

Promotion and Tenure Guidelines

College of Arts and Sciences

Overview:

The College of Arts and Sciences (CAS) guidelines follow NU and UNK policies regulating promotion and tenure. In reference with the macro and micro documents, the guidelines are designed to improve faculty members' understanding of promotion and tenure criteria, as well as the process. Moreover, they are also designed to serve as a basic guide for the CAS promotion and tenure committee. The following terms are identified, in this section, so that the original documentation can be traced:

Macro-Guidelines: represent the guidelines from hierarchical levels above the College of Arts and Sciences on the UNK campus.

- *Bylaws of the Board of Regents of the University of Nebraska*
- *UNK Guidelines: Evaluation, Promotion and Tenure (approved October 2008)*

The Bylaws of the Board of Regents and the UNK guidelines for Evaluation, Promotion, and Tenure are available on-line at the University of Nebraska at Kearney website in the faculty handbook section.

The College representatives are also informed by departmental guidelines that address the unique departmental factors that are discipline specific regarding evaluation. These departments are:

Art and Design	Biology	Chemistry
Communication	Criminal Justice	English
Geography	History	Mathematics & Statistics
Modern Languages	Music, Theatre & Dance	Philosophy
Physics, Astronomy, & Engineering		Political Science
Psychology	Social Work	Sociology

Micro-Guidelines represent the unique disciplinary expectations of departments in the College of Arts and Sciences for evaluation, promotion, and tenure. Candidates are required to follow their individual department's micro-guidelines as well as the CAS guidelines and macro-documents.

College of Arts and Science Guidelines

Through the practice of mentorship and annual assessment of faculty performance in teaching, scholarship, and service, the university aspires to uphold a level of excellence in its faculty. Therefore, departments should provide a system of mentorship and annual assessment that will bring the candidate and his/her portfolio to a level that

demonstrates preparedness for continuation of employment at the university through promotion and tenure. The preparation process requires serious and cooperative effort between the candidate, department faculty, peer review committees, department chair, and upper administration.

Decision Making Guidelines Regarding Qualification for Professional Advancement:

The Rank and Tenure Committee recognizes that decisions regarding promotion and tenure (continuous appointment) consider both objective and subjective assessments. The following categories are used in assessing the candidate's application:

Fails to Qualify for Professional Advancement:

The faculty member's portfolio does not meet minimal expectations set by the department and college:

- Teaching:
 - Mean scores are consistently lower than department expectations.
 - Teaching does not reflect adequate expertise in the content area.
 - Teaching does not show adequate evidence of effectiveness in the classroom.
 - Teaching does not demonstrate an ability to maintain classroom management.
- Scholarship/Creative Activity:
 - Lack of productivity in scholarship/creative activity.
 - Lack of peer reviewed activities.
- Service:
 - Limited service work, especially at the departmental level.
 - Limited service work at various levels of the College, University and/or profession.

Failure to qualify is assessed through peer reviews, chair reviews, student evaluations, and external peer reviews.

Qualify for Professional Advancement:

The faculty member's portfolio is clear and meets departmental and college expectations in the following areas:

- Teaching
 - Satisfactory numerical means from student course evaluations.
 - Organized course syllabi and content expertise that reflects disciplinary and departmental mission as well as university teaching objectives.

- Demonstrates effectiveness in the classroom, including classroom management.
- Scholarship/Creative Activity
 - Clear evidence of consistent scholarly/creative activity.
 - Peer-reviewed publications, exhibitions or juried performances, and/or their scholarly/creative equivalent.
- Service
 - Meaningful service at the departmental level
 - Meaningful service at the college, university, and the professional levels
 - Broader professional and/or community service that reflects the candidate's department or field.

Success in qualifying is assessed through peer reviews, chair reviews, student evaluations, and external peer reviews.

Decision Making Guidelines Regarding Teaching, Scholarship/Creative Activity, and Service

The College of Arts and Sciences recognizes the following specific requirements and definitions as guidelines for the three areas of evaluation: Teaching, Scholarship/Creative Activity, and Service.

College of Arts and Sciences Perspective on *Teaching*:

Consistent with UNK's mission, the primary expectation of a faculty member in the College of Arts and Sciences (CAS) is quality undergraduate and graduate teaching. All faculty applying for promotion or tenure must provide, as a minimum, evidence of high-quality teaching. Instructors should demonstrate expertise in content areas and methodologies relevant to their disciplines and areas of specialty. They should initiate innovations in teaching which lead to improvements in the teaching/learning experience, conduct timely revision of course materials, apply information gleaned from assessment, and develop new courses as needed.

Faculty are expected to demonstrate effective teaching by organizing significant and current subject matter; by presenting class material with expertise and coherence; by maintaining grading standards in line with program expectations; by establishing rapport with students that enhances and nurtures the educational process; by evaluating students fairly and impartially; and by maintaining professional standards and expectations. Quality teaching is expected to be consistent across face-to-face and online classes.

Effectiveness in teaching is evaluated annually by self, students, colleagues, the department chair, and the dean.

To qualify for promotion and/or tenure for teaching, a faculty member must demonstrate, but is not limited to, the following:

- Consistently satisfactory numerical means from student course evaluations.
 - Original copies of the numerical summaries of teaching evaluations from all evaluated courses and semesters for the period under review.
 - Satisfactory numerical means may vary and are determined by the department.
- Course syllabi that emphasize strong course organization and management; content expertise; advancement of departmental, college, and university teaching missions; innovation; and reflection in teaching.

Teaching is the most important expectation for promotion and tenure. Failure to qualify in the category of teaching will undermine the likelihood of promotion and tenure. The faculty member's record of teaching should not indicate a deficiency.

College of Arts and Sciences Perspective on *Scholarship/Creative Activity*:

In evaluating the candidate's publications or recognized artistic productions, the committee should seek evidence of a consistently productive and creative mind; and the candidate's professional activities should be examined for evidence of achievement in the field. Evidence of research, creative work, or professional activity must include peer-reviewed publications/exhibitions or juried presentations/competitions where that evaluation considers the significance and quality in the discipline. Additional evidence may vary depending on department expectations and requirements.

In certain fields such as art, music, creative writing, dance, and drama, distinguished creation should receive the same consideration as distinction attained in research. Distinguished performance, including conducting and directing, is evidence of a candidate's creativity. Evaluators of artistic creativity should seek to define the merit of the candidate's work in the light of such criteria as originality, selection process, scope, reputation of venue, richness, and depth of expression. The faculty member's record of scholarship/creative activity should not indicate a deficiency.

College of Arts and Sciences Perspective on *Service*:

Service is an essential component of professional life at the University of Nebraska-Omaha. Faculty members are expected to be involved in activities that may occur at the department, college, university, community, and state/regional/national levels. A balanced record of service is expected but should not distract from performance in teaching and scholarship, in particular for non-tenured faculty. Service also subsumes professionalism, collegiality, and positive contributions toward the effective functioning of the faculty member's respective department; this includes regular attendance and participation in Department functions (e.g., meetings, invited presentations, student recruiting events, search committees, etc.) and academic advising (if applicable). The faculty member's record of service should not indicate a deficiency.

Decision Making Guidelines Regarding Rank and Tenure:

Upon employment by the University of Nebraska at Kearney the faculty member is assigned one of the following ranks based on educational background and professional experience. The rank is determined by the Academic Vice-Chancellor in consultation with the candidate and is stated in the contract.

Lecturer: Full-time, non-tenure-track members of the faculty, appointed for a specific term. A Lecturer is not required to have a terminal degree in his/her discipline. Lecturers demonstrate effectiveness in teaching, as well as other related academic and professional activities assigned by their department (service). The evaluation of the performance of Lecturers does not include scholarship/creative activity.

Senior Lecturer: Full-time, non-tenure-track members of the faculty, appointed for a specific term. A Senior Lecturer will have at least five years of teaching or other relevant academic or professional experience. The rank of Senior Lecturer may be awarded for advanced academic preparation including the doctorate or other terminal degree. Senior Lecturers demonstrate proficiency in teaching, as well as other related academic and professional activities assigned by their department (service). The evaluation of the performance of Senior Lecturers does not include scholarship/creative activity.

Tenure:

Because of its impact on the future of the University, tenure is the most significant recognition a faculty member can be awarded. Candidates who apply for tenure must hold the terminal degree or its appropriate equivalent. The granting of tenure must conform to Regent Bylaw 4.10 and Regent Policy 4.3.1. The candidate without credit for prior experience must apply in their sixth year at UNK. The truly exceptional candidate may be considered for and awarded tenure at an earlier time (see section on Early Promotion/Tenure below). The date that will be considered as the candidate's sixth year in the tenure process, as per Regent Bylaw 4.10, must be specified in the initial appointment letter. In accordance with Executive Memorandum No. 18 of the President of the University of Nebraska, the period of service before consideration for tenure may be extended in some cases due to maternity, disability, or family and medical leave.

Assistant Professor: Full-time, Tenure-Track members of the faculty. Continuous appointment is based upon satisfactory departmental and college review in the areas of teaching, scholarship/creative activity, and service. The Assistant Professor, as defined by University standards, will have the terminal degree for his/her discipline or complete their terminal degree by the date specified in the initial letter of appointment. When applying for promotion and/or tenure the candidate must have qualified in all three categories of teaching, scholarship/creative activity, and service. The expectation for each category is defined below:

- **Teaching:** Teaching is the primary responsibility. Most professional time at this level should be invested in preparing classes, meeting classes, and meeting obligations of departmental curriculum development. Becoming aware of and

laboring to attain a good foundation of classroom performance and student evaluation is also expected.

- **Scholarship or Creative Activity:** While of secondary priority to teaching at this rank, the faculty member must demonstrate clear evidence of ongoing research. Evidence will include presentations at professional conferences, and participation in peer-reviewed publication or creative activities on the regional or national level. Specific criteria will be determined by the department guidelines.
- **Service:** Faculty are expected to attend department meetings, serve on departmental committees, serve as an academic advisor to students, and accept reasonable assignments from the Department Chair.

Associate Professor: Full-time, Tenure-Track member of the faculty. Continuous appointment is based upon satisfactory departmental and college review in the areas of teaching, scholarship, and service. The Associate Professor, as defined by University standards, will have the terminal degree for his/her discipline. When applying for promotion the candidate must have qualified in all three categories of teaching, scholarship/creative activity, and service. The expectation for each category is defined below:

- **Teaching:** Quantitative and qualitative assessment should demonstrate a cumulative record of effective teaching, which leads to departmental endorsement of faculty member for high-quality teaching, with no evidence of any serious deficiency. The evidence provided in the portfolio demonstrates the faculty member's continued interest in and commitment to student and pedagogical development.
- **Scholarship or Creative Activity:** While of equal priority with teaching at this rank, faculty must demonstrate an ongoing and cumulative record of scholarship which includes the following: peer-reviewed publications within the faculty member's discipline or equivalent scholarly or creative activity production; scholarly presentations at regional, national, or international professional conferences; or participation in peer-reviewed creative activities that are broad in scope on the regional, national, or international level. Specific criteria will be determined by the department guidelines.
- **Service:** In addition to departmental responsibilities as aforementioned, participation in college, university and/or professional service, which may include campus-wide committees, system-wide committees, and service in professional organizations, is expected. The faculty member should become a visible member of the academic community as well as visible to students through continued service as an academic advisor.

Prior and/or current peer, chair, college, and/or dean review letters indicate no significant deficiencies in teaching/scholarship or creative activity/service.

Full Professor: Full-time, Tenure-Track member of the faculty. Continuous appointment is based upon satisfactory departmental and college review in the areas of

teaching, scholarship, and service. The Full Professor will have the terminal degree for his/her discipline. The candidate must maintain qualifying criteria in all three categories of teaching, scholarship/creative activity, and service. The expectation for each category is defined below:

- **Teaching:** The faculty member continues to display high-quality performance in teaching, with no evidence of any serious deficiency. Course materials show evidence of being kept up-to-date and relevant. The evidence provided in the portfolio demonstrates the faculty member's continued interest in and commitment to student and pedagogical development and represents a sustained record of effective and effective teaching and mentoring of students at the undergraduate and/or graduate level.
- **Scholarship or Creative Activity:** While of equal priority with teaching, faculty member demonstrates evidence of ongoing, demonstrable commitment to research or creative activity since promotion to Associate Professor. This includes additional peer-reviewed publications within the faculty member's discipline or equivalent scholarly or creative activity production; scholarly presentations at regional, national, or international professional conferences; or participation in peer-reviewed creative activities that are broad in scope on the regional, national, or international level. Specific criteria will be determined by the department guidelines.
- **Service:** An established record of significant contribution in college, university or professional service, and clear contribution to the intellectual environment of the university and/or profession. In addition to departmental responsibilities as outlined above (i.e., academic advisor), service in responsible positions on college-wide, campus-wide, system-wide, or professional committees is expected. Faculty member should demonstrate leadership qualities and reveal active concern for faculty development and the academic/intellectual quality of the campus environment.

Prior and/or current peer, chair, college, and/or dean review letters indicate no significant deficiencies in teaching/scholarship or creative activity/service.

Collegiality

Faculty members in the College of Arts and Sciences are expected to maintain professional standards of collegiality. Evaluations of collegiality will factor into annual reviews and recommendations regarding promotion and tenure. Generally, collegiality will not be evaluated as a separate category, but rather for its contributions to excellent teaching, productive scholarship/creative activity, and effective service. For example, effective service entails collegial contributions to department welfare, including participation in meetings, hiring and peer review committees, events, and activities. Professional misconduct that negatively impacts teaching, research, and/or service is a relevant matter for faculty evaluation in those areas.

The College of Arts and Sciences supports the principle of academic freedom and recognizes its members' First Amendment rights. Debate, discussion, criticism, dissention, opposition, and diversity are not in conflict with collegiality but are necessary for healthy, constructive engagement. When engagement descends into obstructiveness or belligerence that prevents others from carrying out their normal functions, however, collegiality no longer exists. Mindful that evaluations of collegiality, when divorced from its contributions to excellent teaching, productive scholarship/creative activity, and effective service, may be misused to stifle dissent or punish nonconformity. While collegiality will not normally constitute a separate evaluation category, professional misconduct or malfeasance may constitute an independently relevant matter for faculty evaluation, if the misconduct occurred outside of the academic triad of teaching, scholarship/creative activity, and service. Examples of such misconduct include efforts to obstruct the ability of colleagues to carry out their normal functions, engagement in personal attacks, or violations of ethical standards.

Early Promotion/Tenure:

Faculty members may apply for promotion or tenure earlier than the “normal timelines” prescribed; however, approval for such application is rare. In such cases, the faculty member’s record of teaching, scholarly/creative activity accomplishments, and service responsibilities must be exceptional at all three categories as defined by the department guidelines. A candidate who seeks early promotion or early tenure must first discuss the possibility and the process with the department chair and the dean for guidance forward. Exceeding qualifications in the categories of teaching, scholarship/creative activity, and service does not automatically guarantee early promotion or tenure. Specific criteria will be determined by referencing the department guidelines.

Disclaimer:

This document has not addressed the college positions on “Professor of Practice” or “Post tenure review” because such concerns are not responsibilities of the Promotion and Tenure Committee.

University Process Guidelines for Promotion and Tenure

The following section is a summary or paraphrase of the guidelines established by the University of Nebraska at Kearney. It is provided here as a quick reference for the College of Arts and Sciences Rank and Tenure Committee, the Dean, Department Chairs, Department Review Committees and Candidates for evaluation, promotion, tenure, and continual appointment.

Time Guidelines:

November 1	Candidate submits portfolio to Department Chair
December 20	Department Committee Letter & Chair Letter to Candidate

January 15	Candidate's response to Departmental Review (if desired)
February 15	College R & T Committee's Letter and Dean's Letter to Candidate
February 22	Candidate's response to College Review (if desired)
March 1	Senior Vice Chancellor for Academic and Student Affairs Office

Committee Membership:

The department chair will implement the departmental procedures for review, which have been approved by the department faculty in the Department Evaluation, Tenure, and Promotion Guidelines. Should there be fewer than five department members that are tenured and/or ranked at or above the candidates applied-for rank, additional members will be appointed by the dean in consultation with the department chair and the candidate. The following criteria are suggested for appointees to the committee:

- a. College of Arts and Sciences faculty member.
- b. Knowledgeable in the candidate's expertise area.
- c. Knowledgeable of the candidate's specific UNK work (e.g., work with international studies, sponsorship of Mortar Board, ties to the community).

The committee will make its recommendation in writing, addressing strengths and/or weaknesses of the application. Any lack of requisite portfolio documents (as specified in the next section) should be noted in the letter. The vote count must be a part of the letter. If a department's committee includes faculty from outside the department the committee composition should be addressed in the committee's letter. In the case of joint appointments, the committee composition should be addressed in the committee's letter, and provisions for such committee appointments must be included in written departmental procedures and guidelines, or in written agreement with jointly approved faculty. The signed committee's letter becomes part of the portfolio.

The department chair will also evaluate the portfolio and provide a letter addressing strengths and/or weaknesses of the application. The department chair's signed letter becomes a part of the portfolio.

The College of Arts and Sciences, Rank and Tenure Committee will evaluate each portfolio. A member of this committee cannot be on the department committee that evaluated the applicant. They must save their input until this level of the process. The committee will write a letter addressing the applicant's strengths and/or weaknesses. The vote count must be recorded in the letter. The signed letter will become part of the portfolio.

The dean will evaluate the portfolio and provide a letter addressing strengths and/or weaknesses of the application. The dean's signed letter becomes a part of the portfolio.

If a question develops in the committee process in which additional information is necessary that is not part of the portfolio, the committee chair will contact the department chair and/or the dean. This university officer will contact the candidate or outside agency to receive an answer to the question. The answer will be relayed to the committee that had the question.

The Portfolio:

For more complete information, the candidate should review the Portfolio section of the Faculty Handbook on-line at the University of Nebraska at Kearney.

- A. The portfolio should be prepared by the faculty member.
 1. The department chair and the dean should make all the file materials not previously distributed to the faculty member readily available, to be copied by the faculty member, and included in his/her portfolio.
 2. The faculty member is responsible for maintaining a copy of administrative letters and memoranda that pertain to his/her job description throughout his/her time at UNK.
 3. The faculty member is responsible for maintaining *teaching* information for themselves, courses taught, student evaluations performed, and gradebooks for years employed at UNK. All information does not belong in an evaluation portfolio but should be available by the faculty member upon request.
 4. The faculty member is responsible for maintaining *scholarship* information relevant to his/her career. This includes paper and/or electronic copies of convention papers, publications, correspondence with editors, contracts, grant proposals and correspondence, etc. All information is not necessary for evaluation portfolio but should be available by the faculty member upon request.
 5. The faculty member is responsible for maintaining *service* information relevant to his/her time at UNK. All information is not necessary for every evaluation portfolio, but documentation should be maintained for service functions performed by the faculty member as a representative of UNK.
- B. While the portfolio should be large enough to fully describe the faculty member's level of contribution, an effort should be made to limit the bulk of the portfolio. Only most pertinent, most representative, and most recent information should be included in the review portfolio. If an artifact is addressed in multiple sections of

the portfolio it should only appear once and adequate footnote information should be provided for the reader to find the artifact in the portfolio.

Electronic portfolios are encouraged as a method of limiting the bulk. The candidate should still provide a file folder that contains a brief letter to the Department Chair requesting consideration for tenure and/or promotion. The electronic address of the portfolio and/or its parts will clearly be provided in the letter. If the portfolio is on a small electronic storage device the device should be secured within the portfolio to allow it to remain with the file and not be separated and/or lost in the evaluation process.

C. The portfolio should be **organized** as follows:

1. Brief letter to the department chair or equivalent supervisor requesting consideration and addressing at least the following:
 - a. Education and experience levels (see VI. A.-B.)
 - b. Unique circumstances and/or requested policy exceptions
2. A current curriculum vitae
3. Annual Reviews of Faculty Performance for the applicable time periods
4. For Graduate Faculty, a letter from the Dean of Graduate Studies, assessing the faculty member's contributions to graduate education

A response from the faculty member may be attached to the Graduate Dean's letter.

College of Arts and Sciences Note:

For this college, documentation of graduate faculty status may be used for the graduate dean letter.

5. A self-assessment of *teaching*, to describe how his/her teaching has evolved, referencing items in the vitae and appropriate reviews of faculty performance. (Faculty whose primary assignment is not teaching will provide a self-assessment of their primary assignment based on specifics listed in their College or Department Guidelines.) Attachments should include a list of courses taught during the evaluation period and other supporting materials pertaining to teaching that will aid the evaluation process.

College of Arts and Sciences Note:

In the arrangement of the courses taught section, it should be noted if a class is undergraduate, graduate or a paired course. It is also helpful to the committee if the credit hours for each course is noted, if the class is "large lecture," "lab," or "team-taught." For the purposes of reporting student evaluations, no class that has student numbers less than 5 should be reported separately when student

could easily be identified. Separate H-sections should be added to the traditional course.

Areas addressed in the self-assessment and by the supporting materials, where appropriate, may include, but are not limited to, the following:

- a. Annual peer review evaluation letters.
 - b. Class summary sheets of student evaluations during the evaluation period.
 - c. Syllabi for all courses taught during the evaluation period. If a course is repeatedly taught by the faculty member, only a current syllabus is needed. Samples of other materials developed by the faculty member for use in existing and/or new courses may be included. Such additional materials will demonstrate innovation, improvement in methodology, and/or integration and synthesis of course subject matter. *The candidate should choose representative materials while being mindful of the bulk of the portfolio.*
 - d. Awards and other recognitions of exceptional teaching performance during the evaluation period.
 - e. Unsolicited letters and/or letters from former students solicited by the department chair and/or peer reviewers. Letters must not be solicited from current students.
 - f. Evidence of significant independent scholarly work with students, student advising and placement in discipline-related work or graduate schools, student organization work related to teaching, and other work outside the classroom related to teaching.
 - g. Evidence of faculty development activities in support of teaching.
 - h. Evidence of grant activities in support of teaching.
 - i. Evidence of committee work directly related to teaching.
 - j. Evidence of membership in and work with professional organizations directly related to teaching, including presentations.
 - k. Copies of publications by the faculty member related to teaching. Such publications may be targeted to a wide range of audiences. (See Introduction and Appendix A of Guidelines for Evaluation Promotion and Tenure on the university website.)
6. A self-assessment of *scholarship/creative activity*, referencing items in the vitae and appropriate reviews of annual performance. Attachments should

include a list of presentations and publications, and other supporting materials. Areas addressed in the self-assessment and by the supporting materials, where appropriate, may include, but are not limited to, the following:

- a. Annual peer review evaluation letters.
 - b. Awards and other recognitions of scholarship/creative activity for the evaluation period.
 - c. Evidence of faculty development activities in support of scholarship/creative activity attended during the evaluation period.
 - d. Evidence of committee work directly related to scholarship/creative activity during the evaluation period.
 - e. Evidence of membership in and work with scholarly/creative professional organizations, including presentations at professional meetings, workshops, symposia, and conferences during the evaluation period.
 - f. Evidence of scholarly/creative grant activities during the evaluation period.
 - g. Copies of publications by the faculty member during the evaluation period.
7. A self-assessment of *service*, referencing items in the vitae and appropriate reviews of faculty performance during the evaluation period. Attachments should include relevant materials. A wide range of activities both in and outside the University is appropriate to this area, but activities involving the application of knowledge related to the faculty member's University role and professional expertise are of the highest priority. Areas addressed in the self-assessment and by the supporting materials, where appropriate, may include, but are not limited to, the following:
- a. Annual peer review evaluation letters.
 - b. Summary sheets of advising evaluations as available.
 - c. Evidence of service to the department committee during the evaluation period.
 - d. Evidence of service to college committee during the evaluation period.
 - e. Evidence of community service and of membership in and work with service organizations during the evaluation period.

- f. Awards and other recognitions of service received during the evaluation period.
 - g. Evidence of administrative service (i. e. director, advisor) to the institution administrative units during the evaluation period.
 - h. Evidence of faculty development activities in support of service during the evaluation period.
 - i. Evidence of service to student organizations during the evaluation period.
 - j. Evidence of service to university and/or system-wide committee during the evaluation period.
 - k. Evidence of academic committee outside the university during the evaluation period.
 - l. Evidence of consulting in public and/or private sectors during the evaluation period.
 - m. Evidence of editorial work on scholarly publications, including service as a referee during the evaluation period.
 - n. Evidence of membership in and work with professional organizations, including offices held and presentations related to service during the evaluation period.
 - o. Evidence of grant activities in support of service during the evaluation period.
 - p. Evidence of service-related presentations and workshops given during the evaluation period.
 - q. Copies of publications by the faculty member related to service during the evaluation period. Such publications may be targeted to a wide range of audiences.
8. (optional) A self-assessment of *unique contributions* to the University not covered above. Supporting material may be attached.