



## University of Nebraska-Lincoln Documentation Request for Promotion and/or Tenure

Files should be compiled in accordance with the information below. For files submitted to the Vice Chancellor for IANR, all materials must be compiled into a single pdf document and submitted electronically. For files submitted to the Executive Vice Chancellor, materials must be put into a binder with clearly labeled sections in “Documentation Request” order. Please do not insert additional section dividers or use page protectors, as these things make processing the files more difficult.

### I. Administrative Section (to be prepared by department)

- A. Copy of any current college or department promotion and/or tenure guidelines
- B. Appropriate transmittal form
- C. Annual evaluations and/or reappointment letters by Department Chair/Head
- D. Promotion and tenure evaluations, as applicable, in this order
  - 1. Internal evaluations<sup>1</sup>
    - a) Letter from Department Review Committee
    - b) Letter from Chair
    - c) Letter from College or Institute Committee
    - d) Letter from Dean(s)
  - 2. External reviews<sup>2</sup>, to be preceded by
    - a) Sample letter soliciting evaluation<sup>3</sup>
    - b) Candidate’s waiver form
    - c) Brief statement of how external reviewers were chosen, their qualifications and relationship to candidate
- E. Teaching information<sup>4</sup>
  - 1. Peer evaluation of teaching
  - 2. List of courses taught with summary of quantitative data from student teaching evaluations, if available
- F. Summary of extension activities<sup>5</sup>

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<sup>1</sup> For each faculty group that votes (e.g., department tenured faculty, college promotion and tenure committee), the file should include an accompanying letter from that faculty group, addressed to the appropriate administrator, explaining the vote. To preserve the principle of faculty independence, faculty sentiment should be written by faculty rather than included as part of the administrator’s letter. This means that there should be at least two, and up to four, internal evaluations in the file. In each case, any negative vote or rating should be addressed in the corresponding letter. Each letter should address all components of the candidate’s apportionment and recommendations should take the relative weights of the different categories of apportionment into account.

<sup>2</sup> External evaluations should be requested from faculty holding appropriate rank 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.

<sup>3</sup> See sample letter online at <http://academicaffairs.unl.edu/documents/promo-tenure/externalreviews.pdf>.

<sup>4</sup> Both items in this section must be included if the candidate’s apportionment includes teaching.

<sup>5</sup> This section must be included if the candidate’s apportionment includes extension.



**II. Candidate Section** (to be prepared by candidate)

- A. **Curriculum Vitae** (clearly note refereed or juried work; extent of contributions if collaborative work)
- B. **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 include the sections below, as appropriate to the candidate's 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 philosophy, goals, and summary of evidence that documents teaching achievements and local and broader impact (must be included if candidate's apportionment includes teaching)
  - 2. Research/Creative Activity philosophy, goals, achievements, significance and impact (must be included if candidate's apportionment includes research/creative activity)
  - 3. Service philosophy, goals, achievements, significance, impact at the department, college, university, professional and community levels (must be included if candidate's apportionment includes service)
  - 4. Extension philosophy, goals, achievements, significance and impact (must be included if candidate's apportionment includes extension)



**III. 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 students produced
  7. International activity
  8. 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. 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. Community service related to assignment
- D. Possible examples of supporting evidence of the quality and significance of extension activities:
1. EARS (Extension Accomplishments Reporting System)
  2. Citations
  3. Programming highlights and impacts
  4. Publications
  5. International activity
  6. Funded grant proposals