

IANR Criteria for Tenure and Promotion Tenure-Track Faculty

Appointment

Individuals hired as faculty members on a tenure-track line are appointed at the rank specified in the approved position description and IANR Request to Search form.

Individuals hired for a tenure-track position approved as Assistant Professor or higher who have not yet been awarded the qualifying degree may be appointed as “Instructor”. Employment as Instructor is limited to two years, and ordinarily no reappointment beyond two years will be permitted. Assuming the person is demonstrating excellence in fulfilling job responsibilities as Instructor, after the person receives their qualifying degree, they will be appointed to the position identified in the position description and/or negotiated at time of hire at the beginning of the next academic year, or for 12-month appointments the next July 1.

Board of Regents policies classify those on a tenure-track line who are not yet tenured as probationary faculty members. Probationary faculty members’ contracts may be renewed year-to-year with satisfactory progress toward tenure until their tenure notification date. Letters of offer indicate the date by which a probationary faculty member must be awarded tenure. The date by which materials must be submitted is determined by the probationary faculty member’s tenure-home academic unit. Once tenure is granted, they are on a continuous appointment, which cannot be terminated except by a) financial exigency, b) elimination of a program, c) chronically poor performance, dereliction of duty, abandonment of responsibilities, or other cause specified in Board of Regents policies, or d) the faculty member’s choice to leave employment by the university.

Tenure and promotion evaluations are made considering:

- the candidate’s position description and other documented expectations.
- the candidate’s unique apportionment.
- published criteria for promotion and tenure consideration.
- time in rank since appointment or last promotion.

In most cases, probationary faculty members are considered for tenure and promotion simultaneously. While decisions about tenure are independent of decisions about promotion, for those at the Assistant Professor rank a positive recommendation about tenure is normally accompanied with a positive recommendation about promotion.

Criteria for Tenure and Promotion to Associate Professor

Candidates for tenure must demonstrate that their contributions are of sufficient relevance and significance to warrant the university’s long-term commitment to their employment. This includes:

- Documented excellence in each area of their apportionment (see below).
- Cumulative and sustained contributions and accomplishments at the level of excellence expected of a faculty member in their field considering the unique expectations of their position.
- Dissemination of research findings and/or the results of teaching and Extension scholarly endeavors through peer reviewed publications and presentations at professional society meetings.

- For those with research and Extension appointments, evidence that they are bringing or have brought their programs to scale, which often includes funding from external sources¹.
- Contributions to the graduate program that includes serving graduate students as advisor and/or committee member.
- Contributions to environments that facilitate engagement and learning for all constituencies (students, community members, partners, etc.) and the success of their peers and colleagues.
- Sufficient evidence that the faculty member's contributions will continue into the indefinite future.
- An upward trajectory in professional growth and development of expertise.
- Contributions to faculty governance by accepting committee assignments relevant to their position and through active contributions to the expected outcomes of those committees and their academic unit.

Regardless of apportionment, to be tenured and advanced in rank tenure-line faculty members will demonstrate a portfolio of scholarship that advances the discipline and that is nationally recognized for its relevance and impact. The artifacts serving as evidence of achievement of this standard are dependent on the discipline and the faculty member's unique apportionment and position description.

Criteria for Promotion to Full Professor for Tenure-track Faculty Members

In addition to the above, for advancement to Full Professor successful candidates will demonstrate:

- achievements sufficient to merit recognition as distinguished authorities in their field.
- that they hold the professional respect of their colleagues both locally and nationally.
- contributions to mentoring early career faculty members in areas related to their expertise and apportionment.

The following criteria pertain to the faculty member's unique apportionment configuration.

Teaching

For tenure and advancement to Associate Professor:

Teaching excellence established by:

- Teaching assigned courses in a way that creates environments conducive to student learning.
- Evidence of professional development in instructional improvement and/or student advising (undergraduate, graduate, honor's thesis, etc.).
- Contributions to the general welfare of the unit in a way that advances the teaching and learning mission (e.g., active participation in committee assignments related to the curriculum, student advising).

For advancement to Professor:

In addition to the above, the tenure-track faculty member should demonstrate teaching excellence by:

- Evidence that their courses are current in disciplinary knowledge and pedagogical practices.
- Evidence that they are advancing the discipline.
- For those with majority teaching apportionments: publications, presentations, or similar evidence of the scholarship of teaching within their discipline.

¹ Academic units will specify the unique requirements consistent with disciplinary standards and taking into consideration unique faculty apportionments. For some units, external funding may be required for tenure. For other units, attempts to secure funding and/or to position oneself to participate in teams may be what is required for tenure.

Research

For tenure and advancement to Associate Professor:

- a. Independence² in developing and contributing to their research program(s) and project(s).
- b. Relevant contributions to research program areas and to the research mission of the academic unit, IANR and UNL.
- c. Record of using research to generate products, including intellectual property, consistent with disciplinary standards that indicates a high probability of a sustained career-long record of research excellence.
- d. Ability to direct the research efforts of others (e.g., students, post-docs, staff) in an environment that nurtures their success and that facilitates recruitment, access, and mentoring.
- e. National professional recognition for research.

For advancement to Professor

In addition to the above, for advancement in rank to Full Professor the tenure-line faculty member should demonstrate:

- a. Leadership among research teams (for those with majority research apportionments).
- b. National and international recognition for research findings and expertise.
- c. Success in receiving external funding commensurate with bringing the research program to scale.

Extension (Specialist)

For tenure and advancement to Associate Professor:

- a. Contributions to Extension program areas and Extension programs that demonstrate essential expertise to the success of the program.³
- b. Demonstrable impact of Extension programming learning outcome achievement.
- c. Program reach relative to capacity.
- d. Continued development of content expertise relevant to Nebraska Extension.
- e. Leadership and collaboration as a science content expert among Extension teams and program areas (one or more).

In addition to the above, for advancement to Full Professor tenure-line faculty members with Extension appointments demonstrate:

- a. Recognition by colleagues and clientele for intellectual depth, versatility, and effectiveness in Extension activities which contribute substantially to programs of the academic unit, Institute, University, and to the people of the State.
- b. For those with majority Extension apportionments, national recognition for expertise that advances Extension programming.
- c. Demonstrated continued attention to professional growth and development of expertise.

² IANR values contributions to teams and collaborative research endeavors (see <https://ianr.unl.edu/documents/Expectations-for-Team-Science.pdf>). “Independence” can be demonstrated in a variety of ways. The expectations for artifacts pointing to independence should differ depending on apportionment. For example, PI status and lead or corresponding author may be appropriate expectations for artifacts of independence for those with majority research apportionments but not for those with minority research apportionments.

³ See <https://ianr.unl.edu/documents/Expectations-for-Team-Science.pdf>.

INDICATORS OF EXCELLENCE

Tenure-track faculty members are expected to provide artifacts indicating excellence relative to their apportionment configuration and expectations identified in their position description. The following are examples of artifacts indicating excellence in each apportionment area. These lists are not exhaustive and faculty members do not need to have every artifact on the list. Faculty members, P&T committee members and administrators should have an expansive view that allows them to include other relevant scholarly contributions that demonstrate excellence. Also, artifacts are not equal in the degree to which they indicate excellence; some carry greater weight than others. Faculty members should refer to the guidance documents at the division and academic unit level and consult with peers and unit leaders in determining the weight given to artifacts being used to indicate excellence.

Teaching

Continuous Improvement

- Continuous improvement of teaching plan
- Teaching or course portfolio
- Participation in the UNL Faculty-led Inquiry into Reflective and Scholarly Teaching (FIRST) or departmental/college peer- review of teaching programs
- Curriculum and/or course development or revision
- Evidence of innovative practices that enhance student learning

Student Learning and Success

- Student evaluations
- Number of undergraduate advisees
- Number of graduate students successfully completing degree
- Number of graduate student committees
- Student achievement/outcomes
- Student awards
- Outcome-based assessment of degree programs (peer review by other institutions or industry, placement of students, etc.)
- Contributions to recruitment and retention

Disciplinary and Interdisciplinary Collaboration

- Co-development of a course or curriculum that leverages multidisciplinary expertise
- Documented contributions of content expertise in collaborative teaching efforts
- Co-editorship of textbook
- Team grants with teaching and learning activities and/or that advance teaching and learning initiatives
- Organizer and/or facilitator of teaching and learning training workshops

Recognitions of Excellence

- National and international recognition of teaching excellence and/or curricular development (e.g., awards, invitations to serve on boards, task forces, etc.)
- Leadership in professional organizations

Scholarship of Teaching and Learning

- External funding for teaching and learning initiatives

- Scholarship of Teaching and Learning (SOTL) activities, products and outcomes. Examples include:
 - classroom research on the effectiveness of teaching approaches
 - funded grants
 - peer-review publications
 - presentations and workshops on teaching and learning
 - authorship of textbooks
 - development of software or other teaching materials used by other faculty and students at UNL and students and/or at other colleges or universities

Other Contributions to the Teaching Mission

- Service on academic unit, CASNR, IANR or UNL committees

Research

Research Scholarship and Impact

- Refereed publications in journals
- Books
- Book chapters
- Citations/impact factors of publications
- H-index and similar
- Conference proceedings, papers and presentations
- Conference abstracts
- Media mentions
- Maps
- Evidence that research findings are contributing to the development of knowledge and practice.
- Software development, downloads and usage.

Collaboration and Team Science

- Contributions to research collaborations/teams
- Initiating new research networks/collaborations/teams
- Global engagement in research/international research activity

Intellectual Property and Industry Development

- Patents
- Patent applications
- Scientific disclosures
- Start-up company
- Research partnerships with industry scientists
- Consulting (e.g., industry, federal agency, stakeholders, commodity boards)
- Model, product and tool development.

Creative Activity (most relevant to faculty members in Textiles, Merchandising & Fashion Design)

- Exhibitions
- Films

Recognitions of Research Expertise and Excellence

- Editorships (including Associate Editor or similar)

- Awards and recognitions (university, national, international)
- Professorship/Chair
- Panel review
- Service on scholarly advisory, professional society and federal government committees
- University and IANR research center leadership
- Professional society leadership

Research Funding

- Funded grant proposals (federal)
- Funded research (commodity)
- Funded research (industry)
- Funded grant proposals (internal to include Grand Challenges, NU NRI, NU Collaboration Grants, Bridge, Strategic)
- Grants submitted (not funded)
- Grant awards

Mentorship and Student Learning

- Graduate students that have completed their programs.
- Graduate student awards and recognitions.
- Undergraduate student mentoring in research
- Postdoc sponsorship and mentoring

Other Contributions to the Research Mission

- Service on academic unit, ARD, IANR or UNL committees

Extension/Engagement

Impact, Value and Reach

- Impact narratives (e.g., success stories, impact statements)
- Citations of publications, publication downloads and impact factors in Extension publications.
- Evidence of innovation and creativity in response to community or other partner needs.
- Programs, products and services that promote informed decisions and/or improve quality of life.
- Documentation of the quantity, strength, and impact on stakeholders such as:
 - enactment of related legislation
 - adoption of innovations
 - widespread changes in professional practice.
- Examples of verified outcomes and impacts.
- Media mentions.
- Curriculum downloads and usage.
- Rapid delivery platform usage.
- Website reach and usage
- Software downloads and usage.
- Social media content mentions, likes, subscriptions, and forwards.

Engagement and Curriculum

- Connecting research with the appropriate markets (e.g., commercialization).

- Documentation of peer-to-peer platforms (e.g., engagement with government, schools, non-profits, business, and/or industry in the co-creation of programming).
- Programs and products developed and/or implemented.
- Demonstrated leadership, innovation, or entrepreneurship.
- Evidence of strong rapport and following among potential audiences.

Collaboration and Contributions to Program Areas

- Documentation related to partnerships, engagement, and collaborative efforts internally and externally.
- Industry or commodity board partnerships.
- Documented contributions of science content expertise to teams and program areas.
- Documented engagement with Extension Educators in teams and program areas.

Scholarship

- Relevant scholarly contributions in Extension's priority programming focus areas.
- Scholarly engagement-related publications with evidence of national/international visibility.
- Publications that translate research for practitioners, entrepreneurs, business/industry leaders, and/or policy makers.
- Documentation of applied translational research.
- Material that documents interdisciplinary approaches to solving complex problems.

Contributions to Graduate Student Learning and Success

- Service as graduate advisor and member of graduate committees.
- Student recruitment into the graduate program.
- Engaging graduate students in Extension activities.

Recognition and Awards

- Evidence of statewide, regional, national and international contribution and recognition.
- Extension/engagement team and individual awards and recognitions.
- Graduate student and/or undergraduate student awards.
- Letters of support and/or acknowledgement of contribution.

Revenue Generation

- Funded grant proposals or other external resources generated to contribute to programming efforts.
- Proposals submitted (not funded) for external funding related to Extension programming.
- Sponsorships

Other Contributions to the Extension Mission

- Service on academic unit, Extension, IANR or UNL committees

Integration Across Mission Areas

- Funded team projects with expected outcomes across multiple mission areas (e.g., research and Extension).
- Team publications that address outcomes and impacts affecting multiple mission areas.
- Student experiential learning that engages Extension Educators and/or research professors.

- Development and teaching of for-credit courses that incorporate faculty members who don't have teaching appointments.
- Guest lectures by those who don't have teaching appointments.
- Contributions to Extension programming by those who don't have Extension appointments.
- Developing Nebraska NOW courses.
- Development of stand-alone research or Extension products that can be brought into the classroom.
- Participation in UCARE.
- Recruitment of students into the undergraduate or graduate program when the faculty member doesn't have a teaching appointment.
- Involving field research in for-credit teaching and/or Using agricultural or natural resource sites for teaching platforms.