

# **GUIDELINES FOR THE PREPARATION OF PROMOTION DOCUMENTS FOR PROFESSORS OF PRACTICE**

## **Department of Agronomy and Horticulture**

(Approved by faculty vote - June, 2022)

The Promotion and Tenure (P&T) Committee of the Department of Agronomy and Horticulture (A&H) offers the following guidelines for the preparation of documents for faculty that are assistant and associate professors of practice seeking promotion. The guidelines are intended to facilitate the development of effective promotion materials that clearly reflect the accomplishments and impacts of the body of work of a candidate. The promotion document should reflect the accomplishments and impacts of a candidate's work and the contents of the document should be guided in part by annual feedback from the mentor (s) and the P&T committee until the final submission.

### **GUIDELINES**

1. It is highly recommended that assistant professors of practice develop and submit a promotion document for review by members of the P&T Committee at least three months prior to submission of the full package for promotion. This document should be similar to the package that will eventually be submitted for consideration for promotion. The document will allow feedback from the P&T committee on the:
  - candidate's teaching program development including evidence of reflection (i.e., self-assessment, student evaluations) and improvement in course approach.
  - accomplishments in terms of numbers of students taught, student credit hours, student learning objectives addressed, student achievement of course learning objectives and evidence-based teaching practices.
  - scholarly output, or development of curricula and student experiential learning, and overall impacts on teaching in the department as it relates to the Agronomy and Horticulture degree programs, and college, and university academic mission.

The document should be reviewed by the mentor(s) for feedback prior to submission to the P&T Committee.

2. The components of the document (see candidate statement section) should be based on the candidate's apportionments (Teaching and/or Extension and Service).
3. The document will include sections regarding the impact of each component, written in a manner understandable by reviewers outside the specific area of expertise. Impacts should include statements regarding how the candidate's work is related to the mission of the department, IANR, and UNL as well as impacts on students and the broader community through outreach. It should include how the faculty member creates, executes, directs, and collaborates on teaching concepts and experiential learning that amplifies the impact of the degree program, student success as well as on UNL, the state of Nebraska, and nationwide. Furthermore, the document will clearly show links and synergies among the candidate's different responsibilities.

4. The candidate should include only evidence of significant contributions to teaching and learning, achieving student learning objectives, development, and delivery of experiential learning opportunities and any scholarly contributions to approaches to student learning and pedagogy. Simply listing accomplishments and activities without showing impacts on student learning or scholarly achievement is discouraged. Significant honors recognizing excellence in teaching, mentoring, and development/delivery of experiential learning should be documented. The document should contain the following: CV, Summary, Narrative, and Appendices (as described more fully below). The narrative of the document excluding CV, summary, and appendices should be no more than **15 pages** (12 pt font size, single spaced). The narrative should reflect the candidate's apportionment. For example, a candidate with 50% teaching and 50% extension appointment will write about 7.5 pages for teaching and 7.5 pages for extension.
5. It is the candidate's responsibility to make sure that all materials are well written, complete, and organized. Because the committee is required to limit discussions to what is in the document, all accomplishments and impacts must be clearly documented. A well-written document should tell a clear story about the candidate's work and impacts. It should be concise but long enough to include relevant accomplishments and impacts.

## **DOCUMENT CONTENTS**

- a. **Summary page** (1 page). One-page Table of Content of the most critical points with references to the specific page number in the document. To make the summary more readable, include sections as appropriate for teaching, extension, service and research if applicable. Include statements of the impact(s) of those activities listed.
- b. **Candidate statement** (up to 15 pages). This is the core of the P&T document. It will illustrate the importance and significance of the candidate's contributions, accomplishments, and impacts. It will show the candidate's most significant achievements and activities, explain the significance of the work, and highlight its impact. Teaching, outreach/extension, research if applicable, developing curricula, and mentoring students often involve multi-disciplinary and multi-investigator teams.

The content of the document should be based on apportionment:

- i. Teaching overview. An overview directed to a broad audience.
- ii. Teaching philosophy, goals, accomplishment, and impacts. This should include the candidate's vision or goals for the future of his/her teaching portfolio and how it contributes to the department and university mission, and goals for the broader scientific community. Include student learning outcome targets for our degree programs and provide a list of courses taught, number of students in each course, and number of student credit hours generated. Include student survey results and/or other indicators of quality/performance to illustrate the teaching impact and student reflection if available.

- iv. Extension education/outreach philosophy, goals, accomplishment, and impacts. The document should include the candidate's vision or goals for the future of their extension education and outreach programming and how it contributes to the department and university mission, and goals or the broader scientific community.
- v. Mentoring. The document should include a list of past and current undergraduate and graduate students that the candidate mentored, mentees' success and professional career. Impact of mentoring must be discussed clearly.
- vi. Service goals, achievements, and any impacts at the departmental, university, community, national and international levels should be concisely described.

**c. Curriculum Vitae** (up to 15 pages). It will include the following:

- i. Current Position (% responsibility in teaching, research and/or extension).
- ii. Education (degrees, specialization, degree-granting institutions and dates).
- iii. Academic Experience (employment history or faculty positions held).
- iv. Contribution to Professional Organizations (intramural and extramural services).
- v. Invited intramural and extramural presentations and seminars.
- vi. Awards or Honors in recognition of teaching, research and extension.
- vii. Peer-reviewed journal articles and book chapters (published or in press). Other creative resources that may not have been peer reviewed but align with learning outcomes such as videos, animation, and other learning objects may be included. For other creative resources provide an indication of usage by students or other teaching professionals. The list should separate work initiated at UNL from work initiated at previous institutions even if the work was written while at UNL. It should clearly state candidate's contribution to each publication (e.g., this was candidate's student manuscript). The place of the candidate's name in the list of names on a manuscript is not sufficient to judge the extent of candidate's contribution. Include indicators of publication impact (#6 below).
- viii. Peer reviewed extension publications. Non-peer reviewed publications can be concisely summarized in text. It is not necessary to include every extension presentation. Rather, the candidate should summarize the number of presentations, number of individuals affected, and the impact.
- ix. Grants. The CV should clearly define the candidate's role on the grant and the dollar amount of the total for each grant allocated to the candidate's program. A Table can be helpful to easily visualize grants including funding type (i.e., external, internal), duration, funding amount, and candidate's grant portion. The candidate is discouraged from listing multi-investigator grants in which they play only a very minor role or just listed as an investigator on the application.

**d. Appendices.** These should be minimized to ONLY the most significant and relevant information. Appendices should not contain any new information not referenced in

the Candidate Section. A large number of appendices (i.e., entire manuscripts attached) is not recommended and will not offset deficiencies in the main document. The candidate should refer to the IANR guidelines for the evaluation of faculty: Annual Evaluation, Promotion, Tenure, and Reappointment for examples: <https://agronomy.unl.edu/faculty/PromotionTenure/IANR-Guidelines-for-Evaluation-of-FacultyPromotion-and-Tenure04.24.2020.pdf>

6. Suggested impact indicators. The candidate is encouraged to:
  - i. Provide a measure of impact for both refereed publications (e.g., h-index, i10 index, number of citations) and journals (i.e., impact factors). Here it will be important to provide peers with an understanding of the status of journal in the candidate's field as many on the promotion and tenure committee may not be familiar with journals in the education field.
  - ii. Provide an explanation of major local, national, and international awards, which should be listed in the Awards or Honors in recognition of teaching, research and extension section of the document under "Local, national or international recognition" subsections.
  - iii. Provide an indication of how selective an invitation was for major invitations at local, national and international meetings or addresses selected by peer review, which should be listed under the Invited intramural and extramural presentations and seminars of the document in the subsection "Invited lectures presented at regional, national, and international meetings and/or other educational institutions".
  - iv. Illustrate teaching impact via student evaluations, surveys, and recognition. It is not necessary to include extensive lists of evaluation comments but selected comments may be exemplified. Share course improvement strategies based on the role and contribution of the course to the curriculum.
  - v. Provide measures of impact of extension programs including quantitative change in behavior, knowledge, number of producers or stakeholders reached with presentations, increases in farm profitability, and surveys.
7. Three external letters of reference will be solicited by the Department Head only for promotion from associate professor of practice to full professor of practice and included in the final document. Candidates will provide a list of potential external reviewers as solicited by the Department Head. External reviewers will receive an early version of the full Promotion document, which may be further updated by the candidate closer to the time of final submission to the P&T committee.

The P&T Committee will maintain open communication and an interactive process for developing effective promotion documents. Thus, the candidate should not hesitate to contact the committee chair or any members with questions regarding the preparation of documents and subsequent feedback.