

2019-2020 IANR Documentation Request for Promotion and/or Tenure



This document lists the required and supplementary materials requested for tenure and/or promotion files for faculty¹ whose dossiers will be submitted to the Office of the IANR Vice Chancellor. Page 1 of this document describes a) how the IANR Documentation Request differs from that distributed by the Office of the Executive Vice Chancellor, b) how this applies to IANR faculty appointments in the College of Education and Human Sciences (CEHS) and Biological Systems Engineering (BSE), and c) the use of the term “unit leader”. Pages 2-3 is a list of materials required for the Administrative and Candidate sections of the candidate’s tenure and/or promotion file. Page 4 is a list of supplementary materials that a candidate may wish to include to support information presented in their candidate statements. The materials included on the list found on page 4 are not required. They are only presented as examples of what a candidate may choose to include in an appendix. Pages 5-8 describe what is expected in the Candidate Section.

Additional materials requested by IANR. This Documentation Request differs from that distributed by the Office of the Executive Vice Chancellor on April 24, 2019 by adding a request to the Administrative Section for the following documents:

- Faculty Promotion and Tenure Recommendation Form (this is the appropriate IANR transmittal form)
- Letter from leader of unit in which a candidate has a minority appointment (included only if the candidate’s has an appointment < 50% in another academic unit)
- Letter from Research, Extension, and Education Center Director (included only if the candidate’s primary work station is at an REEC)
- Position description
- Annual Progress Forms
- Copy of the annual report of faculty accomplishments and impacts (i.e., Activity Insight report) for the current year (Section 4.6 Bylaws of the NU Board of Regents)
- Copy of the unit’s current standards for promotion and/or tenure.

Special instructions for BSE faculty and CEHS faculty with IANR appointments. Faculty members in BSE and the IANR units within CEHS (CYAF, NHS, and TMFD) should order the documents following the convention recommended in the Documentation Request distributed on April 24, 2019, selecting an appropriate location to insert the documents mentioned above. All other IANR units (including extension educators) should include the requested documents in the order listed on the following pages (pages 2-3).

Meaning of the term “unit leader”. Throughout this document, “unit leader” refers to the individual who is the immediate supervisor of the candidate. This term is inclusive of department head, school director, department chair, research, extension and education director, associate research and extension director, extension program leader, and engagement zone coordinator.

¹ This does not apply to Foresters. A unique Document Request exists for Foresters.

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All materials must be compiled into a single PDF file and submitted electronically. Original electronic documents must be used whenever possible and scans of hard copy documents should be used only when necessary. The file must include “bookmarks” to mark the beginning of sections, with each bookmark representing the appropriate page, rather than a section cover sheet.

I. Administrative Section (to be prepared by department)

- A. Faculty Promotion Tenure Recommendation Form
- B. Promotion and tenure internal evaluations², as applicable, in this order
 - a) Letter from unit tenure and/or promotion committee
 - b) Letter from unit leader or unit administrator³
 - c) Letter from college committee (if applicable)
 - d) Letter from dean(s)
- C. Internal reviews⁴ as applicable, in this order
 - a) Letter from leader of unit in which a candidate has a minority appointment (only if the candidate has an appointment of < 50% in another academic unit)
 - b) Letter from Research, Extension and Education Center Director (only if the candidate’s primary work station is at an REEC)
- D. External reviews⁵ as applicable⁶, in this order
 - a) Peer review letters
 - b) Candidate’s waiver form
 - c) Brief statement of how external reviewers were chosen, their qualifications and relationship to candidate
 - d) Sample letter soliciting evaluation⁷
- E. Position description⁸
- F. Letter of offer
- G. Letters of reappointment
- H. Annual evaluations and Annual Progress Forms (since last promotion starting with the oldest first)
- I. Teaching information⁹
 - 1. Peer evaluation of teaching
 - 2. List of courses taught with summary of quantitative data from student teaching evaluations, if available
- J. Copy of the annual report of faculty accomplishments and impacts (i.e., Activity Insight report) for the current year (Section 4.6 Bylaws of the NU Board of Regents)
- K. Copy of unit’s current promotion and/or tenure standards

² Each group or individual making a recommendation on the file must submit a letter that provides reasons for the recommendation. In particular, the letter documenting the vote of the faculty committee is to be written by a member of that committee, addressed to the next administrator to review the file, and copied to the candidate and the candidate’s file. It is not sufficient for documentation of the faculty vote and reasons for that vote to appear only in the administrator’s letter.

³ For Extension Educators a unit administrator may differ among educators. It can be a Research and Extension Director, Associate Research and Extension Director, Department Head/School Director, and/or Extension Program Leaders.

⁴ These reviews should identify the contribution that the candidate is making to the unit or REC, but should stop short of recommending promotion and/or tenure.

⁵ External evaluations should be requested from faculty holding rank at or above that being sought at peer or aspirational peer (typically R1) institutions. External evaluators should be asked to review the candidate’s file to provide an assessment of the candidate’s work and potential for future scholarship.

⁶ Promotion materials for extension educators and foresters do not require external letters of review.

⁷ See sample letter online at <http://academicaffairs.unl.edu/documents/promo-tenure/externalreviews.pdf>.

⁸ Include a copy of your current position description. If your position has changed since your last promotion or your appointment, also include the previous position description(s) following your current position description.

⁹ For faculty with CASNR teaching appointments, the CASNR guidelines for continuous improvement of teaching should be followed and documented. See casnr.unl.edu/teaching-improvement-reflection



II. Candidate Section (to be prepared by candidate)

- A. **Candidate's Letter of Intent**
- B. **Curriculum Vitae or Resume**
- C. **Candidate Statement** identifying that portion of the candidate's work that in the candidate's judgment represents their most significant work, explains why they think this work is significant, and points out what its impact has been and will be. This statement should reference supporting materials presented in the Appendices.

III. (Appendix A (all faculty except Extension Educators) and B (Extension Educators) of this Documentation Request detail what should be included in the candidate statement.)



Appendices (to be prepared by candidate)

Candidates should only include:

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

- A. Possible examples of supporting evidence for the quality and effectiveness of teaching:
 1. Student evaluations
 2. Course portfolio
 3. Number of undergraduate advisees
 4. Curriculum/course development
 5. Student achievement/outcomes
 6. Number of graduate student advisees
 7. Number of graduate student committees
 8. Evidence of innovative practices in your teaching
 9. Evidence of contributions to diversity and inclusion in your teaching
 10. International educational activity
 11. SOTL activities (Scholarship of Teaching and Learning)
- B. Possible examples of supporting evidence of the quality of scholarly, professional, and creative activity:
 1. Publications (including electronic)
 2. Performances/exhibitions
 3. Reviews
 4. Citations
 5. International activity
 6. Evidence of contributions to diversity and inclusion in your research
 7. Funded grant proposals
- C. Possible examples of supporting evidence of the quality and significance of professional and institutional service activities:
 1. Editorships
 2. Committee service (department, college, university)
 3. Leadership in professional organizations
 4. International activity
 5. Evidence of contributions to diversity and inclusion in your service
 6. Community service related to assignment
- D. Possible examples of supporting evidence of the quality and significance of extension activities:
 1. Citations
 2. Programming highlights and impacts
 3. Publications, programs and products developed and/or implemented.
 4. Demonstrated/recognized leadership, innovation and scholarly contributions in Extension's priority programming issues.
 5. Statewide, regional, national and international activity
 6. Evidence of contributions to diversity and inclusion in your extension programming.
 7. Funded grant proposals



**Appendix A:
Candidate Section all Faculty except Extension Educators**

II. Candidate Section (to be prepared by candidate)

- A. **Candidate's Letter of Intent**—letter from candidate to unit leader/administrator and/or P&T chair informing of intent to apply for promotion and/or tenure.
- B. **Curriculum Vitae** (clearly note refereed or juried work; extent of contributions if collaborative work)
- C. **Candidate Statement** identifying that portion of the candidate's work that in the candidate's judgment represents his or her most significant work, explains why he or she 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)



**Appendix B:
Candidate Section for Extension Educators**

II. Candidate Section (to be prepared by candidate)

- A. **Candidate's Letter of Intent** –letter from candidate to unit administrator and/or P&T chair informing of intent to apply for promotion and/or tenure.
- County-based educators submit to their unit administrator (Research, Extension and Education Director, Associate Research & Extension Director, Program Leader or Unit Leader)
 - Write the letter similar to a cover letter accompanying a résumé for a job application.
 - Highlight your strengths and major accomplishments, limiting them to one page. Your accomplishments should alert the reviewers to specific programs they won't want to miss when reviewing your file. Provide a condensed summary of the impact of one or more of your major programs in your:
 - Issue based team(s)
 - Interest group
 - Any other significant team and/or focus area(s).
- B. **Curriculum Vitae or Resume** (clearly note extent of contributions if collaborative work)
- C. **Candidate Statement** identifying that portion of the candidate's work that in the candidate's judgment represents his or her most significant work, explains why he or she thinks this work is significant, and points out what its impact has been or will be.
1. Summary of Accomplishments
- This is the most important section of your promotion file. Summarize your accomplishments since your last promotion or since your appointment, if not previously promoted. Similar to your program accomplishments in your Activity Insight, you will be able to group accomplishments in two to three general categories in this section of your promotion file.
 - The first and primary part of your summary of accomplishments would be comparable to what you report on your goals in Activity Insight. This will be the main portion of your report and will document your accomplishments in the following focus areas. Be sure to document your specific role and contributions to team accomplishments and impact.
 - Issue based team(s).
 - Interest group
 - Any other significant team and/or focus area(s).
 - The second part of your summary of accomplishments would be similar to what you report in your Activity Insight under other Extension accomplishments. These are other accomplishments that do not specifically relate to your focus area, but document excellence in programming.
 - Be concise, but thorough. Look for ways to consolidate or summarize your accomplishments. It is often easier to see impact from bulleted lists and charts than in large blocks of text. When deciding what to include in your



summary of accomplishments, ask yourself if it answers the question, “So what?” If it does not present the “So what?” of your educational program, you need to decide if there is a better way to report on this program, such as use of short- and/or long-term evaluations that present what the learners changed, adopted, or saved as a result of your program. External data sources may also support verified learner behavior change.

- Define your role in team programming. What did you do? Examples may include the following: develop educational materials; apply for grants; promote programs; deliver programs (actual teaching, not just facilitation); evaluate programs; write reports; lead teams, etc.
- The main part of your summary of accomplishments should demonstrate the growth (over time) and accomplishments of the educational programs and verified learner behavior change in your focus area(s) (your “80%”).
- Documenting the impact your educational programs have had in the lives of your learners is of critical value in your summary of accomplishments. (Answer “So what?”) Use short- and long-term evaluations to document actual changes in behavior and skills, increases in profitability, and improvements in knowledge and attitudes.
- Show evidence of quality educational programs and products, as documented by:
 - Developing a new educational program or product.
 - Taking a basic program and expanding it to a more in-depth educational program.
 - Increasing the size and diversity of your audience.
 - Using advisory groups, focus groups, or other methods to define program direction.
 - Partnering with others (in Extension, at UNL, and with other individuals, organizations or agencies).
 - Training others to multiply your programming efforts (e.g., Master Gardeners).
 - Grants you received to support your programming efforts.
 - Peer-reviewed articles you authored or co-authored.
 - Developing an in-depth knowledge and expertise in your focus area so Extension colleagues, subject matter partner organizations, and learners (local and statewide) view you and seek you out as a credible resource for valuable programmatic and research-based material.
- Include other educational program accomplishments outside your primary program focus area where you may have significant programming impact.
- In addition to specific educational programs, there are other items you may include, such as:
 - Student recruitment activities, unless they specifically relate to your focus area and were reported earlier.
 - Grants, even if some were reported earlier (include your % credit on all grants).
 - Peer-reviewed publications, even if some were reported earlier.
 - Invited presentations, even if some were reported earlier.



- A summary of your outreach activities (newspaper columns, radio reports, TV programs, newsletters, electronic newsletters, magazine articles, social media, etc.). List the type of outreach and number of outreach activities/year (e.g., 12 monthly radio spots, 52 weekly columns in two local newspapers; six articles in the Acreage e-Newsletter, two articles in the Nebraska Farmer, 25 posts on county 4-H blog).
 - The following may be included in chart form and shown year by year for the period covered in your promotion file showing the number of:
 - Significant (out-of-state, multi-state, regional, national, international) professional development activities (do not include district and statewide Extension conferences).
 - Awards, honors, and special recognition you received (individually or as part of a team).
 - Learner-hours you generated when in a direct teaching role.
 - Original programs and products you developed, implemented and/or taught.
 - Other programs you taught.
2. University Service, Professional Service, and Community Engagement
- Document your service to the University through your participation on committees and in leadership roles for UNL, IANR, Extension, Interest Groups and/or Issue Based Teams, Districts, etc.
 - List your professional service in these organizations and/or committees within these organizations: NCEA, ESP, ANREP, NACAA, NACDEP, NAE4-HA, NEAFCS, and in subject matter professional organizations (e.g., American Society of Agronomy, Academy of Nutrition and Dietetics, etc.).
 - Document that you are actively engaged in your communities through participation in Chambers of Commerce, Kiwanis, Rotary, Church, and/or other community service or civic organization.