

Guidelines for Appointment and Promotion of
Ranked Non-Tenure Track Faculty Positions
Personal Financial Planning Department
University of Missouri

Introduction

This document addresses the appointment and promotion of individuals in Non-Tenure Track (NTT), ranked academic positions in the Personal Financial Planning Department at the University of Missouri-Columbia. Specifically, this document applies to NTT academic faculty (of at least .75 FTE), regardless of funding source who seek Non-Tenure Track appointments at the rank of Assistant Professor, Associate Professor, or Professor, or who seek promotion from Assistant Professor level to Associate Professor, or from Associate Professor level to Professor. This document is not designed to address academic appointments of any other type including, but not limited to, full-time unranked, part-time non-regular faculty, and tenured and tenure track faculty. The requirements distinguishing a full-time, ranked non-regular faculty member from a full-time, unranked non-regular faculty member shall be made at the campus level.

NTT positions typically entail emphasis in one of three areas: Teaching, Research or Extension. This document applies to individuals whose titles indicate position focus (i.e., Teaching, Research, or Extension), and one of three academic faculty levels (Assistant Teaching, Research, or Extension Professor; Associate Teaching, Research, or Extension Professor; and Teaching, Research, and Extension Professor). Selection and promotion regarding other NTT positions (e.g., Instructor, Research Associate, or Specialist) are not considered on a college-wide basis but are considered at the Department level.

Hire and promotion of NTT positions must be in accord with University System Collective Rules and Regulations (Chapter 310.035 Non-Tenure Track Faculty) and with College of Human Environmental Sciences (HES) guidelines. Initial appointment to an academic position is very important to both the candidate and the Personal Financial Planning 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 faculty input. The non-tenure track appointee is a member of a larger department faculty and is expected to contribute to the Department's mission. Candidates for NTT positions should be familiar with the Department's mission, its relationship to the land-grant history of the University of Missouri-Columbia, and 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, the title is tied to the position rather than the person. 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 Department Chair. Where possible, at least one member of the search committee will be a NTT faculty member within the Department. If the Department has no NTT faculty, NTT faculty within the college or within related disciplines on campus may be invited 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, including interviews with/presentations to Department 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 Department Chair, 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 Department 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. The Department Chair may recommend to the Dean the length of the contract (i.e., one-year, two-year, or three-year) without faculty review.

Part I:

Characteristics of Non-Tenure Track Faculty Academic Positions

All Non-Tenure Track Assistant Professor Appointments include:

- Professional competence and creative abilities
- Evidence to make significant contributions to the profession.
- Evidence to work collaboratively with professional colleagues and students.
- Self-motivation and potential for recognition as a leader in the profession.
- Evidence to make significant contributions to the Personal Financial Planning Department, the University of Missouri and the community.
- Evidence of the candidate's abilities to be demonstrated in resume, portfolio/dossier, reference letters and/or interviews.
- Good citizenship and a positive contribution to the Department mission. Departmental citizenship is defined as assuming individual and Departmental responsibilities, being reliable, and carrying on responsibilities that might extend beyond the nine-month period of the appointment.

Major Attributes, Assistant Level:

Assistant Teaching Professor

- A potential for growth and excellence in teaching based on the candidate's professional credentials, resume, portfolio/dossier, reference letters and/or interviews.
- Evidence and further potential in the ability to communicate clearly and evidence for growth in the communication of complex ideas.
- Evidence and further potential 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 and further potential of 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.

Assistant Research Professor

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

Assistant Extension Professor

- 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.

Major Attributes, Associate Level:

Associate Teaching Professor

- Demonstrated quality and 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/creative endeavor.
- Evidence of collaboration and cooperation with professional colleagues.
- A record of advisement of students and student organizations appropriate to the Department, position, and standing.
- Reviewed exhibits
- Refereed professional works

Associate Research Professor

- Evidence of state and regional recognition as a leader in the profession.
- Evidence of excellence in research and/or creative endeavor and promise of continued growth.
- Evidence of creative and significant contributions to the profession.
- Demonstrated ability to produce published works, including refereed articles, books, films, video tapes, audio tapes, creative work, 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 and/or creative endeavor program.
- Evidence of contribution to the research and/or creative endeavor of colleagues.
- Invited presentations.
- Reviewed exhibits.
- Refereed professional work.

Associate Extension 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.

Major Attributes, Professor Level:

Teaching Professor

- 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 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.
- 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 the Department, position and standing.
- A record of initiative and involvement in curriculum improvement.
- A record of having applied innovative approaches to educational experiences.
- Invited presentations.

- Reviewed exhibits.
- Refereed professional work.

Research Professor

- Conducted research and/or creative endeavor and produced products recognized as significant by nationally and internationally-known experts in the specialty area of the candidate.
- Sustained production of published works, including refereed articles, 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, ability to secure extramural funding or other resources to support an independent research and/or creative endeavor program.
- Where appropriate, ability to work on collaborative research/ creative endeavor projects with colleagues.
- Invited presentations.
- Reviewed exhibits.
- Refereed professional work.

Extension Professor

- 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.

Part II - Promotion of Non-Tenure Track Faculty

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 on individual accomplishments, situations, and the desire 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 the Department 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.

Promotion: General Considerations

The Non-Tenure Track academic appointee will anticipate and prepare for advancement to the levels of Non-Tenure Track ranked positions at the University of Missouri. To this end, Personal Financial Planning Department 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. The review is completed by peers who are at the same or higher rank for which the candidate is being considered.

It is critical that Non-Tenure Track faculty members provide comprehensive documentation of their position, including letter of appointment 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 Department Chairperson at the time of hiring, documented in writing, and reviewed annually. Redefinitions of these assignments will normally be documented in the annual evaluations.

Evaluation of the candidate's application for promotion is normally focused on one of the areas of appointment—teaching or research/creative activity, as well as related service and professional activities. In cases where Non-Tenure Track candidates have an official split appointment, evaluation will 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 Department mission 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 department faculty who are also from 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. Parts III and IV of this document highlight areas to which the Department should give special attention as Department members review, revise and develop their specific criteria of excellence for Non-Tenure Track academic faculty promotion considerations.

Part III – Non-Tenure Track Promotion Process

The Personal Financial Planning Department's Promotion and Tenure Committee of tenured faculty and NTT faculty at the rank being sought or higher will be the review committee examining requests for NTT promotion under these guidelines. An NTT individual seeking promotion must notify the Department's Chairperson of her/his intent to seek promotion not less than six months before presenting her/his materials. The Department Chairperson will, in turn, notify the Promotion and Tenure Committee Chairperson. The Department's Promotion and Tenure Committee will be augmented for the purposes of reviewing applications for promotion by persons holding the Non-Tenure Track Academic rank for which the applicant is seeking or higher. Such persons can be both internal and external to the Personal Financial Planning Department.

The Promotion and Tenure Committee's findings will be communicated to the applicant and the Department Chairperson and will include a record of the vote taken. This information will be forwarded to the appropriate college and/or campus committee or office for further review.

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 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

candidates 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; 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 will be initiated solely for the purpose of a pre-promotion review.

Candidates will be kept informed of the status of their candidacy during each step of the promotion process. In case 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 as specified by university policy.

The pre-promotional process at the Department level:

- Non-Tenure Track faculty submit portfolios/dossier to department promotion and tenure committee for evaluation of the candidate's progress toward reaching the intended promotion level.
- The department promotion and tenure committee writes a letter to the candidate and the Department Chair evaluating the candidate's potential for obtaining promotion.
- The Department Chair reviews pre-promotion portfolios/dossiers and writes a letter to the candidate and the HES NTT Promotion Committee evaluating the candidate's potential for obtaining promotion.
- The portfolios/dossier Department Chair, is forwarded to the HES NTT Promotion Committee for evaluation.

The HES NNT Promotion Committee writes a letter to the candidate and the Dean (with copy to the Department Chair 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.

Peer Reviews

Peer evaluations of the candidate's performance are essential components of the promotion process and a critical part of the dossier/portfolio.

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, keep in mind the following:

- Avoid the selection of former mentors or classmates as evaluators. The candidate and Chair should select referees of reliable objectivity.
- The Department Chairperson or the Chair of the Department's Promotion and Tenure committee should initiate requests for letters from evaluators. A copy of request letters will 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 except if an Extension appointment. Extension does not allow such access.

Review for Promotion to Associate Professor or Professor

Department Review for Promotion: The department 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 department 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 Department Chair prepares a letter summarizing items required by the guidelines and a recommendation concerning promotion. The letter becomes part of the promotion file. The Department Chair 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 Chair are forwarded to the Dean's office.

College Promotion 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 Promotion and Tenure 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 Promotion and Tenure 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 Committee Review is Submitted to the Dean. The college committee makes its promotion recommendations in writing to the Dean and informs the Department Chair 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. 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.

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 Associate Teaching Professor must include formal peer evaluations conducted by qualified individuals from the Personal Financial Planning Department. Applicants for the title of Teaching Professor must include five peer evaluations by qualified individuals. Because effective peer evaluations require a long period of time for planning, implementation, and completion, it is required that the Department Chairperson initiate this process one year before the planned date for submitting the promotion application.

Peer evaluation processes will follow the PFP Department Annual Peer Review Guidelines. 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. Letters soliciting evaluation must ask for an in-depth analysis of the candidate's performance.

Research Appointments

External letters of evaluation of a candidate's research and/or creative endeavor are critical components of the dossier for applicants for promotion to either Associate Research Professor or Research Professor. By September 1 (and preferably earlier) of the academic year in which a candidate will submit a promotion application, the Department Chairperson will begin to solicit external evaluations on behalf of the candidate. External reviewers are chosen in consultation with the candidate and, often, the Department's Promotion and Tenure Committee.

The goal of external evaluations is to obtain qualified and comprehensive evaluations of the candidate's Research/creative endeavor programs and productivity. Letters will be solicited from referees that can comment in an impartial and objective way on the nominee's completed and current research/creative endeavor, 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 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). Letters soliciting outside 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. 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.

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 Associate Extension 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 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. 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.

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 because the written documentation represents the candidate in the review process at the Department and College levels.

The uniqueness of each candidate is important and, therefore, each candidate's portfolio/dossier will differ. The portfolio/dossier will comprehensively review the candidate's activities and accomplishments. It will 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 Track applicant for promotion by emphasizing those materials that the candidates themselves will accumulate and present.

Assembling the Portfolio/Dossier

The candidate assembles the portfolio/dossier with the advice of a mentor, the Department Chairperson, or the Department's 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/creative endeavor activities in their portfolios and Research faculty may include teaching and Extension activities in their dossiers.

Teaching and Extension Portfolios

Candidates will develop their teaching or Extension portfolios in consultation with their supervisor, mentor, and other knowledgeable individuals. 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 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 and/or creative endeavor demonstrations, workbooks and guides, reports and publications on teaching/instruction/applied research and/or creative endeavor /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)

Research and/or Creative Endeavor Portfolios

Candidates will develop their research and/or creative endeavor portfolios in consultation with their supervisor, mentor, and other knowledgeable individuals. 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 will be available upon request.

- I. Narrative Summary of Accomplishments (including a summary of research and/or creative endeavor 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 exhibitions, 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, location of creative endeavor)
- 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 and/or Creative 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)

General Points for All Portfolios/Dossiers

- Portfolio/dossiers will 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, national and/or international experiences and service are highly regarded attributes that distinguish the active, imaginative faculty member from others.
- Innovative and creative efforts will be documented and described in the appropriate categories within the applicant's portfolio/dossier.

- Updating of information in the dossier/portfolio will continue as it moves through the review process.

[accepted by NTT and T/TT faculty vote 11/06/2019]