments; (b) influences policy-making or standards that benefit consumers; (c) has an impact on the well-being of individuals, families, schools, and/or communities; and/or (d) has an impact on the profession.
- Scholarly products of such quantity and quality that internal and external peers judge them to be sound contributions to the knowledge base.
- Contributions to obtaining financial support as a PI and/or as a collaborator (e.g., evaluator, content consultant) on grant funded proposals and/or contracts.
- Contributions as an author or co-author,
- Evidence of at least two authored and/or co-authored presentations per year at national professional meetings.

**Promotion to Research Full Professor**

- Evidence that the candidate's research, scholarship, and creative activity are recognized and/or referenced- at the multistate/regional, national, or international levels.
- A sustained record of professionally reviewed products such as professional publications/creative exhibitions, technical reports corresponding to grant/contract activity, training materials, patents, analytic tools/methods that are professionally reviewed (i.e., outside

peer review, review by funding agencies, and/or review by key stakeholders), and creative exhibitions.

- A substantial number of refereed publications/creative exhibitions as well as other publications/creative exhibitions that lead to national and/or international visibility.
- A consistent record of, on average, two authored and/or co-authored presentations at national and/or international professional meetings per year.
- A sustained record of peer-reviewed publications.
- Demonstrated leadership in scholarship/creative activities including involvement as a panel reviewer, external consultancy, advisory panels.
- Evidence of a sustained, substantive impact of importance to a discipline as judged by internal and external reviewers
- Continued and sustained contributions to obtaining external support as a PI or as collaborator (e.g., evaluator, content consultant) on grant-funded proposals and/or contracts.
- Recognition of candidate's research, scholarship, and creative activity through invited presentations at professional meetings (national and/or international), conferences or exhibits, special committee appointments, invitations, or honors.

**Research Professor Standard 2: Advancement of mentorship or teaching as related to research, scholarship, or creative activities is determined by**

**Promotion to Research Associate Professor**

- Contributes knowledge and expertise to undergraduate or graduate student research efforts.
- Provides guest lectures related to research (own or research methods, instruments, design, etc.)
- Consults with faculty peers on research questions and strategies.
- For a research professor who has a teaching appointment as part of his or her appointment, demonstrates effective teaching practices and responsiveness to students. This includes evidence of peer review of teaching [from a professor with a higher rank than someone being considered for promotion to associate.](#)

**Promotion to Research Full Professor**

- Mentors undergraduate and graduate students in the research process. Some examples of mentoring activities include acknowledged contribution to student presentations at professional meetings, co-authorship on scholarly publications, or serving on graduate committees.
- Mentors faculty in the research process. Some examples of mentoring activities include acknowledged contribution to faculty presentations at professional meetings, co-authorship on scholarly publications, or serving on review committees.
- For a research professor who has a teaching appointment as part of his or her appointment, demonstrates excellence in teaching and translating research findings for students. This includes evidence of peer review of teaching [from a professor with equal or higher rank than someone being considered for promotion to Full professor.](#)

**Research Professor Standard 3: Leadership in providing service advancing research, scholarship, or creative activities is determined by:**

**Promotion to Research Associate Professor**

- Active participation on one or more committees per year that are related to the candidate's research. These service roles can be at the Department, College, UNL Extension, Division, Institute, Campus, and/or University levels.
- Actively participating in professional or governmental organizations at the local, state, regional, national, and/or international levels consistent with the candidate's research. This participation may include serving on committees, serving as an officer in an organization, and/or developing a conference program.

- Participation in professional peer reviews, news releases (or other means for informing the popular media); judging creative work; serving on external review teams; speaking to local, regional, national, and/or professional agencies consistent with the candidate' research.

**Promotion to Research Full Professor**

- Leadership contributions to one or more committees per year that focus on the candidate's research. These service roles can be at the Department, College, UNL Extension, Division, Institute, Campus, and/or University levels.
- Leadership roles consistent with the candidate's research in professional and/or governmental organizations at the national and/or international levels.
- Participation in professional peer reviews, news releases (or other means for informing the popular media); judging creative work; serving on external review teams; and speaking to local, regional, national, and professional agencies consistent with the candidate' research.
- Recognition, honors or awards at the national and/or international levels by for example, invited presentations or exhibits, appointments, invitations to special committees and advisory boards.

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Note: These web addresses were correct as of the date that the faculty approved this document; however, web addresses do change.

PART V

APPENDICES

**Appendix A  
Preamble**

**University of Nebraska-Lincoln's (UNL) Expectations of Faculty**

**Appendix B  
Definitions of Appointment Categories**  
(Office of Academic Affairs, 2003)

**Appendix C  
Applicability of Guidelines**

**Appendix D  
Composition of College Promotion and Tenure Committee**

**Appendix E  
CEHS Policy on External Reviews**

## **Appendix A. Preamble University of Nebraska-Lincoln's (UNL) Expectations of Faculty**

The needs of society, the state, the institution, and individuals change over time. Therefore, "*adjustments in the expectations for faculty members may occur over time in keeping with changing institutional and personal priorities.*" However, it must be clear that "*no special adjustments of norms for units or individuals shall alter the University's fundamental criterion: all faculty members must engage in scholarly or professional work that demonstrates creative achievement.*"

### **Role and Mission of UNL as Assigned by the Board of Regents**

- Is the primary research and doctoral degree-granting institution in the state for fields outside the health professions and offers a broad range of undergraduate and graduate programs.
- Has primary statewide responsibility for the Land-Grant activities of the University of Nebraska that emphasize application and integration of knowledge and applied research in diverse areas.
- Has scholarship emphasizing teaching and discovery as well as integration and application.

### **Role of the University of Nebraska-Lincoln**

- The University of Nebraska-Lincoln is that part of the University of Nebraska system that serves as both the Land-Grant and the comprehensive public University for the State of Nebraska.
- Through its three primary missions of teaching, research, and service, the University of Nebraska-Lincoln is the state's primary intellectual center, providing leadership throughout the state through quality education and the generation of new knowledge. UNL is one of a select group of research universities that holds membership in the American Association of Universities (AAU).

### **What Makes a University Great?**

A statement about "What makes a University great" from the committee that wrote the 1995 Statement on Promotion and Continuous Appointment for the former Teachers College is given below.

*The greatness of the best research universities is grounded in uncompromising pursuit of excellence. Their campuses have excellent faculty and excellent students in a superb learning environment. Their outreach and engagement activities are responsive to constituent needs and are research-based. The core activity is the research and scholarly endeavors of the faculty, working with students. This activity itself, and the new knowledge it reveals, crucially inform the teaching and outreach functions of the institutions.*

### **A Vision of Excellence**

To achieve a vision of excellence, the document *A 2020 Vision: The Future of Research and Graduate Education at UNL* identified several campus characteristics to which UNL should renew its commitment. Six of the cultural elements included in this document are especially relevant to the promotion and tenure process, and more broadly to all forms of faculty review:

- *A vigorous scholarly community demonstrates a passionate commitment to work which holds promise for contributing to the betterment of society.*
- *High aspirations and significant achievements are the norm for every faculty member, administrator, and employee in a vigorous scholarly community.*
- *The members of a vigorous scholarly community are committed to the success of the institution and of all the participants in our campus life.*

- *A vigorous scholarly community welcomes the addition of even higher quality faculty, staff, and students through recruitment, than those already in the ranks of the institution.*
- *Vigorous scholarly communities value and embrace great research faculty, senior lecturers, extension educators, and others in non-tenure track appointments who bring talent, passion, and creativity to the institution.*
- *A vigorous academic community finds ways to value, celebrate, and make visible in the everyday life of our institution the outstanding academic achievers of the institution.*

**Appendix B. Definitions of Appointment Categories**  
(Office of Academic Affairs, 2003)

**Teaching**

*All activities related to teaching **credit-generating** courses, whether residential or distance, with regularly enrolled students and general student advising.*

Preparation for a course

- Development of material for new courses and curricula
- Preparation of lectures and demonstrations

Time in the classroom (or equivalent for distance courses)

- Instructing a recurring credit class or section of a class in a formal setting
- Supervision of students in independent study courses

Direct contact with students related to the course

- Supervision of graduate students on thesis and dissertation research
- Interacting with students during office hours (or via distance)

Administrative duties related to the course

- Supervision of teaching assistants
- Class rosters
- Thesis/Dissertation committees

Time spent in evaluations related to the course

- Preparation of evaluation tools (exams, quizzes, and appointments)
- Grading of exams/quizzes
- Evaluation of student-prepared documents and/or creative works

Activities related to improving general undergraduate instruction (excludes committee work)

- Advising student clubs and groups
- Development of new learning experiences for students involving laboratories or computers

General advising of students on:

- Enrollment issues
- General career choices
- General academic issues
- Advice to undergraduates about graduate school options
- Graduation checks
- Personal counseling related to academic issues

**Research/Creative Activity**

*Activities associated with investigation or experimentation aimed at the discovery and/or interpretation of facts or ideas as well as the development of creative works or new products.*

Creation of new knowledge through

- Experimentation
- Data analysis
- Library research

Creation of dramatic, literary, or artistic works

Creation of professional books, book chapters, or monographs

Creation of new products (e.g., computer programs, cultivars)

Research or creative work directed at the generation of new knowledge or materials (e.g., paintings, poems, and designs) for publication in professional journals, technical reports, other similar professional outlets (e.g., electronic media), or presentations at professional meetings

- Preparation of grant proposals for funding
- Management of grant activities
- Supervision of post-doctoral research associates

### Extension/Outreach

*A form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with the University and Unit missions.*

Outreach activities contribute to public welfare or the common good, call upon faculty members' academic and/or professional expertise, and directly address or respond to real-world problems, issues, interests, or concerns. In short, outreach activities are the organized application of a faculty member's **professional** expertise to problems and tasks both on-campus and outside the campus.

Outreach includes dissemination of information and other programming for the general public through written, oral, electronic, or other media. Activities make available institutional resources and expertise outside the context of the instructional program (extending the instructional program to a broader student clientele is included under teaching).

### Service

*Service activities contribute to the operation of the institution or of a disciplinary or professional organization.*

Initiating, working on, and/or providing support for the goals, missions, or aspirations of:  
 University of Nebraska  
 University of Nebraska-Lincoln  
 Academic Affairs / Institute of Agriculture and Natural Resources  
 College / Division  
 Department / Center

Activities related to serving or chairing committees on issues or directives of these Units.

Activities associated with such departmental functions as interviewing prospective faculty members, assisting in the development of Department policies, or tenure review.

Activities associated with shared governance, academic affairs, and other forms of institutional operation.

Time spent in leadership roles in professional organizations outside of the University.

Activities associated with professional groups, leadership positions, or journal reviewer.

Service does NOT include civic contributions such as election to office, jury duty, or volunteerism with religious, philanthropic, and other nonprofit organizations.

Commented [PSS]: I find it interesting that we have no definition of Extension, but we describe outreach.

## Appendix C. Applicability of Guidelines

### A. Scope of Applicability

Upon adoption, the Guidelines shall be applicable to all faculty members who hold appointments under the Board of Regents Bylaws, Section 3.1.1.1 "Academic and Administrative Staff," and every academic unit of the University of Nebraska-Lincoln.

### B. Relations to Other Bylaws, Policies, and Regulations

This document explains, supplements, and further implements the Promotion and Tenure provisions of (a) the University of Nebraska-Lincoln Guidelines of the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure, (b) the IANR Guidelines for the Evaluation of Faculty: Annual Evaluation, Promotion, Tenure, and Reappointment, and (c) the Bylaws of the Board of Regents of the University of Nebraska.

Upon adoption of this document by the faculty of the College of Education and Human Sciences the sole and exclusive statements of the rules governing promotion and tenure practice shall be the following:

- 1) The Regents Bylaws
- 2) The University of Nebraska-Lincoln Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure
- 3) The Institute of Agriculture and Natural Resources: Annual Evaluation, Promotion, and Tenure (for faculty with UNL Extension and Agricultural Research Division appointments)
- 4) The College of Education and Human Sciences Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure
- 5) Departmental Promotion and Tenure standards and criteria

Any College of Education and Human Sciences rules and regulations or Departmental promotion and tenure standards and criteria not consistent with rules governing promotion and tenure practice in the University of Nebraska-Lincoln shall be deemed repealed.

Nothing in this document is intended to impair any right or expectation enjoyed by any employee of the College of Education and Human Sciences by virtue of any specific contract between the employee and the College or by virtue of the protections of any state or federal constitutional or statutory provision.

### C. Modifications of Provisions

If any academic department believes that a provision of these Guidelines departs significantly from the tradition of its academic discipline or may seriously interfere with the Department's ability to compete for quality faculty, that Department may request the faculty to modify that provision as applied to that Unit. Any such requests shall involve a recommendation from the faculty of the academic department involved. Proposed modifications shall be submitted in writing to the Dean for faculty recommendation. The request shall provide:

- 1) The specific provision sought to be modified
- 2) A proposed modification of the provision
- 3) Justification of the proposed modification

The Dean, after a vote of the faculty, may grant a modification of any provision of these Guidelines if there is reasonable ground to believe that the proposed modification represents a fair and effective process for evaluation of faculty and complies with the traditions of that Department's academic discipline or may be necessary to permit the Department to compete effectively with its peers for quality faculty.

**D. Revisions**

This document represents a consensus of the College of Education and Human Sciences faculty, the Dean, and the Department Chairs. In an effort to maintain this consensus, the Dean shall, prior to issuance of any revisions to this document, consider the views of the faculty. This may be achieved through consultation with the CEHS Faculty Advisory Committee for editorial revisions or by a vote of the CEHS faculty for substantive revisions in content or procedures.

## Appendix D

### Composition of College Promotion and Tenure Committee

Each Department shall elect one of their tenured, preferably fully promoted, faculty to the College Promotion and Tenure Committee for a 3-year, nonconsecutive term. Members of the College Promotion and Tenure Committee shall have staggered terms. In the case of a candidate being considered for promotion to Professor, the members of the College Promotion and Tenure Committee considering the promotion must all hold the rank of Professor. Committee members shall be elected in April for the upcoming academic year. If no faculty member having a UNL Extension appointment is elected, the Associate Dean of UNL Extension will supervise an election of an additional person to serve until such representation would be elected by a Department, but not to exceed 3 years. Department Chairs, Associate and Assistant Deans, and Deans (and other administrators) are excluded from eligibility to serve on this committee, by virtue of their representation through promotion and tenure channels.

The College Promotion and Tenure Committee will select its own Chair before the end of the previous academic year.

- In the event that a member of the College Promotion and Tenure Committee is a candidate being considered for promotion to Professor, leaves the University, or is unable to serve for other reasons, the Department shall elect a replacement to complete the term.
- If an Associate Professor is on the College Promotion and Tenure Committee, that Associate Professor cannot participate in the review of candidates being considered for promotion to Professor nor vote on these candidates. The Department will provide a substitute who is a tenured Professor who will review all candidates in the College being considered for promotion to Professor.
- Meetings of the College Promotion and Tenure Committee will be set with consideration of the schedules of all committee members. It is expected that all the committee members will attend all of the meetings. If a committee member is absent, the committee will decide how a vote(s) on the file(s) will be taken.

The College Promotion and Tenure Committee shall provide ~~written~~ recommendations in writing to the Dean, to the Department Chair, and to the candidate for promotion and/or tenure.

The College Promotion and Tenure Committee is also responsible for updating the Promotion and Tenure document as needed.

**Commented [PS9]:** So is this saying we need an Extension person on the committee? Is it also saying that if we don't have a person on the committee that David Varner, the Associate Dean of Extension would be part of our committee? This makes no sense to me?

**Commented [LS10]:** We talked about this at a previous college meeting, and my sense is that we should change this to having the CEHS Associate Dean of Academic Affairs present at the CEHS P&T Committee meetings for research professors, professors of practice, and faculty whose entire appointments are extension professors

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## Appendix E CEHS Policy on External Reviews

The policy for soliciting external reviewers for faculty member's promotion and/or tenure files is:

- External reviews are required for promotion of all tenured and tenure-track candidates to Associate and Full Professor.
- External reviews are required for promotion of candidates to Associate Professor of Practice and Full Professor of Practice.
- External reviews are required for promotion to Associate Research Professor and Full Research Professor.

The UNL *Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure* (V.D.4) state: In situations where outside review is undertaken, the faculty member is entitled to know how, and by whom, the panel of potential reviewers is to be identified and selected. Every reasonable effort must be made to assure that the external reviewers represent an appropriate subset of peers; a candidate shall have the opportunity to propose names to the panel and to object to the inclusion of others, but the final identification of the reviewers remains the responsibility of the person charged with conducting the review. The faculty member also has the right, unless waived, to have a copy of any review received and to append a written response to each copy of the review that is to be used for evaluation purposes.

A candidate may waive the right to access outside reviews and/or the right to know the identity of outside reviewers. Such waivers shall not be assumed, implied, or coerced, and must be executed in writing prior to solicitation of outside reviews. The scope of the waiver shall be clearly indicated in writing prior to solicitation of outside reviews. A copy of any waiver executed by a faculty member shall become a part of the file. Any letter soliciting an outside review shall inform the potential reviewer of the extent to which the contents of the review or the identity of the reviewer will be known to the candidate.

In soliciting outside reviews, the University expresses its confidence in the professionalism of those whose judgments are sought. Peers and administrators must assess and weigh the content of outside reviews within the context in which they were provided, a context that includes the extent to which those reviews are confidential. A review may not, however, be routinely or automatically discounted simply because a candidate chooses not to waive the right to access the reviews or the right to know the identity of the reviewers.

### **Number of External Review Letters**

According to the Senior Vice Chancellor for Academic Affairs' memorandum dated June 2010, every tenure file must include at least three independent letters of review external to UNL. "Independent" means letters will be from individuals who have had no (or only limited) professional or personal relationships with the candidate and who have been chosen by the department chair (or the Department review committee or dean, as appropriate) for their ability to provide a disinterested ("objective") assessment; these would not include dissertation advisors, current or former collaborators, former colleagues, personal friends, or others who have any special relationship to the candidate. In the file, the authors of external letters should be clearly identified in terms of whether they were chosen by the department (chair or committee) or the candidate, the qualifications of each reviewer, and the relationship (if any) of the reviewer to the candidate. Reviewers must be chosen who are qualified to judge the quality of the candidate's work because of their own knowledge of the field. A copy of the letter soliciting the review should also be included. Other external letters of review, not independent and/or solicited by the administrative officer, may be included but must be so identified in the file.

Note: Ordinarily, each promotion-to-full professorial rank file should also contain at least three external and independent letters of review. In cases where the extreme prominence of a candidate makes independent letters impractical, special care should be taken to solicit letters from exceptionally prominent reviewers.

In the file, the authors of external review letters should be clearly identified in terms of whether they were suggested by the department (chair or committee) or the candidate, the qualifications of each reviewer, and

the relationship (if any) of the reviewer to the candidate. A copy of the letter soliciting the review should also be included. External review letters that are NOT independent or that are not solicited by the administrative officer must be identified as such in the file and will not count toward the three required letters. If such letters are included, they should *follow* the independent letters in the file.

**External Reviewers' Qualifications**

External reviewers are expected to be at a rank equal to or above that being considered for the candidate. One of more of the reviewers should be fully promoted. Moreover, we expect reviewers to hold positions at institutions comparable to UNL in mission and equal to or exceeding UNL in stature.