

Guidelines for Hire and Promotion of Non-Tenure Track Academic Positions **Adopted: by faculty vote on May 16, 2005**

College of Human Environmental Sciences **University of Missouri – Columbia**

Preamble

The purpose of this document is to provide guidelines for: a) the hiring of Non-Tenure Track academic faculty (of at least .75 FTE) at the Assistant Professor, Associate Professor, and Professor ranks in the College of Human Environmental Sciences, and b) the promotion of Non-Tenure Track academic faculty from Assistant to Associate Professor and from Associate Professor to Professor. This document applies to individuals whose titles include an opening designation of the position focus (i.e., Teaching, Clinical Practice, Extension, or Research) and then one of three academic faculty levels (Assistant Professor, Associate Professor, and Professor).

Selection and promotion regarding other Non-Tenure Track positions (e.g., Instructor, Research Associate, Specialist) are not considered on a college-wide basis but are considered at the unit level.

The initial appointment to a Non-Tenure Track academic appointment is very important to both the candidate and the unit or department. Specific job responsibilities and appropriate expectations should be explicitly stated in a written job description developed by the candidate's direct supervisor in conjunction with appropriate unit or department committees. The Non-Tenure Track appointee is a faculty member of a unit or department and must fulfill its mission. Therefore it is recommended that the candidate's home department or unit review all Non-Tenure Track academic appointments. Candidates for these positions should also be familiar with the guidelines and criteria associated with Non-Tenure Track academic appointments outlined in this document; these guidelines and criteria are critical both to the initial appointment and to promotion applications. Should the applicant be awarded a promotion that title is tied to the position rather than the person and, thus, the promoted individual is not guaranteed the same title should he or she move to a new position.

Hiring and Reappointment of NTT Faculty

- 1) Except in case of an emergency hire required to staff existing courses, search for NTT faculty members will be conducted on a regional or national basis, with a search committee appointed by the unit head. Where possible, at least one member of the search committee will be a NTT faculty member within the unit. Units that do not have any NTT faculty are encouraged to consider inviting NTT faculty within the college or within related disciplines on campus to be a part of the search committee. NTT faculty should be selected using a process comparable with that used for hire of tenure track faculty with interviews/presentations to unit faculty, staff, students and a full review of relevant materials (e.g. teaching evaluations, research publications, etc.). The search committee will make a recommendation to the unit head, who will make the final hiring decision, with the appropriate approval of the dean and campus. When NTT faculty members are emergency hires, they are encouraged to apply if the position is announced through the regular search process.

- 2) NTT faculty appointments in HES shall begin at a specified date and terminate at a specified date. Such appointments are usually for a period of one academic year, but may be for a single semester, depending on unit needs. No single term appointment shall be for a period longer than three years. Such three-year appointments should be reserved for the highest qualified, highest performing NTT faculty members.

**Part I:
Non-Tenure Track Faculty Academic Positions**

Major Attributes:

Non-Tenure Track Assistant Professor

The candidate for a Non-Tenure Track academic position at the rank of assistant professor should hold an earned doctoral degree or have equivalent professional competence as determined by a panel of peers within the candidate's unit. The candidate should be self-motivated and demonstrate the potential for leadership and creative abilities. In consultation with unit administrators, faculty, or designated mentors, evidence of the candidate's abilities is to be demonstrated in the candidate's resume, portfolio/dossier, reference letters, and/or interviews. The candidate must show potential for excellence in the area (Teaching, Clinical Practice, Extension, or Research) designated by the position title, as well as in Service and Professional dimensions related to the candidate's discipline and position.

Teaching (for Teaching Assistant Professor only)

- A potential for growth and excellence in teaching based on the candidate's resume, portfolio/dossier, reference letters and/or interviews.
- The ability to communicate clearly and the potential for growth in the communication of complex ideas.
- The potential for growth in the ability to produce effective learning support materials in the form of course development, state-of-the-art delivery systems, curricula development, and/or teaching scholarship.
- Evidence of potential effectiveness in the advisement of students and student organizations relevant to the candidate's position.
- Evidence of the use of teaching materials demonstrating current and appropriate scholarship.

Extension (for Extension Assistant Professor only)

- A potential for growth and excellence in extension activities based on the candidate's resume, portfolio/dossier, reference letters and/or interviews.
- The ability to communicate clearly and the potential for growth in the communication of complex ideas.
- The potential to produce effective learning support materials in the form of outreach program development, state-of-the-art delivery systems, materials development and/or Extension education scholarship.
- Evidence of potential effective work with clientele groups, including the potential to understand, evaluate and contribute to the solution of the problems of clients.
- Evidence of the ability to collaborate with others in the achievement of results.

- Evidence of use of outreach educational programs demonstrating current and appropriate research.

Research (for Research Assistant Professor only)

- Evidence of quality in research and potential for continued development in research.
- Evidence of potential to relate research findings to other areas.
- Potential for contribution to the productivity of other faculty.
- Evidence of ability to produce publishable work, including refereed articles and books, films, video tapes, audio tapes, public presentations, computer programs, or other appropriate delivery channels for scholarly work.
- Potential to secure extramural funding or other resources to support an independent research program.

Professional (for all Non-Tenure Track assistant professor appointments)

- Potential to make significant contributions to the profession.
- Potential to work collaboratively with professional colleagues.
- Potential for recognition as a leader in the profession.

Service (for all Non-Tenure Track assistant professor appointments)

- Potential to contribute to the achievement of the goals of the College of Human Environmental Sciences.
- Program Director

Major Attributes:

Non-Tenure Track Associate Professor

The candidate for a Non-Tenure Track academic position at the rank of associate professor should hold an earned doctoral degree or have demonstrated equivalent professional competence as determined by a panel of peers within the candidate's unit. The candidate should be self-motivated and should have demonstrated leadership and creative abilities. Evidence of these characteristics is to be demonstrated in the candidate's resume, portfolio/dossier, and/or reference letters. The candidate must show evidence of developing excellence in the area (Teaching, Clinical Practice, Extension, or Research) designated by the position title, as well as in Service and Professional dimensions related to the candidate's discipline and position.

Service -- all Non-Tenure Track Associate Professor appointments

- Record of excellence in contributing to the goals of the HES. This service may be in the form of activities in areas outside of the candidate's position emphases (e.g., teaching by candidates in research positions or research by candidates in Extension positions).
- Record of service in response to requests to serve on unit, departmental, college and/or university committees, or to external professional organizations.
- Demonstrated excellence in providing information to the public as appropriate to position.
- Involvement with professional societies.

Teaching -- Teaching Associate Professor

- Demonstrated effectiveness of teaching based on the assessment of students and peers.

- Demonstrated production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art delivery systems, curricula development, teaching scholarship, workbooks, guides or textbooks, and/or other products.
- Demonstrated creativity in the form of the development or application of new teaching techniques, delivery systems and learning approaches to current subject matter.
- Demonstrated pursuit of excellence in the improvement and development of teaching competence.
- Demonstrated use of teaching materials incorporating current and appropriate research.
- Evidence of collaboration and cooperation with professional colleagues.
- A record of advisement of undergraduate, graduate, and postdoctoral students, and student organizations appropriate to one's department, position, and standing.

Extension -- Extension Associate Professor

- Evidence of state and regional recognition as a leader in the profession.
- Demonstrated capacity for organizing, presenting and implementing high quality outreach educational programs.
- Demonstrated effectiveness of outreach programs based on the assessment of participants and evaluators.
- Demonstrated production of effective outreach support materials in the form of material development, improved instructional techniques, state-of-the-art delivery systems, workbooks and guides, applied research demonstrations, reports and publications on applied research/demonstrations, or other products.
- Demonstrated creativity in the form of the development or application of new teaching techniques, delivery systems, learning approaches, and programs relevant to the needs of the discipline.
- Documented use of outreach educational programs demonstrating current and appropriate research.
- Demonstrated cooperation with colleagues in program development and implementation that contribute to the solution of clientele problems
- Demonstrated ability to secure extramural funding or other resources to support extension programming or research.

Research -- Research Associate Professor

- Evidence of state and regional recognition as a leader in the profession.
- Evidence of excellence in research and promise of continued growth.
- Evidence of creative and significant contributions to the profession.
- Demonstrated ability to produce published works, including refereed articles and books, films, video tapes, audio tapes, computer programs, public presentations, or other appropriate delivery channels for scholarly work.
- Demonstrated ability to secure extramural funding or other resources to support an independent research program.
- Evidence of contribution to the research of colleagues.

Major Attributes:

Non-Tenure Track Professor

The candidate for a Non-Tenure Track academic appointment at the rank of professor should hold an earned doctoral degree or have demonstrated equivalent professional competence, as determined by a panel of peers within the candidate's unit. The candidate should be self-motivated and have a sustained record of leadership and creative abilities. Evidence of these characteristics is to be demonstrated in the candidate's resume, portfolio/dossier, and/or reference letters and outside reviews. The candidate must show sustained excellence in the area (Teaching, Clinical Supervision, Extension, and/or Research) designated by the position title, as well as in Service and Professional dimensions related to the candidate's discipline and position. These requirements thus include:

- National recognition as an expert in field of specialization.
- Active involvement in national/international and professional/scientific societies.
- A record of ancillary activities showing disciplinary recognition of stature, including service on professional committees or panels, participation in program or application reviews, consultation with regional or national organizations, or other appropriate activities.
- Developed linkages with international scientists and institutions, as well as undertaken international experience, as is appropriate to position and field.
- A record of excellence in contributions to service. This service may be in the form of activities in areas outside of the candidate's position emphases (e.g., teaching by candidates in research positions or research by candidates in Extension positions).
- A record of sustained service in response to requests to serve on unit, departmental, college, and/or university committees and professional organizations.
- A record of excellence in providing information to the public as appropriate to position.
- A record of excellence in cooperation with agencies and constituencies meeting public needs.

Teaching and Clinical Supervision (for Teaching Professor only)

- Record of sustained recognition by students and peers as a stimulating, inspiring and effective teacher.
- Demonstrated sustained use of current and appropriate scholarship in the field.
- Produced a body of work demonstrating excellence in the production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art delivery systems, curricula development, scholarship, workbooks, guides or textbooks, and/or other products.
- A record of effective and sustained advisement of undergraduate, graduate, and postdoctoral students, and student organizations, as appropriate to one's department, position, and standing.
- A record of initiative and involvement in curriculum improvement.
- A record of having applied innovative approaches to educational experiences.
- Clinical candidates should be widely perceived as master clinicians who serve as role models for students and other faculty members. They should be widely sought after on an institutional, regional, and national, level for their clinical expertise. Candidates should be clearly recognized as significant leaders within their clinical areas.

Extension (for Extension Professor only)

- Sustained record for organizing, presenting and implementing high quality outreach educational programs.
- Sustained excellence in the organization and participation in a variety of outreach or continuing education programs contributing to the success of the extension program.
- Sustained effectiveness of outreach programs based on the assessment of participants and evaluators.
- Produced a body of effective outreach support materials in the form of material development, improved instructional techniques, state-of-the-art delivery systems, workbooks and guides, applied research demonstrations, reports and publications on applied research/demonstrations, and/or other products.
- Sustained creativity in the form of the development or application of new teaching techniques, delivery systems, learning approaches, and programs relevant to the needs of the discipline.
- Sustained use of outreach educational programs demonstrating current and appropriate research.
- Assumed leadership role in cooperative projects with colleagues that contribute to the solution of clientele problems.

Research (for Research Professors only)

- Conducted research and produced research products recognized as significant by nationally and internationally-known experts in the discipline of the candidate.
- Sustained production of published works, including refereed articles and books, films, monographs and series publications, films, video tapes, audio tapes, computer programs, public presentations, or other appropriate delivery channels for scholarly work.
- Where appropriate, demonstrated ability to secure extramural funding or other resources to support an independent research program.
- Where appropriate, demonstrated ability to work on collaborative research projects with colleagues.

Part II - Promotion of Non-Tenure Track Faculty

Part II is a discussion and listing of the areas of consideration in promotion of Non-Tenure Track academic appointments to levels of associate professor and professor.

The decision to apply for promotion by Non-Tenure Track faculty members is an elective one. There are no established or rigid timetables for promotion of Non-Tenure Track academic appointments, because applications for promotion depend upon individual accomplishments, situations, and desires to seek promotion.

There are no minimum or maximum limits on the number of times that an appointee may enter into the promotion review process. It is expected, however, that only candidates with at least reasonable chances for promotion and the approval of their department or unit will ask for review. In many cases, the pre-promotion review will be a significant indicator of an applicant's progress toward promotion.

A recommendation to accept or deny the promotion application of a Non-Tenure Track academic appointment carries no automatic rewards (apart from change in title) or penalties from the college.

Promotion: General Considerations

The Non-Tenure Track academic assistant professor should anticipate and prepare for advancement to the levels of Non-Tenure Track associate professor and professor at the University of Missouri. To this end, the Human Environmental Sciences' faculty and administration expect appointees to compile evidence of their activities, productivity, creativity and professional development. The review for promotion is one of the mechanisms for demonstrating these achievements.

In cooperation with the unit, it is critical that Non-Tenure Track faculty provide comprehensive documentation of their position, including letter of appointment identifying home department or unit and initial position description, communications detailing changes in position responsibilities, and any other statements regarding expected performance. The duties of each appointee are agreed to by the unit leader and the Non-Tenure Track faculty member hire at the time of hiring, documented in writing, and reviewed annually. Redefinitions of these assignments should normally be documented in the annual evaluations by the unit leader. Most HES positions have an assigned concentration in teaching, extension, or research.

Evaluation of the candidate's application for promotion is normally focused on one of three areas of appointment--teaching, extension, or research--as well as related service and professional activities. In cases where Non-Tenure Track candidates have an official split appointment, evaluation should be apportioned to areas as relevant to the candidate's appointment. A faculty member to be considered for promotion in a Non-Tenure Track academic position should have demonstrated professional excellence in the specific area(s) of assigned responsibility. Accomplishments in service and professional activities related to one's position and job description, while insufficient in themselves for promotion, are necessary adjuncts to the work of Non-Tenure Track academic appointments.

In promotion considerations, the total contribution of the faculty member to the mission of the college over a sustained period of time is to be taken into consideration.

Professional development in the form of a renewal experience is recommended prior to promotion to the level of full professor in a Non-Tenure Track position. Appropriate international experience is recommended as a possible component of that renewal process.

The development of specific criteria and guidelines by which to determine standards of excellence for promotion purposes is the responsibility of the faculty of the department/unit that includes the faculty member's discipline or area of expertise. Excellence in evaluation areas should be consistent with the established academic standards for each discipline.

Promotions to each rank shall be guided by the criteria/attributes of specific faculty ranks as detailed in Part I. The following concerns are highlighted as areas to which departments should

give special attention as they review, revise and develop their specific criteria of excellence for Non-Tenure Track academic faculty promotion considerations.

Teaching Appointments

An effective teacher communicates, stimulates and innovates. An effective and productive teacher actively seeks to improve teaching methodology, develops new courses where appropriate, adopts appropriate new media, and demonstrates a sustained effort toward the improvement of teaching. Such a teacher over time will have a record of keeping up with relevant and current instructional techniques and subject matter developments. The mature practitioner usually will have published workbooks, guides and/or textbooks, and/or produced educationally-based media materials such as films, video presentations, computer programs, and/or teaching related publications. Teachers are also expected to demonstrate a successful record of advising of undergraduate, graduate, and/or postdoctoral students relevant to the teacher's areas of interest, appointment, and academic standing.

Extension Appointments

An effective Extension outreach faculty member is an educator who develops successful outreach programs for instruction and delivery of knowledge to Missouri residents. An effective educator actively demonstrates creative development and use of media delivery systems to present programs that reflect the latest research information and technology. Extension educators normally work both on individual programs and as a contributor to team efforts and should develop continuity in program development relevant to their subject matter and areas of interest. Effective Extension educators actively seek to improve instructional techniques, develop new programs or activities, adopt appropriate new media, and demonstrate a sustained effort toward instruction improvement. Extension appointees are also expected to demonstrate a successful record of advisement to clientele groups and constituencies relevant to the educator's areas of interest and appointment.

Research Appointments

Non-Tenure Track research faculty members are expected to undertake creative efforts leading to the advancement of the profession through scholarly research, publications, and other activities. The quality and quantity of creative work, as well as its contributions to society and the professional community, are at issue. The body of work should demonstrate a sustained, high quality, scholarly effort. The mature practitioner should have a sustained record of securing extramural funding or the resources to support an independent research program.

Service and Professional Activity

A faculty member should have a record of sustained, effective service including department, unit, college, university, state and/or national committees. Candidates should be active participants in professional organizations and/or service organizations. Candidates should participate in efforts to inform the public of the contributions being made by HES.

Service contributions also include activities in areas outside of the candidate's position emphasis (e.g. teaching by candidates in research positions or research by candidates in extension

positions). While not required of applicants, such additional contributions constitute a service to the college and should be clearly documented by the candidate.

Part III - Promotion Process for Non-Tenure Track Faculty

Part III details the promotion process of Non-Tenure Track academic appointees in the College of Human Environmental Sciences. The primary administrative contact within the College for promotion matters is the Dean.

The procedure for promotion begins with the assignment of responsibility at the time of the initial appointment. Faculty members should begin building a portfolio and/or dossier from the start of employment. As discussed in Part II, it is critical that candidates, in cooperation with the unit, maintain a record of all official letters, annual reviews, and other documents relevant to their position and responsibilities.

Optional Pre-promotion review

A pre-promotion review is available to all Non-Tenure Track faculty seeking promotion to either Associate Professor or Professor status. This review is recommended, though not required, for Non-Tenure Track appointees seeking promotion to the level of Associate Professor or for the position of Professor. It is an especially useful mechanism for candidates seeking promotion from the Assistant to Associate level. There is no required timing for the pre-promotion review by unit faculty; it is suggested that such reviews are most useful one-three years prior to the intended year of promotion application.

The review is intended to serve as an indicator of a candidate's progress toward promotion and to identify potential areas for additional attention on the part of the applicant. A successful pre-promotion review does not guarantee approval in a formal promotion review. An applicant's portfolio or dossier for pre-promotion review will be prepared using the same guidelines as those for promotion, except that no special outside evaluations or reviews should be initiated solely for the purpose of a pre-promotion review.

The pre-promotion process may consist of some combination of the following as determined by the unit:

- Non-Tenure Track faculty submit portfolios/dossier to department/unit promotion and tenure committee for evaluation of the candidate's progress toward reaching the intended promotion level.
- The departmental or unit promotion and tenure committee writes a letter to the candidate and Unit Leader evaluating the candidate's potential for obtaining promotion.
- The Unit Leader reviews pre-promotion portfolios/dossiers and writes a letter to the candidate and the HES Promotion and Tenure Committee (HES P&T) evaluating the candidate's potential for obtaining promotion.
- Portfolios/dossier, if requested by the Unit Head, are forwarded to the HES P&T for evaluation.

- The HES P&T writes a letter to the candidate and the Dean (with copy to the Unit or Program leader) evaluating the candidate's potential for obtaining promotion. The portfolio/dossier is forwarded to the Dean for evaluation.

Pre-promotion review letters are intended as diagnostic feedback to the Non-Tenure Track appointee and do not automatically become part of the faculty member's dossier.

Review for Promotion to Associate Professor or Professor

Departmental/unit review for promotion. The departmental promotion and tenure committee evaluates the portfolio/dossier, votes on the candidate's worthiness, and prepares a recommendation in writing to become part of the promotion file. Part IV of this document provides suggestions for how to compile a portfolio.

For research appointments and, when appropriate, for teaching and Extension appointments, the Unit leader/departmental promotion and tenure committee may request supporting letters from peer reviewers. Peer and external evaluations of the candidate's performance can be essential components of the promotion process and a critical part of the dossier/portfolio.

The unit leader prepares a letter summarizing items required by the guidelines and a recommendation concerning promotion. The letter becomes part of the promotion file. The unit leader informs the candidate of the recommendation in writing.

Departmental Review is submitted to the Dean's Office. The complete dossier/portfolio and recommendations from the department/unit committee and the unit leader are forwarded to the Dean's office.

College Promotion and Tenure review. A majority of the faculty members for Non-Tenure Track faculty review shall be Non-Tenure Track faculty members, at the promotable or above level, supplemented by a sub-set of the regular P&T committee, chosen by that committee. The Non-Tenure Track faculty shall elect the Non-Tenure Track faculty members for the Promotion Review Committee from among the available Non-Tenure Track faculty at the promotable or above level. Until there exists a sufficient number of Non-Tenure Track faculty within the college to serve on the Promotion Review Committee, the regular P&T committee will secure Non-Tenure Track faculty members at the promotable or above level, from outside the college, to meet the above requirement.

The HES Non-Tenure Track faculty Promotion Review Committee receives their charge from the Dean and the files of Non-Tenure Track faculty promotion candidates. The HES Non-Tenure Track faculty Promotion Review Committee reviews the portfolios/dossiers. If questions arise, the committee may request additional information from the unit leader. Such additional information may be given with or without the candidate being present; however, the candidate has the option to be present.

College Promotion and Tenure Committee Review is submitted to the Dean. The college committee makes its promotion recommendations in writing to the Dean and informs the unit leader and candidate of its recommendations.

Review by the Dean of HES. The Dean reviews the promotion files and makes a decision communicated in a letter to the candidate and department/unit. The Dean reviews the promotion files and makes a decision communicated in a letter to the Provost with copy to the candidate and unit leader. The Dean will submit the Dean's recommendation with the candidate's promotion files to the Provost. Final decision regarding promotion rests with the Provost.

Candidates shall be kept informed of the status of their candidacy during each step of the promotion process. In cases of a negative recommendation, the candidate has the right to a hearing before the body/authority that made the negative judgment. In cases of a continued negative judgment, the candidate has the right to appeal to the next higher authority or body in the promotion process.

Documenting Performance for Promotion

Teaching appointments. It is imperative to document teaching performance and to provide evaluations (self, student, and peer) of teaching effectiveness. Procedures used to evaluate the impact of learning are also encouraged, including results from surveys which measure the impact and hence the outcome of the teaching efforts of the candidate. Other evidence might include awards, exceptional recognition from students, and evidence of students' success.

For promotion considerations, the portfolios of applicants for the title of Teaching Associate Professor must include formal peer evaluations conducted by qualified individuals from the candidate's home department or unit. Applicants for the title of Teaching Professor must include at least five peer evaluations by qualified individuals external to the candidate's department or unit. Because effective peer evaluations require a long period of time for planning, implementation, and completion, it is suggested that the candidate's department/unit initiate this process one year before the planned date for submitting the promotion application.

Peer evaluation processes should be developed by the candidate's department or unit. Suggested guidelines are available from the MU Program for Excellence in Teaching. Peer evaluations should, as a minimum, include visits to the candidate's classroom or place of instruction and assessment of teaching strategies, materials, and performance. It is often very useful to have visits by at least two faculty observers for each of several courses or presentations. Surveys or interviews with students and alumni of the candidate's classes can also be included as part of the candidate's evaluation.

The goal of peer evaluations is to obtain qualified and comprehensive evaluations of the candidate's teaching. Peer evaluations should represent an independent and objective assessment of the candidate's accomplishments relative to teaching promotion criteria. Evaluations should be solicited from individuals who can assess the candidate's completed and active courses, materials, strategies, and related activities in an impartial, informed, and objective way. Evaluators should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate. Please be

careful that letters soliciting external evaluation be impartial in their requests and ask for an in-depth analysis of the candidate's performance. The qualifications of the teaching evaluators should be provided in the portfolio so that committees considering the candidate will have a basis from which to judge statements made in the evaluation.

Extension appointments. It is important to document extension activities and to provide evaluations (self, clientele, and peer) of effectiveness. Procedures used to evaluate the impact of learning are encouraged, including results from surveys which measure the impact, and hence the outcome, of the extension efforts of the candidate. Other evidence might include awards, exceptional recognition from clientele, evidence of clientele success, or documentation of changes in behavior resulting from educational efforts of the candidate.

For promotion considerations, the portfolios of applicants for the title of Extension Associate Professor must include formal peer evaluations conducted by qualified Extension faculty or specialists working in Missouri. These individuals may be employed on or off campus. Applicants for the title of Professor must include peer evaluations by qualified individuals from outside the University of Missouri System. Ideally, the reviewer(s) for Extension Professor positions should be nationally recognized for efforts in extension education. Because effective evaluations require a long period of time for planning, implementation, and completion, it is suggested that the candidate's department/unit initiate this process one year before the planned date for submitting the promotion application.

The process of peer review of the Extension candidate for promotion should be developed by the candidate's department or unit. At a minimum, the evaluation should address the issues of technical quality of extension education material(s) produced by the candidate as well as strategies for delivery of those materials. While many of the same procedures used to document effective teaching performance may be applicable as well to the successful extension educator, the objective of most extension programming will ultimately be a change in behavior by some clientele group. Therefore, evaluations should include assessment of the adequacy of such material to realistically result in behavior change and/or improvement of the intended clientele. When the candidate has served as a member of a team extension effort, it is also helpful for the evaluation to address the significance of the candidate's contributions to that team's accomplishments.

The goal of peer evaluations is to obtain qualified and comprehensive evaluations of the candidate's extension work. Peer evaluations should represent an independent and objective assessment of the candidate's accomplishments relative to Extension promotion criteria. Evaluations should be solicited from individuals that can assess the candidate's completed and active Extension activities, materials, and products in an impartial, informed, and objective way. Evaluators should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate. Please be careful that letters soliciting external evaluation be impartial in their requests and ask for an in-depth analysis of the candidate's performance. The qualifications of the evaluators must be provided in the dossiers so that committees considering the candidate will have a basis from which to judge statements made in the evaluations.

Research appointments. External letters of evaluation of a candidate's research are critical components of the dossier for applicants for promotion to either Research Associate Professor or Research Professor. The unit leader solicits external evaluations on behalf of the candidate. External reviewers are chosen in consultation with the candidate and, often, the department or unit's Promotion and Tenure Committee.

The goal of external evaluations is to obtain qualified and comprehensive evaluations of the candidate's research programs and productivity. Letters should be solicited from referees that can comment in an impartial and objective way on the nominee's completed and current research, scholarly performance, and professional stature. Each external letter should represent an independent and objective assessment of the candidate's accomplishments relative to promotion criteria. External referees should preferably be at Carnegie Research I institutions, peer land grant institutions, government agencies, or research organizations of national or international stature. These referees should be nationally recognized for their work. They should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate and, in most cases, they should hold the rank of Professor (or its equivalent). Please be careful that letters soliciting outside evaluation be impartial in their requests and ask for an in-depth analysis of the candidate's performance and stature. The qualifications of the referees must be provided in the dossiers. This is necessary so that committees considering the candidate will have a basis from which to judge statements made by designated referees on behalf of the candidate.

All appointments. High value is placed on reliable and objective assessments of the quality of the candidate's performance in his/her assigned area(s). In undertaking peer and external evaluations, please keep in mind the following:

- Avoid the selection of former mentors or classmates as evaluators. The candidate and unit leader should select referees of reliable objectivity.
- The unit leader or chair of the departmental Promotion and Tenure Committee should initiate requests for letters from referees. A copy of request letters should be placed in the candidate's portfolio/dossier.
- Evaluators should be encouraged to restrict themselves to concise statements of the significance and quality of the candidate's contributions. These considerations have proven to be particularly useful to those evaluating the portfolio/dossier and, ultimately, the candidate.
- Personal familiarity of referees with candidates and their work is necessary when, for example, detailed descriptions of teaching innovations and techniques are at issue.
- Candidates should indicate by signature whether they waive the right of access to the letters of recommendation by outside reviewers.

Part IV - The Promotion Portfolio/Dossier of Non-Tenure Track Faculty

Portfolio/Dossier Documentation

Clarity in the presentation of the portfolio/dossier is critical to the successful completion of the promotion process. The uniqueness of each candidate is important and, therefore, each candidate's portfolio/dossier will differ. The portfolio/dossier should comprehensively review the candidate's activities and accomplishments. It should contain evaluations of an individual's

performance in the appropriate area of emphasis as well as professional and service activities relevant to the individual's assignment.

There are important features that candidates should represent in their portfolio or dossier. The discussion below is intended to help guide the Non-Tenure Track applicant for promotion by emphasizing those materials that the candidates themselves should accumulate and present.

Assembling the Portfolio/Dossier

The portfolio/dossier is assembled by the candidate with the advice of the mentor, unit leader, or departmental Promotion and Tenure Committee. In most cases, Teaching and Extension Non-Tenure Track faculty will focus on compilation of a promotion portfolio while Research faculty will generally prepare a promotion dossier. Teaching and Extension faculty may include information on research activities in their portfolios and Research faculty may include teaching or Extension activities in their dossiers.

Teaching and Extension Portfolios

Candidates should develop their teaching or extension portfolios in consultation with their supervisor, mentor, and other knowledgeable individuals. The MU Program for Excellence in Teaching is one good source of information about constructing teaching portfolios. It is recommended that prospective candidates for appointment begin thinking about their portfolios as soon as they begin their positions at MU and that they accumulate portfolio materials over time. Waiting for the year of one's promotion review to begin construction of a portfolio may result in less effective and comprehensive documentation of teaching or extension performance.

The components of individual portfolios will vary between individuals and appointments. Most portfolios typically contain variants of the sections listed below (with representative types of materials for each section):

- I. Teaching/Instruction Responsibilities (including instruction activities, courses and titles, frequency of instruction, enrollment statistics, information about students/clients, newly-designed instructions)
- II. Teaching/Instruction Philosophy and Goals (including statements on learning and teaching)
- III. Representative Instructional Materials (including syllabi, program outlines, curriculum, handouts, assignments, delivery methodologies, problem sets, study guides, written plans, visual aids, descriptions of non-print materials and field demonstrations/trips)
- IV. Evaluations of Teaching/Instruction (including summaries of standardized student or participant evaluations, unsolicited letters of evaluation, observation reports, peer evaluations)
- V. Teaching/Instruction Scholarship (including materials development, improved instructional techniques, state-of-the-art delivery systems, applied research demonstrations, workbooks)

and guides, reports and publications on teaching/instruction/applied research/demonstrations)

- VI. Awards and Honors (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the recognition)
- VII. Advising, Service, and Professional Activities (including service in curriculum and program development, supervising and advising, cooperative work with student and clientele groups and organizations, internship supervision, participation in associations, editorial or other responsibilities, organization of professional activities)
- VIII. Improvement Activities Undertaken (including participation in workshops and meetings on instructional improvement, grants and support for delivery and instructional improvement)
- IX. Procedure for Selection of Peer/Outside Reviewers Research Dossiers
Candidates should develop their research dossiers in consultation with their supervisor, mentor, and other knowledgeable individuals. The Provost's Office also supplies information on the construction of an applicant's promotion dossier. It is recommended that prospective candidates for appointment begin thinking about their dossiers as soon as they begin their positions at MU and that they accumulate dossier materials and information over time. Waiting for the year of one's promotion review to begin construction of a dossier may result in less effective and comprehensive documentation of one's research performance.

Research Portfolios

The components of individual dossiers will vary between individuals and appointments. Most dossiers typically contain variants of the sections listed below (with representative types of materials for each section). Publications, reprints and books are not to be forwarded with the portfolio/dossier for review, but should be available upon request.

- I. Narrative Summary of Accomplishments (including a summary of research interest areas, research activities)
- II. Lists of Books, Refereed Journal Articles, and Other Refereed Publications (including contribution of the candidate to scholarly activity for jointly-authored items, comments on the stature of the journals and publications in which items appear, and whether a work has appeared in print, or has been accepted [i.e., "in press," in which case documentation of acceptance should be provided in the Appendix])
- III. List of Other Publications, e.g. abstracts, proceedings, bulletins and non-referred publications (including estimated percent of the contribution of the candidate to jointly-authored items, comments on the stature of publication sources, and whether an item has appeared in print, or has been accepted (i.e., "in press," in which case documentation of acceptance should be provided in the Appendix).

- IV. Placement of Scholarly Works Table (including names of presses and journals, number of publications in each, rate of acceptance of submissions for each source)
- V. Extramural and Grant Support (including details on acquired funding and other resources, sources of support, number of years, salary coverage, salary and other resource support for graduate students and postdoctoral students, competitiveness of funding sources)
- VI. Awards and Honors for Research Activity (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the award or honor)
- VII. Service and Professional Activities (including summary of amount and quality of activities and contributions, participation in associations, editorial or other responsibilities, organization of professional activities)
- VIII. Procedure for Selection of Outside Reviewers
- IX. Peer Evaluations

General Points for all Portfolios/Dossiers

- Portfolio/dossiers should generally not exceed 25 pages. Letters of reference and qualifications of referees, applicant vita or resume, and all appendix materials are not included in this total.
- Portfolios/dossiers need to show evidence that the work being evaluated represents several years of effective and sustained achievement in the candidate's assigned area of responsibility.
- Verification of the professional standing and qualifications of the individuals providing letters of recommendation must be provided. The appendix of the portfolio/dossier is an appropriate place for such information.
- Innovation and creativity in teaching, advising, extension, international experiences and service are highly regarded attributes that distinguish the active, imaginative faculty member from others. Innovative and creative efforts should be documented and described in the appropriate categories within the applicant's portfolio/dossier.
- Updating of information in the dossier/portfolio should continue as needed as it moves through the review process.