

*UNO College of Public Affairs and Community Service*

**Guidelines for Reappointment, Promotion, and Tenure**

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## OVERVIEW

The following guidelines of the College of Public Affairs and Community Service (CPACS) are designed to improve faculty understanding of expectations related to reappointment, promotion, and tenure.

The reappointment process provides an opportunity to evaluate the performance and potential of new faculty members before a subsequent decision on tenure is made. The provision of the reappointment is tantamount to a probationary period in which the faculty member demonstrates professional competency in teaching, research, and service.

Annual reappointment will require reasonable progress toward meeting the requirements of a continuous appointment. The criteria for reappointment shall be evidence of the ability or potential in teaching, research, and service. Although emphasis must be given to the current level of performance, judgment should be exercised in terms of potential for future contribution.

The same general criteria that are applied when faculty members are being considered for tenure and/or promotion should be used insofar as pertinent in making evaluation for reappointments. **The initial evaluation may place greater emphasis upon the individual's performances relative to teaching, advising, and working with students in some other professional capacity. But as time parameters approach the maximum period of service before tenure must be granted, the evaluations will be more extensive and incorporate all the criteria outlined in this document. Again, it should be emphasized that as the individual progresses toward the tenure decision, more stringent standards and criteria will apply.**

All recommendations for reappointment must be substantially documented. The faculty member has the primary responsibility for gathering relevant data and creating the file to be presented to the unit for action. All recommendations shall be sent forward by the department chair to the dean for evaluation and recommendation and then to the vice chancellor for academic affairs for review and recommendation. When such appointments include individuals currently participating or scheduled to participate in a graduate program, the graduate dean at UNO also will review the recommendations.

Recommendations for reappointment receiving the concurrence of the vice chancellor for academic affairs and the chancellor will be forwarded to the board of regents. Should an appointment for a specific term not be renewed, notice shall be given in accordance with the *Bylaws of the Board of Regents*.

## THE SCHOLARSHIP OF ENGAGEMENT

The College recognizes that some faculty projects or achievements may cut across the traditional categories of teaching, research, and service and/or integrate all three categories. Such work may meet the standards for the scholarship of engagement. The scholarship of engagement is a recognized way of presenting academic accomplishment and is not a requirement for any level of reappointment, promotion, or tenure. As defined by the National Review Board, the scholarship of engagement “engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. In essence, it is a scholarly agenda that integrates community issues. In this definition community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.” (Evaluation Criteria for the Scholarship of Engagement, 2002). The scholarship of engagement does not replace traditional scholarship activity but categorizes and adds value to existing scholarship efforts. Scholarship of Engagement activities are characterized by reciprocal relationships between the campus and community. These activities also involve:

- Rigor
- Discipline-related expertise
- Breaks new ground, is innovative
- Can be replicated or elaborated
- Results are documented
- Have significance or impact and contribute to a larger body of knowledge

(Portland State University, 2012)

Faculty who intentionally pursue the integration of teaching, research, and service, and whose projects meet the criteria for Scholarship of Engagement, may therefore wish to present and explain relevant activity/activities in their RPT materials.

## **CONTINUOUS APPOINTMENT AND PROMOTION**

### **A. Meaning of Tenure and Continuous Appointment**

The acquiring of a continuous appointment is a special recognition that the university can confer. Tenure may be defined as a right to continuous employment, subject to satisfactory performance of assigned duties, acceptable professional and personal conduct, and the financial condition of the institution. Tenure obligates the faculty member to continue performance at a high level of professional competency.

Promotion is a reward for outstanding contributions to the program, department, or school; the college; and the university. Evidence must be included to demonstrate that the faculty member's capabilities and potentialities are commensurate with the recommended rank. Again, it is the faculty member's responsibility to gather relevant data and to create the file.

### **B. Criteria for Acquisition of Tenure or Consideration for Promotion**

The major responsibility in recommendation of a tenure appointment or promotion will necessarily rest with the faculty or respective unit. Rather than establish a single set of continuous appointment and promotion criteria for all units within the college, each unit must detail and publish its criteria for recommendation of continuous appointment and/or promotion. These criteria must be approved by the dean of the College of Public Affairs and Community Service and the vice chancellor for academic affairs.

The following terminology will be used in the review of CPACS faculty in the RPT process: Exceeds Expectations; Meets Expectations; Does Not Meet Expectations.

### **C. Requirements for an Initial Appointment or Promotion to the Rank of Assistant Professor:**

1. An appropriate terminal degree completed by the beginning date of the contract. If all requirements for the terminal degree have been completed (and certification to that effect by the chairperson of the appropriate committee has been received), but the degree has not yet been awarded, the faculty member will still be eligible for appointment at this rank. The nominee must hold the terminal degree normally accepted for academic employment in the discipline or its clear equivalent.
2. Evidence of ability and/or potential in teaching, research, and service.
3. Promotions from instructor to assistant professor for those individuals without the terminal degree should be recommended only in those instances where the faculty member's qualifications, including teaching performance and other professional contributions, substantially outweigh the degree requirement.

### **D. Requirements for Initial Appointment or Promotion to a Rank Higher than Assistant Professor or for Tenure Consideration:**

1. An appropriate terminal degree as defined in the requirements for initial appointment or promotion to the rank of assistant professor.
2. A documented level of achievement in research, teaching, and service that:
  - a. Exceeds expectations as defined by the respective academic unit in either research or teaching, and;
  - b. Meets expectations as defined by the respective academic unit in the two remaining categories.
3. Demonstration on the basis of past achievements that quality teaching, scholarly activity, and service will continue into the future.

4. An ability to participate in both the undergraduate and graduate missions of the college. This will normally be demonstrated by appointment to the graduate faculty.

**E. Additional Guidelines and Requirements for an Initial Appointment or Promotion to the Rank of Associate Professor:**

1. Normally, a minimum of three years of teaching experience at the rank of assistant professor since receipt of the terminal degree.
2. Promotion at the minimum of three years will require extra-ordinary achievement.

**F. Additional Guidelines and Requirements for an Initial Appointment or Promotion to the Rank of Professor:**

1. Normally, a minimum of three years of teaching experience at the rank of associate professor and a minimum of six years of teaching experience since receipt of the terminal degree.
2. Promotion at this minimum will require extra-ordinary achievement.

**G. Additional Guidelines and Requirements for Granting of a Continuous Appointment (Tenure):**

1. Normally, a minimum of six years of full-time collegiate teaching experience or equivalent academic experience since receipt of the terminal degree in the same academic discipline in which tenure is being sought is required.
2. Normally, a minimum of three years (of the six-year requirement) will be at the University of Nebraska at Omaha.
3. The year in which the tenure review will be conducted will be stated in the initial letter of employment. The tenure review year will not be subsequently changed without approval from appropriate university officials.

**H. Additional Guidelines and Requirements for Annual Reappointment of Specific Term Faculty:**

1. Annual reappointments will require reasonable progress toward meeting the requirements of a continuous appointment.
2. Departmental and college assessments shall reflect areas of strength as well as areas where improvements are needed.

## **GUIDELINES FOR CONSIDERATION OF TEACHING ACCOMPLISHMENTS FOR REAPPOINTMENT, PROMOTION, AND TENURE**

### **A. Introduction**

A faculty member's teaching performance shall be assessed on the following: competence as an instructor, openness and receptivity to students and their ideas, comprehensiveness in teaching and planning, fairness as an evaluator of students, willingness to take on new and special teaching arrangements and assignments, and knowledge of recent developments in the field.

Some units in the College of Public Affairs and Community Service (CPACS) have special teaching missions and/or non-traditional student bodies. When appropriate to assessing instructional competence, a description of the special nature of an assignment or student population may serve to clarify instructional activities and outcomes. The burden of proof in demonstrating exceeds or meets expectations in teaching shall be with the faculty member presenting the case.

### **B. Performance Criteria**

Faculty members shall provide several types of evidence of teaching that exceeds expectations. In other words, multiple sources and types of evidence should be presented when teaching performance that exceeds expectations is claimed. Student evaluations of teaching must be included, but they are not to be the sole basis of judgment. Criteria include:

1. Peer observations and judgments: provide written reports of observations of teaching by colleagues.
2. Student assessments as determined by:
  - a. The standard university (or college) form.
  - b. The Center for the Improvement of Instruction (CII) forms (TABS) or other CII evaluation instruments or procedures.
  - c. Instructor-designed forms (the results of which are presented in their entirety and are not culled for favorable comments only).
  - d. Interviews conducted systematically and on a random basis by the department chair/director with students.
  - e. Letters from students.
3. Departmental analyses of course content, examinations, grading practices, and the like.
4. University or national recognition for teaching activities.
5. Scholarly writings on teaching, education, the role of the university, and the like.
6. Textbooks and other instructional materials.
7. Demonstrated teaching products: describe experimental courses, various media techniques, student exhibitions, student achievements.
8. Grants related to teaching: briefly describe the purposes and objectives of the grant and particulars concerning funding source, amount of grant, and duration.
9. Participation in university activities concerning teaching, such as:
  - a. Course development: provide rationale for course, description of course, and the like.
  - b. Independent studies: explain extent and significance to students and department.
  - c. Student advising: list number of students advised, the time spent, and the nature of the responsibilities; statements from department or program chair and from students about effectiveness may be submitted.
  - d. Supervision of theses and dissertations: explain nature of responsibility.

10. Participation in university, professional, and community activities directly related to teaching: describe committee or agency involvement, lecture/workshops on teaching, interdisciplinary teaching, and the like.
11. Participation in activities representative of engaged teaching, defined as activities that combine teaching with community engagement. Evidence of engaged teaching may include descriptions of activities related to service learning classes; program based service learning; development and/or instruction in university-based for-credit and/or non-credit certificate programs; other forms of other education programs; development and/or leading learning tours; development and/or instruction or occupational licensure classes; and sharing academic expertise through media interviews, speakers bureaus, extension bulletins, and/or broadcasts.

### **C. Conclusion**

A number of criteria have been presented for guiding faculty in their presentation of supporting documentation for teaching performance that exceeds expectations. In general, faculty shall provide multiple sources and types of evidence when a claim of exceeds expectations is made.

## **GUIDELINES FOR CONSIDERATION OF SCHOLARLY RESEARCH AND OTHER CREATIVE WORK FOR REAPPOINTMENT, PROMOTION, AND TENURE**

### **A. Introduction**

Scholarship is the foundation upon which all teaching and research activities rest. A professorship necessarily involves a deep commitment to and demonstration of systematic study as well as teaching and involvement in professional organizations and community service.

Scholarly research is usually defined as entailing a contribution to knowledge. Research denotes disciplined inquiry in which a pertinent problem is investigated by means of an appropriate research design and the findings then interpreted within an appropriate framework. The burden of proof in demonstrating research and scholarly activities that exceed or meet expectations shall be with the candidate presenting the case.

### **B. Performance Criteria**

Faculty members shall provide several types of evidence of research that exceeds expectations. In other words, multiple sources and types of evidence should be presented when research performance that exceeds expectations is claimed. Criteria include:

1. Publications (not listed in order of priority).
  - a. Books (authored or edited; authored books are generally more highly valued).
  - b. Reports and monographs (authored or edited). Included in this category are, for example: Publications of professional organizations, universities, research centers, and appropriate public or private institutions.
  - c. Chapters or sections in books or monographs.
  - d. Articles in scholarly journals.
    1. Refereed articles are generally more highly valued.
    2. Serving as a journal referee or an editor of a journal falls under Service to the Profession—see sub-section B. 2. b. below of Guidelines for Consideration of Service Accomplishments.
  - e. Book reviews.
    1. Critiques and extended review essays of books are more highly valued than simple summaries of books.
    2. Unpublished book reviews for publishing companies are excluded here but may be listed under Service to the Profession.

For the above-listed examples of publications, acceptable documentation in support of claims of exceeding expectations in research and scholarly activities should include, but need not be limited to, such things as: copies of the publications, information on the nature of the contribution (including percentage of candidate's contribution to each publication), nature of the publications, copies of manuscripts (if works are still in press), published reviews of the works authored by the candidate, citations of the candidate's publications, such as in Citation Index and in other authors' works, copies of letters from the editors confirming acceptance (if the works in question are not yet in print), in cases of sections or chapters in books or monographs, authorship or monographs and review essays of books, the method of selection of authorship.



2. Creative works.
  - a. Computer software. Included in this category are special computer programs developed by the candidate that are directly relevant to the research enterprise and that demonstrably have an impact on the scholarly world for research purposes.
  - b. Audiovisual materials. Included in this category are such examples as special videos, tapes, films, and programs developed by the candidate that are directly relevant to the research enterprise and that demonstrably have an impact on the scholarly world for research purposes.
  - c. Other scholarly creative work.

All materials listed as evidence of creative work under this category should be documented. A detailed description of the materials and a statement on the impact of materials as relevant to the research and scholarly activities must be included.

3. Grants and awards.
  - a. Research grants. Included in this category are travel grants awarded for carrying out research projects (such as those awarded by UNO's University Committee on Research).
  - b. Research awards. Included in this category are such awards as special citations or testimonials, appointment to special chairs on the basis of research, and the like.

Documentation should include descriptions of the grants and/or awards, funding sources, amounts, duration, scope of the project, goals of the grants/awards, role of the candidate, and personnel involved. Also to be included if available: products of the grants (e.g., reports, articles, etc.), copies of the proposals, special citations (certificates, letters, etc.), and other supporting documentation deemed relevant. For grant proposals, the percentage of the candidate's contribution should be stated. Research-grant proposals that are not funded may be submitted for consideration.

4. Conference papers and presentations.
  - a. Professional papers and presentations. This category includes those papers and presentations that are research oriented or reflect scholarly activity (presentation of one's own research is more highly valued).
  - b. Panel participant and/or discussant. Participation as a discussant on a panel or participation in a seminar or workshop at a professional meeting could appropriately fall under this category. Examples of required documentation would be: copies of the conference programs showing candidate's participation; letters from panel/workshop/ seminar chairs; copies of papers presented; descriptions of the meetings or conferences; and information on the selection process (e.g., whether refereed); and the like.

5. Engaged Research,

Engaged research has been developed, evaluated, and communicated in collaboration with community partners, but is rigorous in terms of its design and methodology. It is relevant to the needs of the community, and its outcomes should be valued by both academic peers and community partners. Examples of engaged research may include government funded research, corporate funded research; community group funded research; foundation funded research; community based participatory research; evaluation research studies;

and/or applied research.

6. Works in progress.

The candidate may wish to submit materials of works in progress. These might include, among other things: manuscripts of papers for articles, books, chapters, conference presentations, monographs, grant proposals, and outlines; also book contracts, letters of agreement for publications to be completed, and so forth. Each submission under this category should be accompanied with an appropriate explanation of the material.

**C. Conclusion**

The category entitled Scholarly Research and Creative Work includes a broad range of products and activities and includes basic, applied, and engaged research. Verifiable documentation supporting the candidate's claim, in general, will be of the following types:

1. Copies of the materials which the candidate has authored or developed.
2. Information on the nature of the materials and percentage of the candidate's contributions in the materials provided.
3. Where appropriate, whether the materials were refereed.
4. Other supporting or explanatory documents and materials (e.g., letters, conference programs, published reviews of candidate's books).

## **GUIDELINES FOR CONSIDERATION OF SERVICE ACCOMPLISHMENTS FOR REAPPOINTMENT, PROMOTION, AND TENURE**

### **A. Introduction**

Service is an essential component of the threefold mission of the university. Faculty, therefore, have substantial service responsibilities. They traditionally have worked closely with diverse groups such as the public schools, state and local government, professional associations, and public and private agencies of various kinds. While the relative emphasis will vary, each faculty member has a continuing responsibility to engage in service activities.

Accordingly, subject to specific criteria and processes, service accomplishments shall be taken into account when reappointment, promotion, and tenure decisions are made (President R. Roskens, "Minutes," Board of Regents Meeting, November 11, 1983).

The burden of proof in demonstrating "meets expectations" in service shall be with the faculty member presenting the case.

The faculty member presenting a case of meets expectations in service shall demonstrate a long, continuous, and consistent record of accomplishments in service, rather than accomplishments achieved over a short span of time as an especially productive year. The candidate must provide evidence of performance that meets expectations in community/public service and in at least one of the other two areas of service (professional and university).

### **B. Performance Criteria**

Three different types of service are recognized as follows:

1. Community/public service.
  - a. Advising or consulting for public agencies, bureaus, commissions, legislative bodies, private agencies and organizations.
  - b. Conducting non-credit workshops and in-service programs.
  - c. Holding professionally-related community positions; e.g., school boards, education groups, professional advisory groups.
  - d. Serving on accreditation visitations and other external evaluation teams.
  - e. Developing and carrying out grant-related activities (that involve direct service to the community).
  - f. Giving professionally-related presentations, talks, seminars, etc., to community groups.

For the above-listed examples of community/public service, acceptable documentation in support of claims of meets expectations in service should include but need not be limited to such things as: letters of support; agency publications, such as pamphlets, flyers, and brochures; newspaper articles or other media reports involving the candidate; certificates and/or awards of recognition; other forms of acknowledgment; or other relevant information.

Within this subcategory, "engaged service" involves the application of academic knowledge to address community issues and priorities through collaboration, reciprocity, and a spirit of partnership. Examples may include: working with governmental, educational, nonprofit, advocacy, and other community organizations to develop policies, procedures, legislation, curricula, and other products; contributing to the design, implementation, and/or development of grants, contracts, and other collaborative projects; developing curricula, assessments, training programs, and other tools in consultation with K-12 schools, community

colleges, and other educational organizations; and contributing to economic and community development through technical assistance or applied research.

In a formal statement, the candidate shall describe the types of activities involved, the achievements attained, the impact of contributions rendered, approximate number of hours contributed, or other relevant information. For activities submitted as “engaged service,” the candidate should provide evidence that the activities were collaborative and reciprocal in nature, as demonstrated by the nature of the activities, letters from partnering organizations, and documentation of the project’s impact and value.

Service to organizations other than those reasonably associated with professional activities shall not be considered as service. Church and social club or hobby club activities would not be considered as relevant service.

The evaluation groups, such as the CPACS Personnel Committee, shall reserve the right to submit the materials presented for outside peer review in helping assess the documentation.

## 2. Service to the profession.

Some examples of activities under this category are as follows:

- a. Holding office in a professional association (local, state, regional, national, or international).
- b. Serving professional associations through committee participation, program development, advisory board activities, editorial work.
- c. Developing conferences.
- d. Book reviews for publishing companies.

The candidate shall provide supporting documents and a formal statement as described under Category A. In addition, the candidate should designate the selection process for any offices or positions held. If on an editorial board, a copy of the journal must be included, as well as the periods of service.

The evaluation groups, such as the CPACS Personnel Committee, shall reserve the right to submit the materials presented for outside peer review in helping assess the documentation.

## 3. University-related service.

This category includes the following three areas of service.

- a. Service to the university (system and campus);
- b. Service to the college;
- c. Service to the school, program, or department.

The candidate shall provide supporting documents and a formal statement as described under Category A. For example, the candidate could provide descriptions of duties and accomplishments on committees served; statements of support from colleagues, administrators, students, and staff; special awards or forms of recognition received; evidence of long-term impact of candidate's contributions to the system, university, college, and department. State how position was attained (e.g., appointed, elected, volunteered).

## C. Conclusion

Three types of service have been delineated. Verifiable documentation supporting the candidate's claim must be of a nature which, in general, will be of the following types:

1. Description of duties, activities, and accomplishments.
2. Long-term impact of candidate's contributions.

3. Frequency of meetings of various committees and bodies.
4. Letters of support, newspaper clippings, pamphlets and flyers, certificates, awards, reports and publications, etc.

### **Bibliography**

*Evaluation Criteria for the Scholarship of Engagement.* (2002). Retrieved 2 28, 2012, from The Scholarship of Engagement Online: [http://schoe.coe.uga.edu/evaluation/evaluation\\_criteria.html](http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html)