

College of Education and Human Sciences

**Guidelines for Promotion
and Tenure**

2024

**First approved by the CEHS College Faculty
March 25, 2005
Effective Spring Semester, 2006**

**Changes approved by the College Faculty
February 12, 2007
November 7, 2008
February 22, 2011
April 25, 2014
February 28, 2018
May 3, 2019**

**Editorial/campus guideline compliance updates
12-13-2024**

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Part I
Introduction

INTRODUCTION

This is the Promotion and Tenure (P&T) document for the College of Education and Human Sciences (CEHS) at the University of Nebraska-Lincoln (UNL). Decisions regarding P&T 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 dedicated to enhancing the lives of individuals, families, schools, and communities, and 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 engagement and service that brings the resources of the College to society.

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

- **Working together** to positively impact the lives of 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, extension, and service;
- **Innovation, creativity, and curiosity** as we address the complex issues facing individuals, families, schools, and communities;
- **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;
- **Partnering with people in the community** to support the mission and vision of CEHS; and
- **Excellence** in all aspects of the life of the College.

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, others to teaching, others to activities of Nebraska Extension, and others to service. Therefore, each person must be judged for promotion and/or tenure within the context of their 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 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; 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 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 4.11](#) specifies the total period of service allowable before consideration for tenure. This section states:

The total period of full-time service on an 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. 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, a written agreement to an initial appointment for an Appointment for a Specific Term will not normally extend the period of service on an 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 an Appointment for a Specific Term at the University beyond seven years before a Continuous Appointment is acquired. The President may provide an adjustment of a faculty member's appointment where full-time service by the faculty member is interrupted by leave of absence due to maternity, disability or family and medical leave. Unless a contrary agreement is reached at the time the leave of absence is granted, time spent on an academic leave of absence shall be included in the period of service. A Continuous Appointment may be granted earlier, but not later, than the time limits specified in this Section. A person who is eligible under Section 4.4.3 but not granted a Continuous Appointment in accordance with the time limits in this Section shall be given a Notice of Termination, but such notice shall comply with Section 4.4.2.

D. Extensions in Pre-Tenure Probationary Period

Occasionally during the probationary period, personal circumstances may prevent a faculty member in a tenure-leading position (Specific Term Appointment) from performing at the level necessary to attain the stature expected of UNL faculty for tenure within the time frame of the probationary period. In some cases, there is a need for fewer hours of employment, and a reduction in appointment below 100% may be appropriate.

In other cases, an individual may be able to meet fully and competently the usual demands of their jobs, but may not have the concentration or creativity required to achieve tenure while experiencing high demands in other aspects of life. Therefore, under these 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 effect of these options is to provide the faculty member with a period of time that is not included in the pre-tenure probationary period. The purpose of such an extension is to ensure that these events do not disadvantage the pre-tenure faculty member or unduly hinder their long-term success. In particular, a faculty member who has received a tenure-clock extension and is considered for tenure at their new mandatory review date should be held to the same standard as any faculty member who is undergoing an "on-time" tenure review. Likewise, a faculty member who has received a tenure-clock extension and is considered for tenure before their new mandatory review date should be held to the same standard as any faculty member who is undergoing an "early" tenure review.

- Extension of the probationary period may be requested for personal reasons (e.g., new child in the family, severe illness), but generally not for circumstances under the control of the University (e.g., undertaking administrative assignments, lack of adequate facilities).
- Approval of such extensions is not automatic but may be granted in the best interest of the University and its faculty to promote and tenure faculty of the highest quality who experience unusual personal demands during the probationary period. 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 a request. Ordinarily a faculty member will develop the request in consultation with the unit's administrator. For more information about what type of information requests should include and what happens in the event of a request denial, go to: <https://executivevc.unl.edu/faculty/pre-tenure-extensions>.

E. Process for Obtaining Appointment with Tenure

At the time the faculty member is proposed for initial appointment to a Specific Term position, the tenure notification date is established in the contract. The contract specifies any credit given to the person as a result of previous experience. A faculty member with extensive academic experience may be offered a Continuous Appointment at the time of hiring, if the department and the college decide to do so and the appropriate vice chancellor approves.

F. The Distinction between Tenure and Promotion

The processes leading to tenure and those leading to promotion are distinct and should not be conflated. Promotion in rank primarily reflects a personal level of achievement. The granting of tenure reflects a personal level of achievement and 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.

- A candidate for promotion cannot assume that merely meeting minimal quantitative criteria (e.g., number of publications, courses taught, extension programs delivered) is automatically sufficient for promotion. Promotion decisions are based on a holistic evaluation of a candidate's entire record and the cumulative impact of the person's contributions to the administrative unit, the university and field.
- Although it is the objective of the University to have all eligible faculty members who are sufficiently qualified to eventually gain promotion to the rank of professor, no time limitations impel a faculty member to seek the highest academic rank in the University. Associate professors with tenure may stay in that rank for the duration of their careers. Similarly, specialized faculty may stay at the rank of assistant or associate without prejudice.

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.

Peers and administrators evaluating candidates (including tenure track, professors of practice, and research professors) should review documentation of an entire academic career to date. This documentation includes external evaluations.

If the candidate's apportionment includes teaching, it should also include at least one peer evaluation of their teaching.

- The faculty members administrator needs to coordinate the peer evaluation of teaching.
- Peer evaluator could be outside the faculty member's department or college, but not outside UNL.
- The peer evaluation of teaching should 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, observations of course curriculum, and modules or units (in cases of asynchronous courses).
- Departments may have additional policies and procedures that apply to the peer evaluation of teaching process.

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

1) From Instructor to Assistant Professor

The rank of Instructor is used for persons who, at the time of hire, have not completed required terminal degrees or who lack other specific qualifications. In these cases, the criteria for promotion from instructor are agreed upon at the time of hiring and are given in the letter of offer. Time spent in this rank does not count toward tenure and/or promotion.

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. *See Mandatory Procedures, section 2.1.B, for more information regarding early tenure.*

In all but unusual circumstances, promotion of tenure-eligible faculty members to the rank of Associate Professor takes place at the same time as the tenure decision. However, since the decision regarding tenure is based upon broader criteria, the two actions take place separately and require separate decisions. It is assumed that a faculty member who has earned tenure should also have earned promotion to Associate Professor. Promotion in rank carries no guarantee regarding granting of tenure. Standards for promotion to associate professor for faculty in tenure-leading positions are described in Section 4.1.

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. 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. That does not mean that the subject of the work must be of national character or scope. The subject of the work may well be regional or local, but the quality of the work should be sufficient to merit significant recognition.

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. 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 these faculty members and to peers and administrators charged with judging progress toward promotion.

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.

Associate Professors of Practice and Research Associate Professors are eligible for promotion to full Professor, following at least five years at the Associate Professor rank. Standards for full promotion for Professors of Practice are described in Section 4.2. 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.

Evaluators need to 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/creative activity; in disseminating new knowledge through publication or equivalent demonstration; in Extension or engagement 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 evaluation 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 them 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 document. This includes hiring decisions, in which a person's potential for academic performance is assessed, annual evaluations, peer evaluation of teaching and P&T 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 they 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 evaluation of their teaching as part of their files. Please refer to section 1.1.2.A of this document for more information on peer evaluation of teaching.

Part II
Mandatory Procedures

MANDATORY PROCEDURES

Procedures for tenure and promotion are established by Board of Regents Bylaws (<https://nebraska.edu/regents/bylaws-policies-and-rules>) and by academic tradition. The College must also follow the policies and procedures established by the Executive Vice Chancellors office and/or IANR. Subject to approval by College and Campus officials, Colleges and Departments may have additional policies and procedures that supplement (but do not supersede) Campus [Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure](#).

2.1 PROCEDURES THAT APPLY TO TENURE ONLY

A. Tenure Notification Date

At the time the faculty member is proposed for initial appointment to a Specific Term position, the tenure notification date is established in the letter of offer (henceforth known as the contract). The contract specifies any credit given to the person as a result of previous experience.

A faculty member with extensive academic experience may be offered a Continuous Appointment at the time of hiring, if the department and the college decide to do so and the appropriate vice chancellor approves. Materials must be evaluated and approved by the designated Department P&T Committee, the Department Chair, the College P&T Committee, the Dean(s), and the Executive Vice Chancellor and/or the Vice Chancellor for the Institute of Agriculture and Natural Resources.

B. Timing of Tenure Evaluation

The tenure evaluation process must be initiated in time to be concluded prior to the tenure notification date specified in the contract. *For a new faculty member without credit for prior experience, the tenure review process would normally begin at the end of the fifth 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 4.4.2](#).

For the truly exceptional candidate, award of tenure may be considered prior to the mandatory time. Early tenure implies that a candidate has, in the shorter time period, built and sustained a record of high-level performance equaling or surpassing that expected over the normal probationary period. As is the case for all tenure candidates, that record must also justify an expectation and prediction of the quality and quantity of a faculty member's future performance. 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 their discretion, elect to withdraw from the tenure evaluation process. Failure to be awarded tenure after early nomination shall not prejudice later consideration.

Faculty members may not be considered for tenure without their 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 their consent. Nominations are submitted to the Department Chair or unit administrator.

B. Candidate Withdrawal of Promotion Application

Notwithstanding any contrary provision of these mandatory procedures for the promotion evaluation process, any person who is being considered for an award of promotion may, at his or her discretion, elect to withdraw from the promotion evaluation process at any stage and without prejudicing later consideration.

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 processes with distinct deadlines and documentation requirements.

B. Documentation File

Candidates are responsible for preparing the Candidate Section and Appendices of the 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 Chairs or unit administrators and the Dean to advise candidates as to the form and substance of a documentation file. It is also the administrator's responsibility to ensure that the required elements of the Administrative Section of the file are included. The recommendations from each review (e.g., external peer review, P&T Committee, unit administrator, dean) become a part of the Administrative Section of the file. The only anonymous materials that can be included in the files are student evaluations. Normally these 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). As the file proceeds through each level of review, the recommendations from those reviews become a part of the file.

The content of a documentation file, and the emphasis to be given 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 appointment. Except as provided in the following section on "external reviews," the candidate is entitled to access all materials in the file. 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. 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. That 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. The candidate has a right to review, object to, and respond in writing to any such added material with the response becoming a part of the documentation file prior to any further consideration.

C. External Reviews

C.1. Waiver of Right to Access Information

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 <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>. 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 P&T 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.

C.2. External Review Letters

Every tenure and/or promotion file must include at least three external and independent letters of review, from faculty holding appropriate rank at R1 institutions. Any exceptions to this standard must be

approved, in advance and in writing, by the cognizant dean and vice chancellor or their designees; exceptions are intended to be very rarely granted. 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. Note that it is the responsibility of the department chair/head/school director, the chair of the departmental P&T committee, or the dean – **not the candidate** – to solicit these letters. Model letters for soliciting external reviewers are available at <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>.

The Department Chair normally solicits the external reviews. When the Department Chair is the promotion candidate, then the Chair of the Department's P&T Committee carries out this function. The faculty member is entitled to know how, and by whom, the panel of potential reviewers is to be identified and selected. 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 their 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 their appointment.

Every reasonable effort must be made to assure that the external reviewers represent an appropriate subset of peers. Generally, external reviewers should have full professorial rank, and in any case, they must hold at least the rank being sought in the promotion process. Reviewers must be chosen who are qualified to judge the quality of the candidate's work because of their own knowledge of the field. 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.

- 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.

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. A copy of the letter soliciting the review should also be included.

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 P&T Committee (depending on departmental guidelines). The method by which external reviewers are selected should be specified in writing within the Department P&T 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.

D. File Preparation Assistance

A candidate may request a colleague 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 P&T Committee Responsibilities

The Chair of each Department's P&T Committee is responsible for assuring that all appropriate promotion and tenure procedures are followed.

F. Department P&T Committee Recommendation

The candidate's documentation file is first considered at the department level by a committee of colleagues.

- For tenure reviews, the committee shall be composed of the faculty members in the candidate's academic unit who are tenured, or an elected subset of this group.
- For promotion reviews, the committee shall be composed of the faculty members in the candidate's academic unit who hold the rank equal to or higher than that to which a candidate aspires, or an

elected subset of this group.

- For promotion reviews 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, including tenured faculty as well as not-tenure-leading faculty members of equivalent rank and appointment type.

Departments may create any additional P&T 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 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 P&T Committee.

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

Each department shall, by its rules, determine the role of the Department Chair/unit administrator, but that person shall not vote with the 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. However, the process must be completed so as to comply with submission deadlines to the next level of consideration. After thorough deliberation, committee members vote to determine the committee's recommendation. The vote may be by an anonymous ballot.

The recommendation of the Department Review Committee must be documented in the documentation file, including the vote of the faculty, a synopsis of the discussion, and a statement that the candidate has of the right to request reconsideration of the decision as provided in [Regents Bylaws, 4.9\(a\)](#), and is 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 P&T 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 P&T 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 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 4.9\(a\)](#).

- 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 their 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 timelines, 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 their file (with external letters removed if the candidate waived their 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 P&T Committee, including any reconsideration of an initial decision, the Department Chair reviews the entire file and makes an independent recommendation that is transmitted in writing to the Dean, with a copy provided to the candidate and the College P&T Committee. 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 above. 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 P&T Committee Responsibilities

The Chair of the College P&T Committee is responsible for assuring that all appropriate promotion and tenure procedures are followed. The Chair of the College P&T Committee will appoint a committee member who is not from the candidate's Department to present a summary of the contents of each candidate's file to the committee. (*See Appendix D for further information about the composition of this Committee.*)

J. College P&T Committee Recommendation

After reviews are completed at the Department level, the documentation file will be submitted to the College P&T Committee, which reviews the file and makes a recommendation to the Dean. Faculty members on the College P&T Committee are elected by each of the Departments. Chairs and other administrators will not be members of the College P&T Committee. The Dean will not participate in the deliberations of the College P&T Committee although the Committee may request that the Dean clarify questions that arise. Under all circumstances, the dean shall have the opportunity to meet with the committee to discuss its recommendation.

The College P&T Committee will determine if the candidate meets College expectations for tenure and/or promotion as specified in this document. The discussion at all committee meetings should be free and candid, and only based on material in the file. All discussions will be confidential. The appointed committee member will present a summary of the contents of a candidate's file to the committee. Following the discussion of a candidate's file, the committee members vote to determine the collective recommendation of the committee. The vote may be by anonymous 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 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. However, the process must be completed so as to comply with submission deadlines to the next level of consideration. The recommendation, including a synopsis of the discussion, the vote of the college faculty committee, reasons for the recommendation and a statement that the candidate has of the right to request reconsideration of the decision as provided in [Regents Bylaws, 4.9\(a\)](#) are transmitted in writing to the Dean, to the Department Chair, and to the candidate. All candidates submitting their materials for tenure must be informed of the outcome of the

College P&T 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.

The purpose of the College P&T Committee is to ensure that the College is appropriately applying proper standards and that the standards have been applied to the candidate. It should also make a recommendation in support of or against tenure and/or promotion. If the College P&T Committee recommends against tenure and/or promotion, the candidate must be informed of the ability to obtain reasons 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 P&T Committee, including any reconsideration of its initial decision, the Dean reviews the entire record to ensure that proper standards are being applied by the College and that they have been applied appropriately to the candidate. Based on this review, the Dean makes an independent recommendation. That recommendation must be documented in the documentation file and transmitted in writing to the candidate with copy to the department chair/head or unit administrator. If the Dean recommends against tenure or promotion status being sought, the candidate must be informed of the ability to obtain reasons and request reconsideration of the decision as described earlier in Section 2.3, Subsection G.

- In the case of tenure evaluations, all nominations are forwarded to the appropriate Vice Chancellor(s), regardless of the decision at the College level.
- In the case of promotion evaluations, if either the decision of the College P&T 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 P&T 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 Nebraska 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 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 earlier in Section 2.3, Subsection G.

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, and the Dean each have the right to appeal the decision to the Chancellor.

If the Chancellor decides against promotion and/or tenure, the Vice Chancellor shall transmit the decision in writing to the Dean, to the Department, and to the candidate. The candidate must be informed of the ability to obtain reasons request reconsideration of the decision as described earlier in Section 2.3, Subsection G. If the Chancellor recommends in favor of promotion and/or tenure, the nomination is forwarded through the appropriate administrative offices to the Board of Regents for information purposes.

M. Faculty Rights

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

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 administrators. If the issue cannot be resolved through discussion with the responsible administrator, the candidate is entitled to contact the chair of the Academic Rights and Responsibilities Committee (ARRC) or the Faculty Ombuds Office to explore options through the ARRC or other university offices for resolution of the issue.

N. Progression of File Review

Files of individuals in CEHS with a 100% Academic Affairs appointment are reviewed through the CEHS Executive Vice Chancellor 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 Executive Vice Chancellor pathway in consultation with the relevant IANR Deans, the IANR Senior Leadership Team, and the IANR Vice Chancellor.

All Faculty Housed in CEHS Departments

CEHS Executive Vice Chancellor

Department Committee

Department Chair

CEHS P&T Committee

CEHS Dean

Executive Vice Chancellor

Chancellor

Board of Regents

CEHS IANR

Department Committee

Department Chair

CEHS P & T Committee

CEHS Dean & Relevant IANR Dean (CED or ARD)

IANR Senior Leadership Team

Vice Chancellor for IANR

Chancellor

Board of Regents

CEHS Research Professors Not Housed in a Department

Center Director

CEHS P&T Committee

CEHS Dean

Executive Vice Chancellor

Chancellor

Board of Regents

Part III
Guidelines for Documentation Files

GUIDELINES FOR DOCUMENTATION FILES

Use the CEHS guidelines to refer to standards and criteria for promotion and/or tenure by appointment and position type. 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

Each year, typically in March or April, Administrators in the EVC Office and IANR 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 may change from one year to the next. It is the responsibility of the Department Chair to apprise candidates of changes in format as well as the Department P&T Committee. Likewise, it is the responsibility of the Dean to inform the College P&T Committee of any required changes.

A. Deadlines for Submitting Files

The Department Chair and 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 P&T Committee with appropriate up-to-date written guidelines regarding P&T. The Dean shall ensure that all members of the College P&T Committee have the appropriate up-to-date written guidelines regarding P&T.

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 their appointment.

C. Organization and Length of the File

The candidate's document file must be well organized and understandable to all P&T 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 that follows for all position types (tenure leading probationary faculty and tenured, not fully promoted faculty; Professors of Practice; and Research Professors). The candidate should seek help from the Department Chair with regard to the manner in which they document the application for tenure and/or promotion. Candidates should organize the file according to the required format as put forward by the Executive Vice Chancellor office and/or IANR as relevant.

- <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>
- <https://ianr.unl.edu/policies/promotion-and-tenure>

3.2 DOCUMENTATION FORMAT FOR ALL POSITION TYPES - (TENURE-LEADING PROBATIONARY FACULTY AND TENURED, NOT FULLY PROMOTED FACULTY, PROFESSORS OF PRACTICE, AND RESEARCH PROFESSORS)

The order and the required formatting of the documentation file 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 the administrative section of the file. The documentation files submitted by faculty members applying for tenure and/or promotion should be prepared according to the most recent order and organization documentation request from the Executive Vice Chancellor and/or IANR

forms depending on appointment type (see links below).

- <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>
- <https://ianr.unl.edu/policies/promotion-and-tenure>

Administrative Section of Documentation File (provided for the file by the Department with support from Dean's Office as necessary). The following are included below to provide additional clarification.

- **Transmittal Form**
 - Form for Tenure and/or Promotion for Tenured and Tenure-Track Faculty, Promotion for Professor of Practice Faculty, or Promotion for Research Faculty documenting relevant candidate information regarding appointment and quantitative results of evaluative deliberations. Forms previously listed are for a candidate file that is being routed through the Executive Vice Chancellor Office and are located at <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>, there is a different transmittal form for candidates with a majority IANR appointment.
- **Apportionment Change Form (if necessary)**
 - Any apportionment changes that have occurred since the candidate was hired should be documented on this form. If there have been no changes in the apportionment, do not include this form. This form is located at: <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>
- **Letter of Offer**
 - Consists of a copy of the candidate's original letter of offer, along with any amendments.
- **Position Description**
 - 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. If a position description is not available, a job announcement for the position should be included.
- **Annual Evaluations**
 - Consists of all annual performance evaluations performed 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. Additionally, any written peer evaluations that a department committee produces in addition to the department chair letter as part of the annual evaluation process should be included since the candidate was hired or for the most recent 5 years since the candidate was last promoted in rank.
- **Candidate's Waiver Form**
 - This section includes the candidate's signed "Waiver of Right to See Information Form." Please use the most updated form located at: <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>
- **Sample Letter Soliciting External Review**
 - This section consists of a sample letter requesting a review of the candidate's file. Note that it is the responsibility of the department chair/head/school director, the chair of the departmental promotion and tenure committee, or the dean – not the candidate – to solicit these letters. Example letters for each position type available at: <https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>
- **Selection of External Reviewers**
 - Consists of a brief description of how external reviewers were chosen, qualifications of each external reviewer, and relationship of reviewer to the candidate. *Important, refer to section 2.3.C for more detailed information regarding external reviewers.*
- **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 Section 2.3.C. Departments may also have additional P&T guidelines that should be followed. If the candidate did not waive their right to read the letters from external reviewers, the candidate may choose to review and write a rebuttal letter(s) in response to any of the external reviews before the departmental P&T Committee review begins. Any rebuttal letters should be addressed to the Chair of the Department P&T Committee and will be added to the candidate's file.
- **Peer Evaluations of Teaching**
 - All faculty members with responsibilities for teaching must include at least one peer evaluation of their teaching as part of their files. Please refer to section 1.1.2.A of this document for more

information on peer evaluation of teaching.

- **Course Listing and Evaluation Form for Candidates with Teaching Appointments**
 - Course listing and evaluation form (PDF and Word) is located at:
<https://executivevc.unl.edu/faculty/evaluation-recognition/promotion-tenure>

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

- **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 their contributions. The listing of publications and other creative works should note whether the items have been accepted and/or submitted.
- **Candidate's Overall Statement of Justification for Tenure and/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*).
 - Each candidate must include a justification statement identifying that portion of the candidate's work that in the candidate's judgment represents their most significant work, explains why they think this work is significant and points out what its impact has been or will be. This statement should reference supporting materials in the Appendices, should be at most 15 pages, and should address all areas of the candidate's apportionment. As a guideline, the proportion of the narrative should approximately match the proportion of the apportionment. For example, a faculty member with apportionment of 40% teaching, 40% research, and 20% service might write a statement with 3-6 pages on teaching, 3-6 pages on research and 1-3 pages on service. 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 their contributions and the impact of those contributions are of importance to the College and University. A candidate applying for promotion should indicate why their contributions and the impacts of those contributions are of importance to the College and University as well as the profession. The time frame covered for the justification statement should reflect academic work to date with an emphasis on the time frame since the candidate was hired or since being promoted in rank. These statements should reference supporting materials in the Appendices.
 - **Teaching:** The candidate should give their teaching philosophy, goals, and a summary of evidence that documents achievements and local and broader impacts of efforts related to Teaching (must be included if candidate's apportionment includes teaching).
 - **Research/Creative Activity):** The candidate should give their research/creative activity philosophy, goals, achievements, and the significance and impact (must be included if candidate's apportionment includes research/creative activity).
 - **Nebraska Extension:** The candidate should give their Nebraska Extension education philosophy, goals, achievements, and the significance and impact (must be included if candidate's apportionment includes extension).
 - **Service:** The candidate should give their service philosophy, goals, achievements, significance of efforts, and the impact of these efforts at Department, College, University, Professional, and Community levels (must be included if candidate's apportionment includes service). 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.
 - **Administration:** Administration goals, achievements, significance, and impact (must be included if candidate's apportionment includes administration)

Appendices (Prepared by the candidate)

The Appendices should contain only significant and relevant information as appropriate according to the candidate's apportionment. 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. 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.

- **Supporting Evidence of the Quality and Effectiveness of Teaching Activities and Outcomes -**
This portion consists of documentation that clarifies the candidate's role as an educator or that evaluates the candidate's teaching performance. Examples 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

- **Supporting Evidence of the Quality of Research/Creative Activities and Outcomes -** This portion consists of documentation that clarifies the candidate's role in research/creative activity. Examples 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

- **Supporting Evidence of the Quality and Effectiveness of Nebraska Extension Activities and Outcomes -** This portion consists of documentation that clarifies the candidate's role in Nebraska Extension. Examples include:
 - Extension Publications
 - Program Presentations
 - Funded and Unfunded Grants Supporting Nebraska Extension
 - Activities Citations of the candidate's work (where cited, number of citations)
 - Programming Highlights and Impacts

- **Supporting Evidence of the Quality and Significance of Service Activities and Outcomes -**
This portion consists of documentation that clarifies the candidate's role in professional and institutional service activities. Where appropriate, dates should be listed. Examples include:
 - Editorships
 - Committee Service—Department, College, Institute, University
 - Professional Constituencies and Professional Organizations
 - Leadership in Professional Organizations
 - Contributions to Program Development

Part IV
Standards for Faculty Performance

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 are 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 in section 4.1.
- The standards of excellence for promotion to Associate Professor of Practice and Professor of Practice are in section 4.2.
- The standards of excellence for promotion to Research Associate Professor and Research Full Professor are in section 4.3.

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, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment."* This statement is honored by CEHS, and the statement governs the promotion and tenure of all faculty members in the College.

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

Standards for teaching; scholarship, research and creative activity; Nebraska 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:** Continued and substantive innovation in and evaluation of teaching;
Teaching Standard 2: Efforts toward improvement, enhancement, and development of excellence in teaching;
Teaching Standard 3: Mentoring undergraduate and graduate students (for those who work with academic programs); and
Teaching Standard 4: Promoting active and reflective learning among students.

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 evaluation 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.
- Evidence of peer evaluation of teaching

Promotion to Professor

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

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

Tenure and Promotion to Associate Professor

- 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 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 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 focused 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: Potential 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.

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 candidate's research, scholarship, and/or creative activity has led to recognition as a distinguished authority at 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 in addition to other publications/creative exhibitions that may not be refereed (baseline expectation for faculty with a 30 to 35% scholarship, research, creative activity appointment)
- 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.
- 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 (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.

A.3. Standards for Nebraska Extension

The pursuit of excellence in Nebraska Extension is determined by the following standards. Candidates with Nebraska Extension appointments must meet all standards described for Nebraska Extension.

Nebraska 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).
Nebraska Extension Standard 2:	Disseminating information relative to the candidate’s expertise to external audiences.
Nebraska Extension Standard 3:	One or more focused program areas tied to the mission of the State or Unit (IANR, College, Department).
Nebraska Extension Standard 4:	Continued and substantive innovation in providing needs- based programs.
Nebraska Extension Standard 5:	Impact on society through individual contributions to programs.
Nebraska Extension Standard 6:	Efforts toward improvement, enhancement, and innovation in programming for extension educators, educators, and other professionals.
Nebraska Extension Standard 7:	Potential for external support (monetary resources, in-kind contributions, provision of nonexpendable equipment, and expendable supplies).
Nebraska Extension Standard 8:	Dissemination of peer-reviewed curriculum and instructional materials.

Nebraska 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.

Nebraska 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.

Nebraska 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.

Nebraska 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.

Nebraska 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.

Nebraska 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 states, nations, agencies, institutions, and universities.

Nebraska 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.

Promotion to Professor

- Success in obtaining external funding.

Nebraska 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.**

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, Nebraska Extension, Division, Institute, Campus, or University level.

Promotion to Professor

- Participation and leadership on national committees and teams.
- 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 evaluations, 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

- Leadership roles in professional or governmental organizations at the national or international level, including the editing of professional journals.

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, CEHS, and the Executive Vice Chancellor. 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 80% 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 standards:

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.

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 evaluation, 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 because of peer evaluation of their teaching.
- Participation in continuing education or other activities to improve teaching effectiveness.
- Recognition of contributions to pedagogy or practice at department, college, or university levels.
- Evidence of peer evaluation of teaching

Promotion to Professor

- Sustained excellence in instruction as evidenced by student evaluations, portfolios, peer evaluation, 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 reevaluation of teaching.

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 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 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/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, CEHS, and the Executive Vice Chancellor. The following standards assume a 100% research appointment (must have minimum of 80% research) 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.*

Promotion to Research Associate Professor and Research Full Professor is determined by the following standards:

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.

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 candidate's scholarship (a) contributes to the knowledge base or to new developments; (b) influences policymaking 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 presentations per year at national professional meetings.
- Evidence of peer evaluation of teaching (for Research Professor Faculty with a portion of their FTE assigned to teaching).

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.
- Sustained record of professionally reviewed products such as professional publications/creative exhibitions, technical reports corresponding to grant/contract activity, training materials, patents, professionally reviewed analytic tools/methods (i.e., outside peer review, funding agency review, 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.
- Evidence of peer evaluation of teaching (for Research Professor Faculty with a portion of their FTE assigned to teaching).

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 with a teaching appointment as part of their appointment, demonstrates effective teaching practices and responsiveness to students. This includes evidence of peer evaluation of teaching.

Promotion to Research Full Professor

- Mentors undergraduate and graduate students in the research process. Some examples 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 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 their appointment, demonstrates excellence in teaching and translating research findings for students. This includes evidence of peer evaluation of teaching.

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, Nebraska Extension, Division, Institute, Campus, and/or University levels.
- Active participation in professional or government organizations at local, state, regional, national, and/or international levels consistent with candidate's research. Participation may include serving on committees, as an officer in an organization, and/or developing a conference program.
- Participation in professional peer evaluations, 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 Department, College, Nebraska Extension, Division, Institute, Campus, and/or University levels.
- Leadership roles consistent with candidate's research in professional and/or governmental organizations at the national and/or international levels.
- Participation in professional peer evaluations, 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.

REFERENCES

- [Guidelines for the Evaluation of Faculty | Office of the Executive Vice Chancellor | Nebraska \(unl.edu\)](#)
- [Notice of Nondiscrimination | Institutional Equity and Compliance | Nebraska \(unl.edu\)](#)
- <https://nebraska.edu/regents/bylaws-policies-and-rules>
- [Bylaws Policies and Rules \(nebraska.edu\)](#)
- [Microsoft Word - Board of Regents Bylaws \(nebraska.edu\)](#)
- [Extensions in the Pre-Tenure Probationary Period | Office of the Executive Vice Chancellor | Nebraska \(unl.edu\)](#)
- [Promotion and Tenure Guidelines | Institute of Agriculture and Natural Resources \(unl.edu\)](#)
- EVC Appointments and Templates
- <https://executivevc.unl.edu/faculty/searches-appointments/appointments-templates>
- Guidelines for Faculty Titles - <https://executivevc.unl.edu/searches-appointments/faculty-titles>
- <https://executivevc.unl.edu/faculty/searches-appointments/apportionment-categories/>

Part IV
Appendices

Appendices

Appendix A Preamble

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

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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

https://executivevc.unl.edu/documents/apportionment_categories.pdf

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

Executive Vice Chancellor / 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.

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 Nebraska 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 Nebraska Extension appointment is elected, the Associate Dean of Nebraska 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.

Appendix E. Procedures for Promotion Review in CYFS

The Nebraska Center for Research on Children, Youth, Families and Schools (CYFS) is housed within CEHS and adheres to the policies and procedures for faculty promotion review set forth therein. Faculty in CYFS interested in pursuing promotion will be subject to the CEHS guidelines active at the time at which the faculty member formally initiates the promotion process. Faculty should consult the most current draft of the CEHS Guidelines for Promotion at <https://cehs.unl.edu/documents/cehs/faculty/>. General procedures applicable to CYFS faculty are outlined below. Additionally, in some cases special circumstances require a set of procedures unique to CYFS; in those cases, special practices are put into place after a majority of CYFS faculty review, consider, and approve said practice.

1. Faculty members interested in pursuing promotion should schedule a meeting with their direct supervisor to discuss their interest and seek guidance on its advisability. A similar meeting should be scheduled with the CYFS Director, if s/he is an individual other than the faculty member's direct supervisor. Both meetings must take place during the Fall semester of the academic year prior to promotion review.
2. By May 1, faculty members should submit a list of ten potential external reviewers to the Director. The selection of external reviewers will conform to the CEHS Policy on External Reviews as outlined in the CEHS Guidelines for Promotion. External reviewers should be at a Research I institution and be promoted to the rank commensurate to that which the faculty member is pursuing. One reviewer should be fully promoted, as per CEHS Guidelines. The Center Director will solicit and coordinate reviews from external reviewers with a request that the reviews be submitted with sufficient time to be included in the documentation required by the CYFS promotion review committee.
3. Faculty members are required to submit their materials by July 1 for their materials to be considered during the review cycle in the ensuing academic year. Documents to be submitted are outlined in the Guidelines for the Evaluation of Faculty available from the Office of the Executive Vice Chancellor. Faculty should include materials reflective of their apportioned activities (research, administration, service). Because most CYFS faculty appointments do not include teaching apportionments, materials associated with teaching such as course evaluations and teaching philosophy are not typically included. In rare cases where some of a faculty member's apportionment includes teaching, the faculty member should discuss development of the promotion package with the CYFS Director.
4. All CYFS faculty members at the same rank or higher as that being pursued by the faculty member will constitute the promotion review committee. All members of the committee will have access to the faculty member's entire promotion file. One individual will be appointed to chair the committee. The responsibilities of the chair are to (a) schedule and lead a review meeting of all members of the promotion committee and (b) summarize the meeting discussion in a written letter to the CYFS Director. A second member will be appointed as analyzer. The role of analyzer is to provide a verbal (and written, if desired) summary of the faculty member's promotion materials for the committee. The letter written by the chair will be submitted to the faculty member in a timely manner that allows for their response, if so preferred.
5. In cases where there are fewer than three individuals at the commensurate level (i.e., same level as that which the applicant is pursuing), the CYFS Director will work with the faculty member to identify an appropriate review committee comprised of members of CEHS. Criteria considered in selecting this committee include (a) understanding of the role of research faculty, (b) relevance to CYFS faculty member's research area(s), (c) agreement of the CEHS faculty member's supervisor (e.g., department chair) and the faculty member, and (d) rank equal to or higher than that for which the research faculty is being considered. These ad hoc committee members will be solicited and secured during the Spring semester prior to the year of promotion consideration. The CEHS Associate Dean for Faculty Success or Associate Dean for Research and Creative Activity will provide guidance to the committee, including orientation to the specific criteria relevant to research faculty.
6. The promotion review committee will convene no later than 30 days of the date on which the CEHS Promotion and Tenure Committee convenes. The recommendation of the CYFS promotion committee, including a synopsis of the discussion and the vote of the committee, is transmitted in writing to the Director and to the candidate.
7. The CYFS Director will conduct their own review of the faculty member, write an evaluation, and forward it to the candidate. The letter will be provided to the faculty member in a timely manner that allows for their response prior to submission to the CEHS Promotion and Tenure committee, if so preferred.
8. If at any point in the process, the candidate is not recommended for promotion by either the faculty committee or CYFS Director, 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), and outlined in the CEHS guidelines for promotion.