

V. Guidelines and Procedures for the Evaluation of Faculty for Tenure and Promotion

Any statement on guidelines and procedures for promoting faculty and granting tenure (continuous appointment) must begin with the presumption that all faculty members will strive for excellence in all areas of their assigned duties. Typically, these duties include teaching, research or creative activity, and service. Some faculty also may have administrative or extension responsibilities. The proportion of each faculty member's responsibilities in these areas is determined by that person's apportionment, which is initially set in the letter of offer and which may be adjusted in consultation with the dean. The materials candidates submit with their applications for tenure and promotion should correspond to their apportionments. Similarly, the weight the reviewing body attaches to the materials should correspond to the apportionments. To facilitate the preparation of materials for the evaluation of promotion from assistant to associate professor or assistant to associate professor of practice, new faculty members will be provided with a one (1) course release during their probationary period. The course release will be scheduled in consultation with the associate dean for academic programs and the associate dean for research and faculty affairs.

All faculty members are expected to be productive in their assignments and to continue to improve their performance. The expectation of continuing productivity is of particular importance for faculty members who are working toward or hold tenure. The decision to award tenure to faculty members must be based on proof of their ability to perform at a high level in all areas of their apportionment and the expectation they will continue to do so. Similarly, the promotion of tenured faculty members to full professor must be based on evidence they have produced distinguished work and will continue to do so.

The introduction to the [UNL Guidelines for Evaluation of Faculty](#) notes "the work of faculty members as independent professionals is not easily categorized or measured. Because it is inherently judgmental, the evaluation of faculty must be constrained by principles and procedures designed to protect academic freedom and to ensure accuracy, fairness, and equity." This admonition carries special relevance for the College of Journalism and Mass Communications. Our faculty bring a diverse set of skills and insights to the task of preparing students to work in journalism, broadcasting, advertising, public relations, and sports communication. The works the college's faculty members create reflect that diversity in their nature and subject matter. The goal of these guidelines is to afford all faculty members a clearer understanding of what they must do to secure continuous appointment and promotion.

A. Criteria for Tenure and Promotion from Assistant to Associate Professor

1. Expectations for Research or Creative Works

a. Qualifying Works

Faculty who are working toward tenure and promotion to associate professor are expected to demonstrate the ability to produce research or

creative works that receive or show the promise of receiving national or international recognition. The kinds of research and creative works that contribute toward a distinguished portfolio vary greatly. The faculty of the College of Journalism and Mass Communications value both research and creative works equally and do not consider one more important than the other. The following descriptions of the kinds of works that faculty members typically produce is not exhaustive but is indicative of what successful applicants for promotion and tenure have produced in the past.

i. Research

Faculty who are focusing on conducting research, a term that embraces both quantitative and qualitative research and documentary research for historical or legal studies, usually demonstrate their work in the following ways:

- Write research-based works published in peer-reviewed journals and authored books, edited books, monographs, book chapters, encyclopedia articles, conference proceedings, and book reviews.
- Edit collections of research or scholarly articles.
- Write integrative textbooks that advance the discipline.
- Present the results of research at national and international conferences.
- Develop a funded research program with peer-reviewed funding from outside the college.

ii. Creative

The range of works that may fall under the heading “creative” is much greater given such works may take many forms. Here are some examples of endeavors that would fall under this heading:

- Visual art works, such as photographs or graphic designs. This includes the creation of such works, exhibiting visual works in a one-person or a group show, or curating exhibitions of such works by other artists.
- Video and audio works, multimedia or slide presentations or video or audio recordings. The works may be documentaries, commentaries, or instructional materials. They may be distributed as broadcasts, podcasts, or

online. Scripts or other components of video or audio work also fall in this category.

- Literary works such as books, newspaper stories or columns, and magazine articles. Generally, submissions in this area should be extended works of journalism, not fiction.
- Other evidence of creative work might include delivering invited lectures, participating in seminars and workshops, or serving in an artist/professional-in-residence program.

b. Quantity of Production

Although some universities set quantitative guidelines for the number of journal articles or other works expected from faculty members yearly or over the course of their probationary period, most say a faculty member seeking tenure and promotion should produce an extensive or substantial body of work with a unifying theme or focus. A large number of papers on many unrelated topics and published in obscure journals would be less helpful to a candidate than a smaller number of papers focused on one or two related areas of research and published in widely recognized journals.

The problem of specifying a quantity of production is compounded by the differing nature of the works faculty in the College of Journalism and Mass Communications produce. Specifying how many juried journal articles equal one book or how many photography exhibits equal one documentary film is difficult if not impossible.

The governing expectation, however, is that all faculty members pursuing tenure and promotion should demonstrate the ability to produce substantial work on a continuing basis. The work they produce should have a subject matter or stylistic focus. It should also be of enough intellectual depth or artistic skill to merit national or international recognition.

c. Quality of Production

Although producing a substantial amount of research or creative work is essential for obtaining tenure and promotion, the quality of the work produced is more important. The quality of the work may be determined in a number of ways, and the criteria for research and creative works are slightly different.

Evaluating the quality of research begins with assessing the originality of the work, the soundness of the theoretical basis, the breadth and importance of the research questions, the soundness of the methodology,

and the thoroughness and clarity of the presentation. The forums in which the research is published also influence the determination of quality. For research works, the preference is for publication in peer-reviewed journals. Some journals are more prestigious and have lower acceptance rates than others. If the work is a monograph, the eminence of the press publishing the work is relevant. In regard to peer-reviewed research or creative grants, a proposal's scoring records, source of funding and the amount of money received all contribute to an assessment of quality. Only funded proposals are considered a measure of success in grant procurement.

For creative works, originality and breadth or importance of the creation are important measures of quality. Other indices of quality are the skill in the presentation of the materials, the range of materials that were accumulated to prepare the creation, the length or extent of the creation, and the clarity of the presentation. The forum in which the creative work appears also affects the determination of quality. For literary works, the identity of the publisher and the extent of the distribution of the work are relevant. For video or audio works, the distributor or broadcaster and the potential audience for the work indicate relative quality. Where applicable, juried evaluations, audience measures, and impact are relevant to assessing quality. For visual works, relevant measures are the location of the exhibition, the criteria for selection, and the number of exhibitions.

Some additional factors that affect the determination of the quality of both research and creative work are citations by other researchers or authors, reviews, awards, recognition by peers, impact on the relevant professions or businesses, and contributions to the larger community. Quality can also be determined by awards of extramural funding to support research or creative works.

For both research and creative works, the reviewing faculty will make their own assessment of the work on these criteria. In doing so, they will also draw on the evaluations by outside reviewers of the candidate's materials.

2. Expectations for Teaching

As a professional college, teaching is central to the mission of preparing students to succeed in careers in advertising, public relations, journalism, broadcasting, and sports communications. Successful candidates for tenure and promotion, therefore, must demonstrate effective teaching and dedication to teaching improvement. Candidates should engage in curriculum development through activities such as creating new courses, new degree or certificate programs, and new teaching techniques. Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the evaluations will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.
- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.
- A peer evaluation of the candidates' teaching prepared by senior faculty members who hold the rank the candidate is seeking.
- Evidence candidates have used peer and student assessments to modify, update, or enhance classes better to meet the demands of the professional world.
- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Faculty-led Inquiry into Responsive and Scholarly Teaching (formerly Peer Review of Teaching) program.
- Evidence of mentoring and helping other faculty, including lecture-Ts and graduate assistants, to improve their teaching
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

3. Expectations for Service

The members of the faculty of the College of Journalism and Mass Communications recognize the responsibility to serve the media, campus, citizens of Nebraska, and regional and national journalism and mass

communications organizations. The College of Journalism and Mass Communication faculty members define service as professional or media participation and leadership in campus, regional, and national academic organizations.

Typically, faculty on tenure track have a 10-percent apportionment for service. This translates into membership on three or four college or university committees. If one has a leadership role in a college, campus, national, or professional organization, then participation in fewer groups would be appropriate. In any case, faculty who are working toward tenure should limit their service work so that they can devote as much time and effort as possible toward research or creative work and teaching.

Generally, the service obligation is fulfilled by some combination of the following:

- Serving on college and university committees.
- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).
- Involvement in regional, national, or international industry organizations.
- National or international dissemination of instructional methods 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.

Faculty members seeking tenure and promotion usually have records of service and outreach activities inside and outside the college.

4. Hiring a New Faculty Member with Tenure

To be eligible for an initial appointment with the college with tenure, the individual must be a tenured faculty member at a peer institution. Requests for such appointments will be reviewed by the tenured faculty of the college, which will provide a recommendation to the dean for review. The dean will then forward the recommendation to the Office of Academic Affairs. In cases where the potential new hire will serve as the college's dean, the faculty will make its recommendation to the executive vice chancellor. A candidate for a tenured

position at UNL and for the deanship of the college should carry forward at least the rank held at that person's previous institution. There should be no expectation of a lower rank.

B. Criteria for Promotion from Associate Professor to Full Professor

Professor is the highest faculty rank in the university. Those who attain the rank have demonstrated continued excellence in research or creative activity and teaching throughout their academic careers. They also should have accumulated a strong record of service to the college, the university, the discipline, or the profession. An important service expectation for tenured faculty is mentoring junior faculty, both those on tenure track and practice track. The record of a candidate for promotion to full professor should be one of outstanding accomplishment and distinction within the faculty member's field. While the rank is a reward for high accomplishment, it also carries the responsibility for the faculty member to continue to strive for productivity and excellence in research or creative activity, teaching, and service.

1. Expectations for Research or Creative Works

The qualifying works are the same as those described for tenure and promotion to associate professor (see §A.1.a. above). The quantitative and qualitative expectations are similar. The tenured professor seeking promotion to full, however, should present a record of sustained research or creative work over the time since receiving tenure. Ideally, the research or creative work should exhibit a focus on an issue or topic of importance to the discipline, the profession, or the public. The work should have the extent and stature that the candidate is regarded as an expert of national or international renown on the issue or topic. Evidence of such renown includes awards, citations of the candidate's works, invitations to present lectures or participate in panels, peer-reviewed research or creative grants, editorship of a journal, membership on the editorial board of a journal, and similar recognitions. The candidate's work should be appearing in forums of a high stature. Regardless of the nature of the candidate's work, it should have been evaluated by some independent reviewer prior to publication, acceptance or exhibition. Such evidence may take many forms, for example juried selection for publication or presentation, editorial selection of a book or article for publication, peer-reviewed funding of a research or creative project, media coverage of the candidate's work, or an award presented through a contest.

2. Expectations for Teaching

A candidate for promotion to full professor should demonstrate a sustained and consistent pattern of self-growth in teaching activities and a commitment to student learning as well as leadership in curriculum development within his or her program. The candidate should be engaged in leadership in curriculum development through activities such as the development of new courses, new degree or certificate programs, and new teaching techniques. Mentoring students

who receive awards in national competitions is considered evidence of teaching effectiveness, as are receiving teaching awards and excellent student evaluations.

Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the evaluations will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.
- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.
- A peer evaluation of the candidates' teaching prepared by senior faculty members who hold the rank the candidate is seeking.
- Evidence candidates have used peer and student assessments to modify, update, or enhance classes better to meet the demands of the professional world.
- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Faculty-led Inquiry into Responsive and Scholarly Teaching (formerly Peer Review of Teaching) program.
- Evidence of mentoring and helping other faculty, including lecture-Ts and graduate assistants, to improve their teaching.
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

3. Expectations for Service

Candidates for full professor should have a significant record of service to the college; the university; and professional, academic, and civic organizations. Tenured faculty are expected to carry more substantial service duties than faculty who are on tenure track. By the time faculty members seek promotion to full professor, the candidates should have a record of service to the profession through leadership positions in college, university, academic, and professional organizations. This may include carrying out review functions, making presentations, holding office, and other related outreach activities to the profession and the public.

Generally, the service obligation is fulfilled by some combination of the following:

- Serving on and chairing college and university committees.
- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).
- Involvement in regional, national, or international industry organizations.
- National or international dissemination of instructional methods 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.

Faculty members seeking tenure and promotion usually have records of service and outreach activities inside and outside the college.

Administrative duties should not be considered service but should be specified in the faculty member's apportionment. While they are important, they are not a substitute for excellence in teaching and research or creative activity.

C. Criteria for Promotion from Assistant Professor of Practice to Associate Professor of Practice

The success of the college depends on significant contributions by faculty of practice. The nature of the work of this college requires a balance between faculty of practice and tenured and tenure-track faculty. The focus of faculty of practice is primarily on

teaching and service or outreach. In general, faculty of practice will have heavier teaching and service or outreach loads than faculty on tenure lines.

While the college strongly encourages promotion of faculty of practice, the promotion process is independent of the decision to renew or not renew faculty member's contract. Faculty of practice should not be penalized for either seeking promotion or not seeking promotion. A candidate's failure to attain promotion or a candidate's decision not to seek promotion should not bear on the renewal of a faculty member's contract.

The review of faculty of practice seeking promotion should focus on the individual's apportionment of duties and the work submitted relevant to those duties. Typically, faculty of practice have their duties apportioned between teaching (usually 80 percent) and service or outreach (usually 20 percent). The materials candidates submit should reflect that apportionment, and the reviewing body should evaluate them in the same manner. Some faculty of practice may engage in research, professional work, or creative work even though it is not part of their apportionments. Such work may enhance the candidate's portfolio, but the promotion decision should be based on materials submitted relevant to the candidate's apportionment. For faculty of practice who have some portion of their apportionments assigned to research, professional, or creative work or administration, then materials relevant to those duties should be part of the basis for the promotion decision.

1. Expectations for Teaching

An associate professor of practice candidate is expected to be an accomplished teacher. Candidates should be able to demonstrate excellence in academic or professional instruction and mentoring of students. Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the evaluations will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.
- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.
- A peer evaluation of the candidates' teaching prepared by senior faculty members, selected by the associate dean for research and faculty affairs, who hold the rank the candidate is seeking.

- Evidence candidates have used peer and student assessments to modify, update, or enhance classes better to meet the demands of the professional world.
- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Faculty-led Inquiry into Responsive and Scholarly Teaching (formerly Peer Review of Teaching) program.
- Evidence of mentoring and helping other faculty, including lecture-Ts and graduate assistants, to improve their teaching.
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

2. Expectations for Service

Faculty of practice typically have a 20-percent apportionment for service. This may translate into service on multiple college or university committees. Faculty who have assumed leadership roles in one or more committees may serve on fewer. Similarly, a major commitment of time to an outside academic, professional, industry, or civic organization may justify a reduction in the number of committee assignments. Generally, the service obligation is fulfilled by some combination of the following:

- Serving on college and university committees.
- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).

- Involvement in regional, national, or international industry organizations.
- National or international dissemination of instructional methods 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.

Faculty members seeking tenure and promotion usually have records of service and outreach activities inside and outside the college.

D. Criteria for Promotion from Associate Professor of Practice to Full Professor of Practice

The expectations for candidates for promotion to full professor of practice go a step further than those for promotion to associate professor of practice. Candidates for full professor of practice should merit recognition as distinguished authorities in their field and be respected by professional colleagues in their discipline. Such accomplishment is of the sort that would merit national or international recognition in appropriate arenas.

There is no set number of years that a person must serve as an associate professor of practice before applying for promotion to full professor of practice. As stated in the university's guidelines: "Ordinarily, in most units, it is highly unusual for faculty to move from Associate Professor to Professor in less than seven years." When faculty members consider applying for promotion to full professor of practice they are encouraged to first consult with the dean, the associate dean for research and faculty affairs, and other fully promoted faculty for input and feedback.

As with candidates for promotion to associate professor of practice, the materials and the evaluation of them should follow the candidates' apportionments of duties.

1. Expectations for Teaching

Candidates for promotion to full professor of practice should present evidence of excellence in academic or professional instruction and mentoring of students. Candidates will submit the following as evidence of teaching effectiveness:

- A statement of their philosophy of teaching and how that philosophy is carried out in their classes.
- Student evaluations from all courses taught. In accordance with university policy, the evaluations will be considered qualitative assessments of the classroom experience by students. No numerical values will be used as determinative of the candidate's teaching effectiveness.

- All reports of peer observations of candidates' teaching by more than one peer reviewer through the college's Teaching Observation Program.
- A peer evaluation of the candidates' teaching prepared by senior faculty members, selected by the associate dean for research and faculty affairs, who hold the rank the candidate is seeking.
- Evidence candidates have used peer and student assessments to modify, update, or enhance classes better to meet the demands of the professional world.
- Sample qualitative student comments taken from the student evaluations from all courses taught.
- Evidence of working individually with undergraduate and graduate students in and out of class.
- Evidence of innovativeness in instruction and the development of new courses and/or new course materials.
- Evidence of advising student organizations.
- Participation in the university's Faculty-led Inquiry into Responsive and Scholarly Teaching (formerly Peer Review of Teaching) program.
- Evidence of mentoring and helping other faculty, including adjuncts and graduate assistants, to improve their teaching.
- Being a member or chair of undergraduate honors thesis committees and graduate committees.
- Mentoring students who receive awards in national competitions.
- Any other materials the candidates deem appropriate.

2. Expectations for Service

Candidates for promotion to full professor of practice should not only be participating in college and university committees and professional and academic organizations. They should be assuming leadership roles in such groups.

Generally, the service obligation is fulfilled by some combination of the following:

- Serving on and chairing college and university committees.

- Involvement in professional activities and associations related to the improvement of teaching and learning (for instance, holding national offices in teaching related associations or special interest groups, participation in national study groups, creation or leadership of professional conferences and associations focused on new and emerging issues).
- Involvement in regional, national, or international industry organizations.
- National or international dissemination of instructional methods 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.

Faculty members seeking promotion usually have records of service inside and outside the college.

Administrative duties should not be considered service but should be specified in the faculty member's apportionment. While they are important, they are not a substitute for excellence in teaching and research or creative activity.

E. Non-renewal of Faculty of Practice

1. If the dean determines that the contract of a faculty of practice should not be renewed, the dean shall discuss the matter with the associate vice chancellor for academic affairs in the office of the executive vice chancellor.
2. If the associate vice chancellor agrees with the dean's recommendation, the dean shall take the matter, along with appropriate evidence to support the determination, to the Executive Committee of the college. The members of the shall vote on the recommendation of the dean. If the committee members reject the recommendation, the faculty member's contract shall be renewed.
3. If the Executive Committee approves the dean's recommendation not to renew the contract of a faculty of practice, the faculty member shall have the opportunity to appeal the decision to the executive committee or request full review by the college faculty. The committee and/or faculty shall consider the arguments and evidence presented by both the faculty member and the dean and vote on the recommendation. If the faculty rejects the dean's recommendation, the contract for the faculty of practice shall be renewed.
4. If the faculty approves the dean's recommendation, the faculty member shall have the opportunity to appeal the decision to the university's [Academic Rights](#)

[and Responsibilities Committee](#), which may appoint a panel to hear the case under its rules.

5. Notification of an intent not to renew the contract of a faculty of practice shall be provided in accordance with the timeline set by the [office of the executive vice chancellor](#).

F. Process for Considering Applications for Tenure and/or Promotion

1. Timeline for Tenure and Promotion Applications and College Review

The promotion process begins in the spring semester of the academic year before the application is submitted. Candidates for tenure must submit their applications in their sixth year at UNL, unless they have received an extension of their probationary period or have been a faculty member at another university for which they have been granted credit toward tenure. Candidates may apply for tenure before the sixth year, but such applications are rare and should be submitted only after consultation with the dean. Failure to apply for tenure during the last year of a faculty member's probationary period is essentially an announcement of resignation from the university.

The decision on tenure and the decision on promotion to associate professor are separate decisions, but at UNL, the two decisions usually are made at the same time.

All persons seeking tenure and/or promotion shall have their applications and supporting materials reviewed by the faculty; however, the composition of the relevant faculty group for reviewing the applications varies. For all faculty seeking tenure and promotion to associate professor, the review shall be conducted by all tenured faculty. For all assistant professors of practice seeking promotion to associate professor of practice, the review shall be conducted by all faculty holding the ranks of associate professor, associate professor of practice, or associate research professor, or higher. For all associate professors, associate professors of practice, or associate research professors seeking promotion to full professor, full professor of practice, or full research professor, the review shall be conducted by all full professors, full professors of practice, or full research professors.

Faculty members seeking promotion or tenure should discuss the matter with the dean and associate dean for research and faculty affairs no later than the end of February of the academic year before they apply. The purpose of this consultation is to make sure the candidate is aware of the procedures and required materials. Also, at this time, candidates and the associate dean shall commence the process of identifying outside reviewers for the candidate's promotion file. The university requires a minimum of three outside reviews from faculty members at Research 1 universities. For faculty seeking tenure, the reviewers must be tenured and hold the rank of associate professor or higher. For

faculty seeking promotion, the reviewers must hold the rank the candidate is seeking or higher. In some instances, additional reviews may be sought from tenured faculty who are not at Research 1 universities.

Both candidates and the associate dean for research and faculty affairs shall suggest up to six possible reviewers each. At the same time, candidates shall complete the UNL form indicating whether they waive the right to know the identity of the reviewer and the reviewer's evaluation. The list of potential reviewers shall be submitted to the relevant set of faculty members for review no later than March 31. Candidates also shall review the list of potential reviews. Once the faculty and the candidates have approved the list, the associate dean shall write to potential reviewers asking them to review a candidate's portfolio. The candidates' waivers and most recent *curricula vitae* shall accompany the letters. This process shall begin no later than April 15 and continue until four reviewers have been secured. No additional reviewers shall be sought unless a reviewer either is ineligible to perform the review or fails to complete the review.

The candidates shall submit their external review files (see §2.b. below) to the associate dean for research and faculty affairs no later than May 15. The external review files shall be forwarded to the external reviewers by June 1 or as soon as the person has agreed to perform the review. The associate dean shall ask the reviewers to submit their reviews, along with their *curricula vitae*, no later than August 31.

Candidates shall submit to the associate dean for research and faculty affairs the full tenure and/or promotion file (see §2.a. below) by the end of the Friday before the first day of classes for the fall semester. The file, along with the external reviews, shall be made available to the college faculty who will review the application no later than September 1. The faculty reviewers shall have until September 30 to review the file of each candidate for tenure or promotion.

The associate dean for research and faculty affairs shall convene a meeting of the faculty reviewers and charge the faculty with reviewing and voting on the pending applications for tenure and/or promotion. The meeting shall be held no later than October 15. The faculty reviewers shall elect a chair to preside over the meeting and write the letters summarizing the debate and conclusions about each candidate whose application is under consideration, including the vote on both tenure and/or promotion. The letters shall be approved by each faculty member eligible to vote on the application as representative of the discussion and conclusions. If a faculty does not support the content of the letter, they can choose write a letter of dissent. All faculty are required to vote by secret ballot on each application on which they are eligible to vote. If a faculty member is unable to attend the meeting, that person shall vote by proxy. The associate dean shall turn the proxy over to the elected chair of the meeting, who shall include it in the final vote on the candidates.

The elected chair of the faculty reviewers shall forward the approved letter to the candidate and to the associate dean for research and faculty affairs. If the faculty recommendation is negative and the candidate wishes to appeal, the candidate shall immediately notify the chair of the tenured faculty of the intent to appeal. The candidate shall have two weeks to submit a response and offer any additional information that might be relevant. The faculty reviewers shall meet to consider any objections and new information within two weeks of receiving candidates' letters. The faculty shall vote again, and the chair shall summarize the discussion and conclusions, including the vote, in a letter. All faculty are required to vote by secret ballot on each application on which they are eligible to vote and to provide comments of support or dissent. If a faculty member is unable to attend the meeting, that person shall vote by proxy. The associate dean shall turn the proxy over to the elected chair of the meeting, who shall include it in the final vote on the candidates. Once the letter has been reviewed and approved by all tenured faculty, it shall be sent to the candidate and the associate dean for research and faculty affairs.

The associate dean for research and faculty affairs shall forward the candidate files, including external review letters and the letter from the faculty reviewers, to the dean no later than November 15. The dean shall make an independent review of all the materials and prepare a letter either supporting the application for tenure and promotion to associate professor or opposing it and giving reasons for that conclusion. The dean's letter shall be sent to the candidate no later than December 15. If the dean's recommendation is negative and the candidate wishes to appeal, the candidate shall immediately notify the dean of the intent to appeal. The candidate shall have two weeks to submit a letter of appeal to the dean along with any information the candidate considers relevant. The dean shall make an independent review of the appeal and any additional materials and prepare a letter either supporting the candidate's application or opposing it and giving reasons for that conclusion. The letter shall be sent to the candidate no later than January 15.

All materials for candidates seeking tenure and promotion to associate professor shall be forwarded to the office of the executive vice chancellor of the university no later than January 31.

All materials for candidates seeking promotion only shall be forwarded to the office of the executive vice chancellor of the university no later than February 28.

2. Required Materials for Tenure and Promotion Applications

Candidates are required to upload their files to a designated One Drive folder which will be provided to them by the Associate Dean for Research and Faculty Affairs. All items must be uploaded by 5 p.m. the Friday before fall semester classes begin.

I. Administrative Section (to be uploaded by the college)

- A. Appropriate transmittal form
- B. Original letter of offer and any attached MOUs
- C. Annual evaluations
- D. Reappointment letters by the dean
- E. Promotion and tenure evaluations, as applicable, in this order
 - 1. Internal evaluations
 - a) Letter from college or committee
 - b) Letter from the dean(s)
 - 2. External reviews, to be preceded by
 - a) Sample letter soliciting evaluation
 - b) Candidate's waiver form
 - c) Brief statement of how external reviewers were chosen, a brief justification of why they are positioned to provide a review, their qualifications, and their relationships to candidate
- F. Teaching information
 - 1. Peer evaluation of teaching (This peer evaluation is a review of the candidate's teaching based on an examination of syllabuses, student evaluations and peer observations.)
 - 2. Completed Course Listing and Evaluation Form

II. Candidate Section (to be prepared and uploaded by candidate)

- A. Curriculum Vitae (clearly note refereed or juried work; extent of contributions if collaborative work).
- B. Candidate Statement identifying that portion of the candidate's work that in the candidate's judgment represents that person's most significant work, explains why the candidate thinks 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; faculty members should adjust this guideline based on their own apportionment.

1. Teaching goals, practices, accomplishments, and summary of evidence that documents local and broader impact (must be included if candidate's apportionment includes teaching)
2. Research/Creative Activity goals, achievements, significance and impact (must be included if candidate's apportionment includes research/creative activity)
3. Service goals, achievements, significance, impact at the department, college, university, professional and community levels (must be included if candidate's apportionment includes service)
4. Extension goals, achievements, significance and impact (must be included if candidate's apportionment includes extension)
5. Administration goals, achievements, significance, and impact (must be included if candidate's apportionment includes administration)

"The Appendix" - 1 copy

The appendix items should fully support the candidate's case for promotion and tenure, as outlined in the candidate statement. The candidate entirely prepares the appendix.

The appendix can be uploaded in whatever format the candidate believes best demonstrates their accomplishments. However, the appendix should be clearly labeled and include a complete table of contents.

Candidates should include only the following:

- Significant and relevant information
- The information referred to in the Candidate Section
- Information required by the college

Possible examples of supporting evidence in the following areas are listed below.

- Quality and Effectiveness of Teaching
 - Student evaluations
 - Course portfolio
 - Number of undergraduate advisees
 - Curriculum/course development
 - Student achievement/outcomes
 - Number of graduate students produced
 - International activity
 - SOTL activities (Scholarship of Teaching and Learning)
- Quality of scholarly, professional, and creative activity:
 - Publications (including electronic)
 - Performances/exhibitions
 - Reviews
 - Citations
 - International activity
 - Funded grant proposals
- Quality and significance of professional and institutional service activities:
 - Editorships
 - Committee service (department, college, university)
 - Leadership in professional organizations
 - International activity
 - Community service related to assignment
- Quality and significance of extension activities:
 - EARS (Extension Accomplishments Reporting System)
 - Citations
 - Programming highlights and impacts
 - Publications
 - International activity
 - Funded grant proposals

b. External Review Files -

The External Review files should include:

- Current College Promotion and Tenure Guidelines
- Curriculum Vita
- Candidate Statement

- Selected evidence of the quality and effectiveness of the candidate's teaching; scholarly, professional, and creative activity; professional and institutional service; and extension activities, as appropriate to the candidate's apportionment.

G. Post-Tenure Review Implementation Procedures

1. The annual review process is intended to assist faculty on continuous appointment (tenured faculty) in achieving professional goals and maximizing contributions to the University throughout their professional careers. In cases where faculty members are performing poorly in one or more areas of their apportionments, a post-tenure review under this policy will be conducted. This post-tenure review will emphasize the pattern of past performance, current interests of the faculty member, and the objectives for future contributions of the faculty member. The review will be based upon the principle of peer review and provide added assurance that faculty on continuous appointment are accountable for their performance.

Please use the latest Post Tenure Review Procedural Guidelines from the University of Nebraska Board of Regents Policies by going to "Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure."

<https://executivevc.unl.edu/faculty/evaluation-recognition/guidelines#post-review>

2. For faculty of practice who exhibit poor performance during their contract term, the associate dean for research and faculty affairs and the faculty member shall develop a plan for remediation of the problem. The plan shall include specific steps for the faculty member to take and goals to be accomplished in order to be considered for a contract renewal.