Guidelines for Promotion of Full-time, Ranked, Non-Tenure Track Academic Positions

Part I

Non-Tenure Track Academic Faculty Titles

This document addresses the appointment and promotion of individuals in non-tenure track, ranked academic positions with a professorial designation in the College of Agriculture, Food and Natural Resources. Professional track and non-tenure track terms are used interchangeably throughout this document and within the College of Agriculture, Food and Natural Resources.

Within CAFNR, these positions typically entail emphasis in one of three areas: Teaching, Extension, or Research. Specifically, this document applies to individuals with professorial titles that include a designation of the position focus (i.e., Teaching, Extension, or Research), including Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor; Assistant Extension Professor, Associate Extension Professor, or Extension Professor; Assistant Research Professor, Associate Research Professor, or Research Professor.

Selection and promotion regarding Academic Associate, unranked positions (e.g., Instructor, Research Associate, or Specialist) are not considered on a college-wide basis.

The initial appointment to a Non-tenure track academic appointment is very important to both the candidate and the division or department. Specific job responsibilities and appropriate expectations should be explicitly stated in a written job description developed by the candidate's Division Director in conjunction with appropriate division or department committees. The Non-tenure track appointee is a faculty member of a division or department and must fulfill its mission. Therefore a candidate's home department or division must 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.

Attributes of 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 experience. The candidate should be self-motivated and demonstrate the potential for leadership and creative abilities. Evidence of the candidate's abilities is to be demonstrated in the candidate's resume, dossier, reference letters,
and/or interviews. The candidate must show potential for excellence in the area (Teaching, Extensions, 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 Assistant Teaching Professor only)**

- A potential for growth and excellence in teaching based on the candidate's resume, 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 and mentoring 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 Assistant Extension Professor only)**

- A potential for growth and excellence in extension activities based on the candidate's resume, 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 (for example: white papers, articles, audio/video or public presentations, computer programs), materials development and/or scholarly works.
- 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 Assistant Research 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, audio/video recordings, 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 Agriculture, Food and Natural Resources.
- Interest in serving on division, departmental, college or university committees.

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. 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, dossier, and/or reference letters. The candidate must show evidence of developing excellence in the area (Teaching, Extensions, 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 Associate Teaching Professor only)

- 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.
- A record of advisement of students, and student organizations appropriate to one's department, position, and standing.

Extension (for Associate Extension Professor only)

- 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 as they initiate and complete programs that contribute to the solution of clientele problems.

**Research (for Associate Research Professor only)**

- Evidence of excellence in research and promise of continued growth.
- Demonstrated ability to produce published works, including refereed articles and books, films, audio/video recordings, 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.

**Professional (for all Non-tenure track associate professor appointments)**

- Evidence of state and regional recognition as a leader in the profession.
- Evidence of creative and significant contributions to the profession.
- Evidence of collaborative and cooperative relations with professional colleagues.
- Involvement with professional societies.

**Service (for all Non-tenure track associate professor appointments)**

- Record of excellence in contributing to the goals of the CAFNR. 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 division, departmental, college and/or university committees.
- Demonstrated excellence in providing information to the public as appropriate to position.

**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. 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, dossier, and/or reference letters. The candidate must show sustained excellence in the area (Teaching, Extensions, 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 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 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.

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, audio/video recordings, computer programs, public presentations, or other appropriate delivery channels for scholarly work.
- Sustained ability to secure extramural funding or other resources to support an independent research program.
- Demonstrated leadership role in collaborative research projects with colleagues.
Professional (for all Non-tenure track professor appointments)

- National recognition as an expert in her or his 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.

Service (all appointments)

- A record of excellence in the contributions to the achievement of the goals of the CAFNR. 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 division, departmental, college, and/or university committees.
- 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.

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 division will ask for review. In many cases, the pre-promotion review (see Part III) will be a significant indicator of an applicant's progress toward promotion.

The current campus policy is to supply an increase to the base salary for those who receive a promotion on Non-tenure track effective with the title change. Denial of the promotion application of a Non-tenure track academic appointment carries no automatic penalties from the college.
Promotion: General Considerations

The Non-tenure track academic appointee 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 CAFNR's 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.

It is critical that Non-tenure track faculty provide comprehensive documentation of their position, including letter of appointment identifying home department or division and initial position description, communications detailing changes in position responsibilities, and any other statements regarding expected performance. The duty assignments for each appointee are agreed to by the Division Director and the hire at the time of hiring, documented in writing, and reviewed annually. Redefinitions of these assignments should be documented in the annual evaluations by the Division Director.

Evaluation of the candidate's application for promotion is focused on one of three areas of appointment — teaching, extension, or research — as well as related service and professional activities. 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 and of 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.

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/division 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.

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 Agriculture, Food and Natural Resources. 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 dossier from the start of
employment. As discussed in Part II, it is critical that candidates and Divisions/School maintain a record of all official letters, annual reviews, and other documents relevant to their position and responsibilities.

**Pre-Promotion Review**

A pre-promotion review is required of all Non-tenure track faculty seeking promotion to either Associate Professor or Professor. 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. It is an especially useful mechanism for candidates seeking promotion from the Assistant to Associate level. However, a successful pre-promotion review does not guarantee approval in a formal promotion review. An applicant's 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 review may occur entirely within the candidate’s home CAFNR Division.

It is suggested that a Non-tenure track Assistant Professor should serve in that position at least three years before beginning a pre-promotion review. Division Directors will establish a deadline for submission of the pre-promotion review – cognizant of the Department/Division P&T Committee schedule – that will allow for review of the candidate and feedback.

The pre-promotion review process consists of:

- The Non-tenure track faculty member submits dossier to department/division promotion and tenure committee for evaluation of the candidate's progress toward reaching the intended promotion level.
- The departmental or division promotion and tenure committee writes a letter to the candidate and Division Director evaluating the candidate's potential for promotion.
- The Division Director reviews the pre-promotion dossier and writes a letter to the candidate with suggestions to help prepare candidate to go up for promotion, usually within two to three years. The Division Director’s pre-promotion letter to the candidate shall be included in the final dossier for promotion. (Division P&T pre-promotion review letters are not included in dossier)

**IMPORTANT STEPS FOR PRE-PROMOTION REVIEW**

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<tr>
<th>Item</th>
<th>From</th>
<th>To</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Pre-promotion dossier</td>
<td>Candidate</td>
<td>Dept/Division P&amp;T committee</td>
<td>Vary by department</td>
</tr>
<tr>
<td>Pre-promotion dossier evaluation/letter</td>
<td>Dept/Div. P&amp;T</td>
<td>Division Director</td>
<td>Vary by department</td>
</tr>
<tr>
<td>Pre-promotion dossier review letter</td>
<td>Division Director</td>
<td>Candidate</td>
<td>Vary by department</td>
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Process and Schedule for Promotion Applications:
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.

**IMPORTANT DATES FOR PROMOTION PROCESS**

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<tr>
<th>Item</th>
<th>From</th>
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<th>Dates</th>
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<tbody>
<tr>
<td>List of upcoming faculty candidates for promotion</td>
<td>Division Director</td>
<td>Dean</td>
<td>1 April</td>
</tr>
<tr>
<td>Dossier (including list of potential external reviewers provided by candidate)</td>
<td>Faculty candidate</td>
<td>Division/Dept. P&amp;T Committee and Division Director</td>
<td>1 August</td>
</tr>
<tr>
<td>Request external review letters</td>
<td>Division Director</td>
<td>External reviewers</td>
<td>1 September</td>
</tr>
<tr>
<td>Receipt of external review letters</td>
<td>External reviewers</td>
<td>Division Director</td>
<td>1 November</td>
</tr>
<tr>
<td>Revised dossier (if necessary)</td>
<td>Faculty candidate</td>
<td>Division/Dept. P&amp;T Committee</td>
<td>1 November</td>
</tr>
<tr>
<td>Final dossier and recommendation letter</td>
<td>Division Committee</td>
<td>Division Director</td>
<td>1 January</td>
</tr>
<tr>
<td>Final dossier and recommendation letter</td>
<td>Division Director</td>
<td>Dean/College Committee*</td>
<td>15 January</td>
</tr>
<tr>
<td>Letter of recommendation</td>
<td>College Committee</td>
<td>Dean</td>
<td>1 April</td>
</tr>
<tr>
<td>Final dossier and recommendation letter</td>
<td>Dean’s Office</td>
<td>Provost</td>
<td>1 June</td>
</tr>
<tr>
<td>New appointment effective date</td>
<td>Provost</td>
<td>Faculty candidate and Division Director</td>
<td>1 September</td>
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* The CPTC begins reviewing the dossiers. If questions arise, the committee may request the testimony of the Division Director. Such testimony may be given with or without the candidate being present; however, the candidate does have the option to be present.

**Dossier Reviews**

External dossier reviews of the candidate's performance are essential components of the promotion process and a critical part of the dossier.

In requesting these reviews, please keep in mind the following:

- Avoid the selection of former mentors or classmates as evaluators. The candidate and Division Director should select referees of reliable objectivity.
• The Division Director 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 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 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. Referees must be informed in the solicitation whether the candidate has retained the right of access. The candidate should recognize that failure to waive the right of access seriously undermines the value of the external reviews.

Peer teaching and external dossier reviews of the candidate's performance are essential components of the promotion process and a critical part of the dossier.

The goal of the dossier review is to obtain qualified and comprehensive evaluation of the candidate's programs and productivity. Letters should be solicited from reviewers who can comment in an impartial and objective way on the candidate’s completed and current research, teaching or extension activities, scholarly performance, and professional stature as appropriate to the position.

Division Directors will explicitly communicate to external reviewers that the candidate is a non-tenure track faculty member being considered for promotion based on his or her performance in the sole appointment area of Teaching, Extension or Research as well as service and professional activities related to that primary responsibility.

Letters soliciting external evaluation must 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, to provide the Division and College P&T committees with a basis for judging statements made by designated referees on behalf of the candidate.

Each dossier review should represent an independent and objective assessment of the candidate's accomplishments relative to promotion criteria. The dossier reviewers should have appointments similar to that of the candidate. They should not represent any "conflict of interest" with the candidate and, in most cases, should hold the rank of Professor (or its equivalent).

Letters soliciting external evaluation must 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, to provide the Division and College P&T committees with a basis for judging statements made by designated referees on behalf of the candidate.
Because effective dossier reviews require a long period of time for planning, implementation, and completion, it is suggested that the candidate's department/division initiate this process six months to one year before the planned date for submitting the promotion application.

By September 1 (and preferably earlier) of the academic year in which a candidate will submit a promotion application, the Division Director should begin to solicit dossier reviews on behalf of the candidate. Reviewers are chosen in consultation with the candidate and, often, the department or division's promotion and tenure committee.

**Review Criteria**

**Teaching Appointments:** A minimum of four, maximum of six, reviews of the candidate’s dossier, on letterhead, are to be included in the promotion package. A minimum of two reviews must be external to the University of Missouri. Other reviews may be from faculty members outside the candidate’s department or division and one review may be from an individual at a non-academic institution such as a commodity group or government agency.

Extension and Research Appointments: A minimum of four, maximum of six, external reviews of the candidate’s dossier, on letterhead, are to be included in the promotion package. “External” means: external to the University of Missouri. Only one letter may be from an individual at a non-academic institution such as a commodity group or government agency.

**Teaching Appointments**

It is imperative that candidates document teaching performance and provide evaluations (self and student) of teaching effectiveness for the benefit of dossier reviewers, peer teaching reviews and promotion committees. Procedures used to evaluate the impact of learning are also encouraged, including results from surveys that measure the impact and hence the outcome of the teaching efforts of the candidate. Other evidence might include awards, exceptional recognition from students, scholarly teaching works, and evidence of students' success.

**Peer Teaching Reviews:**

The peer teaching evaluation process should be developed by the candidate's department or division. Suggested guidelines are available from the CAFNR Advising & Teaching Enrichment webpage. Peer teaching reviews should, as a minimum, include visits to the candidate's classroom or place of instruction and assessment of teaching strategies, materials, and performance. Preferably, the reviews will include visits by two or more 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 teaching review.

**Dossier Reviews:**

Dossier reviews of a candidate's teaching activities and accomplishments are critical components of the promotion files.
The goal of the dossier review is to obtain qualified and comprehensive evaluations 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, in the context of a 100% teaching appointment.

**Extension Appointments**

It is important to document extension activities and to provide evaluations (self and clientele) of effectiveness for the benefit of dossier reviewers, peer extension evaluators and promotion committees. Procedures used to evaluate the impact of learning are encouraged, including results from surveys that measure the impact, and hence the outcome, of the extension efforts of the candidate. Other evidence might include surveys of other regional specialists, awards, exceptional recognition from clientele, evidence of clientele success, or documentation of changes in behavior resulting from educational efforts of the candidate.

**Peer Extension Reviews:**

The process of peer review of the Extension candidate for promotion should be developed by the candidate's department or division. 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.

**Dossier Reviews:**

The goal of dossier review is to obtain qualified and comprehensive evaluations of the candidate's extension work. Dossier reviews 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.

**Research Appointments**

**Dossier Reviews:**

Dossier reviews of a candidate's research are critical components of the promotion files. The goal of dossier reviews is to obtain qualified and comprehensive evaluations of the candidate's research programs and productivity. Letters should be solicited from referees who can comment in an impartial and objective way on the nominee's completed and current research, scholarly
performance, and professional stature. Each dossier review should represent an independent and objective assessment of the candidate's accomplishments relative to promotion criteria. Referees should be from 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.

**Promotion and Tenure Workshop**

Each year, the Dean's Office of the College of Agriculture, Food and Natural Resources holds a general information session on the promotion process open to all regular and Non-tenure track faculty and their division leaders. The purposes of this work session are to communicate details of the promotion process to candidates and to answer any questions.

At the workshop, faculty members who have served on the college-wide promotion and tenure committee or have other forms of experience with promotion/tenure review are invited to share their experience with the process. The Dean also attends this session to provide perspective and advice in the promotion process.

**Part IV - The Promotion Dossier of Non-Tenure Track Faculty**

**Dossier Documentation**

Clarity in the presentation of the dossier is critical to the successful completion of the promotion process because the written documentation represents the candidate in the review process at the departmental, division, and college levels.

The 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.
Assembling the Dossier

In order to facilitate mentoring, dossier assembly and reviews, candidates should follow the instruction in the Office of the Provost Call Letter document for Non-Tenure Track Faculty. The Call Letter document will guide the promotion candidate by detailing those materials that the candidates themselves should accumulate and present. Candidates should follow the Call Letter document requirements for structure, content, formatting and page limits. Candidates with teaching appointments should only complete the Teaching/Scholarship of Teaching Tab and include any research pertinent to teaching therein. Candidates with Extension appointments will only complete the Teaching/Scholarship of Teaching Tab and will include any research pertinent to teaching (extension activities) therein. Candidates with research appointments should only complete the Research/Scholarship Tab. All Candidates will complete Service and/or Administration Tab; all activities in addition to the tab related to your appointment should be reported in the Service and/or Administration Tab. The dossier is assembled by the candidate with the advice of the mentor, Division Director, or departmental promotion and tenure committee.

Examples of Dossier Assembly

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<thead>
<tr>
<th>Appointment</th>
<th>Primary Tab</th>
<th>Service and/or Administration</th>
</tr>
</thead>
</table>
| Teaching    | Teaching/Scholarship of Teaching | • Committees  
• Outreach  
• Research not related to teaching |
| Extension   | Teaching/Scholarship of Teaching | • Committees  
• For credit courses  
• Research not related to teaching (extension) |
| Research    | Research/Scholarship | • Committees  
• For credit courses  
• Outreach |

General Points for All Dossiers

- 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.
- 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 dossier.
• Updating of information in the dossier should continue as needed as it moves through the review process.

Approved by CAFNR Policy Committee on April 2, 1998
Approved by CAFNR faculty, May, 1998

Guidelines revised, September 2007; April 17, 2013; May 6, 2016