

UNIVERSITY OF NEBRASKA AT OMAHA
COLLEGE OF ARTS AND SCIENCES
GUIDELINES ON REAPPOINTMENT, PROMOTION, AND TENURE

Preamble

The faculty of the College of Arts and Sciences hereby establishes these standards and procedures to guide the granting of tenure (continuous appointment) and academic rank. Within these standards there should not be just one model of faculty performance that can lead to continuous appointment or advancement in rank. Faculty members differ in abilities, interests, and opportunity for accomplishment. The ultimate criteria are the good of the University and its students, and the advancement and dissemination of knowledge. Within this context the college is sufficiently large and diverse, and demands for teaching, research, and service are sufficiently high, that faculty members with varying performance profiles can make contributions worthy of continuous appointment or advancement in rank.

The notion that the college should recognize more than one profile of performance strengths does not mean that all possible profiles are acceptable for the granting of continuous appointment or promotion to a particular rank. Moreover, acceptable profiles will vary not only with the individual, but with the needs of specific departments. Of paramount importance is that a faculty member “stay alive in his or her profession.” For many this will mean staying active as a humanities scholar, a research scientist, or as a creative artist, with the goal of publication of peer-reviewed works. For others this will mean maintaining an active interest in pedagogical development and innovation, with the goal of presenting their ideas and innovations in pedagogical journals and in presentations at relevant scholarly meetings and in workshops for the benefit of the colleagues. We submit, for example, that faculty wishing promotion to full professor should demonstrate either a distinguished record of achievement in contribution to basic knowledge in a discipline or in contribution to new and more effective ways of communicating that discipline.

I. The guidelines on Reappointment, Promotion and Tenure Recommendations of the University of Nebraska at Omaha state:

The standards, procedures, criteria, and guidelines presented herein represent the minimum considerations with the full understanding that each administrative unit (college, school, department, etc.) within UNO may desire to, and are encouraged to establish more exacting guidelines that more accurately reflect the characteristics of excellence in each subdivision. Such unit guidelines must conform to the Regents’ Bylaws as well as this document and are subject to review by and require approval of the Dean of the respective unit, the Senior Vice Chancellor for Academic and Student Affairs and the Chancellor.

II. Accordingly, the college of Arts and Sciences establishes the following guidelines on Promotion, Tenure, and Reappointment:

A. TIME CONSIDERATIONS

1. Tenure: “The minimum period of service before an individual can be awarded tenure shall be three years of full-time teaching (or service of professionals such as librarians and research professors) at the college or university level. At least two years of this service normally must be at the University of Nebraska at Omaha.” (University Guidelines)

“The period of service required for the granting of a continuous appointment will normally approach the seven-year maximum.” (University Guidelines)

2. Promotion: The University Guidelines stipulate: “Time considerations for promotion purposes must be established within each department and college, but in no instance should an individual faculty member be considered for promotion by merely attaining a minimum number of years of service in a given rank.” The time considerations for promotion within the College of Arts and Sciences shall be uniform and as follows:
 - a. An Instructor may be considered for promotion to the rank of Lecturer after six years of full-time service at UNO.
 - b. Assistant Professors normally may not be recommended for promotion before the completion of their third full year of service in rank and until they have held the terminal degree or its equivalent for at least two full academic years.
 - c. Associate Professors normally may not be recommended for promotion before the completion of their fourth full academic year of service in rank.

B. QUALITY CRITERIA FOR PROMOTION, TENURE, AND REAPPOINTMENT

The University Guidelines state: “Rather than establish only one set of continuous appointment and promotion criteria for all departments, each department may detail and publish its criteria for recommendations for continuous appointment and/or promotion. These criteria should be approved by the Dean of the College involved and the Senior Vice Chancellor for Academic and Student Affairs.”

Guidelines for departments of the College of Arts and Sciences in establishing their criteria for promotion and tenure are as follows:

- 1a. Until and including the 2015-2016 academic year, all recommendations for Continuous Appointment must be accompanied by evidence that will document the following:
 - Distinguished¹ performance in teaching or research/creative activity
 - Proficient¹ (or higher) performance in one of the remaining areas--- that is, teaching, research/creative activity or service
 - If the area of distinguished performance is research/creative activity, the teaching as judged by the department must not be less than competent¹.
 - If the area of distinguished performance is teaching and the person has had regular research assignments, the faculty member must be judged as at least competent in research.

¹ In order to improve the intelligibility of evaluation categories, a new set of adjectives is adopted. These are not intended as changes in performance standards, but as a clearer statement of expectations. Distinguished replaces "outstanding," proficient replaces "above average," and competent replaces "average." "Distinguished" is defined as "marked by eminence, distinction, or excellence." "Proficient" means "well advanced in an art, occupation, or branch of knowledge....implies a thorough competence derived from training and practice." "Competent" is defined as "adequate or satisfactory." (Webster's Ninth New Collegiate Dictionary) The point here is to try to get away from the individual comparisons implied in "outstanding" and "above average," particularly in the latter case. That is, we very rarely rate anyone below average, but statistically half the faculty should be so rated; on the other hand, everyone (or no one) can conceivably be rated as proficient. And the same rationale might be applied to "distinguished"--that is, the performance of everyone (or no one) might be distinguished whereas "outstanding" is more likely to raise the question, "outstanding as compared to whom, to what other portion of the faculty?"

- 1b. Starting with the 2016-2017 academic year, all recommendations for Continuous Appointment must be accompanied by evidence that will document the following:

- Distinguished performance in teaching or research/creative activity.
- Proficient (or higher) performance in the other area—that is, teaching or research/creative activity.
- Competent (or higher) performance in service.

2. Ordinarily faculty recommended for continuous appointment will also be recommended for appointment to the rank of at least Associate Professor.

However, one may be recommended for continuous appointment at the Assistant Professor level.

3. All recommendations for promotion to Professor must be accompanied by evidence documenting the following:

- Distinguished performance in teaching or research/creative activity.
- At least proficient performance in the two remaining areas.
- Proficient performance in research only applies if there have been regular research assignments since achieving the rank of associate professor.

4. All recommendations for promotion to lecturer must be accompanied by evidence documenting the following:

- At least Proficient performance in teaching.
- At least competent performance in service.

An application for promotion to Lecturer should include a report of a departmental review after the third year assessing the candidate's progress toward promotion.

5. In order to document distinguished or proficient performance in teaching, the following types of activities may be used (these are meant to be suggestive, not definitive). There must be some evidence of distinguished or proficient pedagogical activity beyond good classroom evaluations:

- Evaluations by faculty colleagues, within and without the department, college, or university
- Evaluations by administrators
- Other written evidence, such as signed letters of support from prior students
- Awards and other recognition for outstanding performance as a teacher (Excellence in Teaching Award or finalist in the competition, merit increases for teaching, Outstanding Service Learning Faculty Award, etc.)
- Evidence of particular concern and success with teaching techniques, approaches to teaching, and improvement of teaching
- Books, articles, papers, workshops, and panel participation dealing with teaching
- Service as chair or member of thesis or Ph.D. committees
- Work with students on independent research projects, grants (e.g. FUSE), other independent study, or internships
- Sponsorship of student professional clubs

- Sponsorship of student presentation of papers at professional meetings including those oriented to undergraduate and graduate students; prizes won by students
- Organization of professional conferences oriented to students
- Development of new courses
- Diversity of course preparations
- Teaching classes with service learning components
- Participation in professional organizations devoted to teaching
- Participation in curriculum revision or development of major or minor program
- Center for Faculty Excellence grants and related work
- Teaching workshops on or off campus
- Academic and professional success of former students
- Evaluations by students on the college evaluation form
- Evaluations by students on a department evaluation form
- Evaluations by students on a personal evaluation form provided that all forms distributed and returned are included
- Evaluations by majors in the department
- Evaluations by alumni/alumnae

(Departments should require that evaluations by students on a personal evaluation form, or by majors or by alumni/alumnae, are accompanied by a description of how the evaluators were solicited and what the process of taking the evaluation was.)

6. The terms “scholarship” and “scholarly work” will be used to indicate all work by which a faculty member contributes to the fund of new knowledge, either by discovery or synthesis. The terms will not refer to the activity of faculty members in continuing their own professional or educational development or keeping abreast of their own and related fields. These quite appropriate activities are required of any good teacher and are specifically to be evaluated in connection with the judgment on teaching competence.

Publication is the most important criterion, ultimately, for evaluating research. For a distinguished rating in research, the faculty member should give evidence through publication of a research program which will continue to develop and be recognized by colleagues. Quality as well as quantity of publication should be considered. Research and its publication should clearly go beyond dissertation work, but continuation of research in the same area should not be treated prejudicially; in fact, such continuity is often desirable.

Group research is entirely appropriate; it is, in fact, the norm in some fields. There should be evidence, however, that the faculty member is a full partner in the enterprise.

Research concentrated in one area, including teaching, and research in a variety of areas are equally acceptable, provided they demonstrate ongoing research activity that is recognized as having scholarly or creative merit.

Research involving a partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity is acceptable, provided it demonstrates ongoing research activity that is also recognized as having scholarly or creative merit.

Candidates who have had few research assignments may be found proficient with less research production than that expected of candidates who have had reasonably frequent research assignments.

Creative activity shall include poetry; fiction and nonfiction, including books, short stories, newspaper and magazine articles and columns; contributions to radio and television programming; and other artistic endeavors that are justified as appropriate by the individual's department. Standards for evaluation of creative activity are more difficult to define than for research, but shall involve review by persons or agencies outside the University. As in the case of research, differences exist between recognition at a purely local level and recognition at regional, national, or international levels, and this is to be considered in the evaluation. In all instances, it is the responsibility of the department to make a clear and convincing case for the evaluation of creative work.

In order to document distinguished or proficient performance in research and creative activity, the following types of evidence may be used (these are meant to be suggestive, not definitive):

- Publications
 - Extramural research grants and awards (approved by the agency, whether funded or not)
 - Additional forms of peer recognition for research activity (for example: letters from generally recognized scholars in the field, letters from community partners in support of engaged scholarship or election to honorary and/or administrative positions in national scholarly societies)
 - Professional conference participation (papers delivered, discussant roles)
 - Other evidence of recognition for research efforts (invited book reviews in major journals, invited addresses to major conferences or meetings, University Committee on Research or CPAR grants, etc.)
 - Editor, associate editor, advisory, or consulting editor on a professional journal
 - Publications or research committee of a professional society
 - Session organizer at a professional meeting
 - Invited speaker or scholar-in-residence at another university or college
 - Citation by other scholars
 - Reviews of one's books in professional journals
 - Book review essays (essays written about a field based on a set of current books)
7. In order to document distinguished or proficient performance in service, the following types of evidence may be used (these are meant to be suggestive, not definitive):
- "Evidence of effectiveness [to mean active contribution] in fulfilling administrative, committee, and special assignments at the department, college, or university level or levels." (University Guidelines). Peer evaluations, administrator evaluations, and accomplishments, for example, might be cited to provide evidence of effectiveness.
 - "Evidence of substantial contributions to educational, scientific, cultural, and civic organizations, and/or private or governmental agencies at community, state, or national levels." (University Guidelines). It shall be understood that such contributions shall normally be clearly related to a faculty member's professional expertise, and will not include involvement in community activities of a nonprofessional nature unless these activities are clearly supportive of the University's educational mission. Such

contributions might include:

- Officer or active committee member of a professionally related organization
 - Speeches and panel participation in a faculty member's professional area of expertise but outside professional conferences in the discipline (for example, speech to Rotary Club about physiology, rather than to the American Physiological Association)
 - Peer evaluations
 - Awards and other evidences of accomplishment
8. Some contributions listed in sections 5, 6, and 7 might conceivably be placed in more than one category. In such cases the faculty member and the department may agree to place the contributions in any one of the categories, but not in more than one category. Reasons for such placement should be stated.
9. The guidelines of the University state that for promotion one must meet performance criteria "commensurate with the rank" being recommended. Therefore, the following conditions will guide promotion to Professor and Associate Professor.

a. All recommendations for promotion to Associate Professor must be accompanied by the same sort of evidence that applies to recommendations for continuous appointment.

If the area of distinguished performance is research or creative activity, there must be a record of scholarly work/creative activity of a quality and frequency that is distinguished according to criteria determined by the department. Evidence of peer evaluations outside the University of Nebraska at Omaha, including letters from scholars in the discipline, is strongly recommended. Outside letters should be solicited by the chair rather than the faculty member and should be of sufficient neutrality to provide a fair review; letters from dissertation advisors and thesis advisors are discouraged.

b. All recommendations for promotion to Professor must be accompanied by evidence that will document the following:

- 1) Distinguished performance in either teaching or research/creative activity, and proficient performance in the two remaining areas. There should be evidence of continuing professional growth.
- 2) If the area of distinguished performance is teaching, there must be evidence of peer evaluations from outside the college, e.g., activities listed in paragraph II B. 5. In addition, if regular research assignments have been granted to the faculty member, the faculty member must be rated as at least proficient in research.
- 3) If the area of distinguished performance is research or creative activity, there must be ongoing scholarly work/creative activity of a quality and frequency that is distinguished according to criteria determined by the department. Evidence of peer evaluations outside the University of Nebraska at Omaha, including letters from scholars in the discipline, is strongly recommended. Outside letters should be solicited by the chair rather than the faculty member and should be of

sufficient neutrality to provide a fair review; letters from dissertation advisors and thesis advisors are discouraged. In addition, the teaching as judged by the department must not be less than proficient.

10. With regard to reappointment, the University Guidelines state: “The initial evaluation may place greater emphasis upon the individual’s performance relative to teaching, advising, working with students in some other professional capacity and service to the University; but as time parameters approach the maximum period of service before a tenure decision must be made, the evaluations should be more extensive and incorporate all the criteria outlined in this document and developed by the respective departments and colleges.” Individuals early in their professorial careers should show clear promise of attaining the level of accomplishment necessary for granting continuous appointment. Generally, in the last three years of the tenure probationary period (and certainly in the year before the tenure decision is required) there should be clear evidence of achievement appropriate to reaching this goal.

In rating an assistant professor for reappointment, the standard should be the qualities of an associate professor regardless of the period before the tenure decisions. Thus it is only in exceptional cases that a candidate in the second or third year would be rated distinguished.

C. PROCEDURES

For reappointment, continuous appointment, and promotion, a candidate must be evaluated in each of the categories of teaching, research/creative activity, and service. The only exception is for first year candidates (see below).

All candidates must complete the CAS Personnel Recommendation Form and the CAS research matrix.

The University Guidelines provide for procedures to vary with departments, but “while recognizing the necessity for various procedures among the departments, some provision must be made in every department for meaningful faculty participation in continuous appointment and promotion recommendations, and each department must publish its procedures for making these recommendations. These procedures, like the criteria for tenure, must be approved by the cognizant Dean and the Senior Vice Chancellor for Academic and Student Affairs.”

The Regents’ Bylaws, the University Guidelines, and the College Guidelines leave considerable discretion to the departments. However, it is important for both the faculty member and the department to ensure that the faculty member receives assistance in the preparation of his or her file and that the faculty member’s record is evaluated annually. Departments are also urged to implement extensive reviews in each of the two years preceding the tenure decision.

In the case of first-year candidates being evaluated for their second reappointment, a department should submit a reappointment decision without rankings for teaching, research/creative activity and service. The department need only give a recommendation for or against reappointment. However, first year candidates are expected to generate and submit the standard reappointment portfolio in addition to the department’s review.

In departments with existing or anticipated graduate programs, the department may determine whether or not the faculty member will be required to attain graduate faculty status. Normally such determination will be made in consultation with the Dean at the time of a faculty member's original appointment.

D. IMPLEMENTATION

These guidelines become effective at the beginning of the academic year following approval by the Faculty of the College of Arts and Sciences, the Dean of the College of Arts and Sciences, and the Senior Vice Chancellor for Academic and Student Affairs.