

**College of Agricultural, Human, and Natural Resource Sciences and  
WSU Extension  
Guidelines for Preparing Third-Year Progress Toward Tenure  
(Supplemental to Provost's Guidelines)  
January 2013**

The following guidelines have been developed to assist in the preparation of promotion/tenure documentation in the College of Agricultural, Human, and Natural Resource Sciences and WSU Extension. It addresses some of the common questions and concerns of candidates, administrators, and staff. Guidelines for preparing each major element of the third-year progress toward tenure document are included.

Candidates are to submit numbers 2, 4a, 4b, 5, 6, and 8 to the unit leader. Those materials, along with numbers 1, 3, and 7, which are submitted by the chair/unit head, will be routed from the unit to the Dean's Office.

Please submit documents for each candidate as detailed below. As last year, the majority of the dossier will be uploaded onto the SharePoint site. Examples of what each document should be named as on the SharePoint site are in parentheses. It is essential that each document is uploaded into SharePoint consistently across the university. Units will be asked to rename files on SharePoint if they are not accurately entered. This year we ask that all documents be uploaded as PDF files. Please contact Becky Priebe (335.2842), Tatum Weed (335.3590), or Kathy Stilwell (335.2933) with questions.

**THREE RING BINDER: Please include the following hard copies in a separate binder for each candidate.**

TITLE PAGE

THIRD-YEAR PROGRESS TOWARD TENURE DOCUMENT FOR (NAME)

Department of/District \_\_\_\_\_

<u>Appointment</u>	<u>Split</u>
Assistant Professor	33%
Assistant Scientist	33%
Extension Specialist, E-2	34%

1. Progress Review Form. (Also include on SharePoint site named as: 'Last Name Progress Review')
7. Faculty Recommendations. (Do not include on SharePoint site.)
8. Supporting materials, reprints, and creative accomplishments that cannot be uploaded.

**TO BE UPLOADED TO SHAREPOINT: Please name each file as shown below in parentheses.**

1. Progress Review Form ('Last Name Progress Review')
2. Current Vitae. ('Last Name1 Vitae')
3. Past Progress Toward Tenure Reviews.  
(('Last Name2 Past Progress Toward Tenure Reviews'))
- 4a. Context Statement (limited to two pages).  
(('Last Name3 Context Statement'))
- 4b. Candidate's Contributions and Vision for the Future.  
(('Last Name3b Contributions and Vision'))
5. Teaching Portfolio. ('Last Name4 Teaching Portfolio')
6. Research and service statements (optional)  
(('Last Name5 Research and Service Statement'))

NOTE: In CAHNRS and Extension, these statements should be covered in number 4b, Candidate's Contributions and Vision for the Future.

8. Supporting materials, reprints, and creative materials [for example, it is appropriate to include a statement on the faculty member's progress toward tenure from their formal mentor(s)]. (Please upload those available electronically to SharePoint named as: 'Last Name6 Supporting Documents'. Supporting materials that cannot be uploaded are to be submitted with the binder.)

## Guidelines for Each Major Element

### 1. Progress review form.

The statement and recommendation should:

- Consist of a comprehensive evaluative analysis of the candidate's "case" for promotion/tenure, followed by a recommendation for or against the candidate. Note: This is NOT to be an "executive summary" of the contents of the packet. The evaluative analysis should begin with a summary of the candidate's responsibilities. It should also document all statements and address all significant concerns/questions in the candidate's record.
- For Extension, the evaluative analysis should begin with the candidate's primary area of responsibility. For example, for a candidate with 70% 4-H Youth Development appointment, the analysis should begin with 4-H Youth Development.
- Include an analysis of all prior annual reviews and pretenure reviews. Identify trends in these performance evaluations. Analysis should be holistic and integrative across years of service, not a year-by-year disjointed discussion. If feasible, the unit leader should include a discussion of the merit ratings for each area of responsibility (teaching, research, extension).
- Provide context regarding the rationale for votes to deny/defer promotion/tenure. Unit leaders should provide an indication of any special biases, knowledge, insights, and perspectives relative to other faculty, of the faculty member(s) casting votes to defer, and/or an interpretation of the motivation for votes to defer.
- Describe the range of the candidate's responsibilities (job expectations in explicit terms), and provide the social, political, and economic context of the position. This is especially important for extension personnel and others with unique job expectations.
- The administrative summary of extension faculty who have administrative responsibilities should include an evaluation of the candidate's performance of these responsibilities.
- Include an evaluative interpretation of any awards and other recognitions received by the candidate that are listed in the CV. The candidate can provide their interpretation in their statement of contribution.

2. Current vitae.

The vitae should include, but is not limited to, the following:

- Degrees earned, dates received, institution granting.
- List of supporting materials; to be listed in the following order:
  - Professional articles, refereed.
  - Professional articles, non-refereed.
  - Grants and extramural awards.
  - Books and chapters in books, monographs.
  - Juried design and/or artistic works.
  - Abstracts.
  - Experiment station bulletins, circulars, etc.
  - Extension bulletins, circulars, etc.
  - Proceedings.
  - Computer programs (reviewed software and CD-Rom packages).
  - Variety release.
  - Patents granted or applied for.
  - Video programs.
  - Web pages developed.
  - Popular periodicals.
  - Other scholarly work (both disciplinary and non-disciplinary).

The following procedures should be followed for publications in each category. They should be listed in reverse chronological order (i.e., 2013-19XX). Be sure to list complete citations with the inclusive page numbers for each reference. Those manuscripts which are not yet published should be listed after the most recently published manuscript in each category. There should be two categories of unpublished materials. The first will be those that are accepted or in press. A letter of acceptance from the editor or publisher must be attached for any articles listed as being accepted or in press. The second category will be for those papers under review. These are manuscripts that have been submitted for consideration, including those being revised for resubmission to an editor or publisher.

Refer to Appendix I of the 2012 CAHNRS Tenure and Promotion Policies, Procedures and Criteria for guidelines on documenting research, teaching, extension and service activities.

The following definitions apply:

### Publication

Must have an "institutional" publisher (not the author). For example, a paper which appears in a published proceedings is distinguished from one that doesn't. A contract report is a "publication" only if the recipient or another "publisher" is prepared to distribute copies in response to requests. Computer products are in the publication category if the documentation, and the program itself, is available for general distribution through an institutional source. The intent is to exclude from "publications" those materials that no institution is willing to assume responsibility for responding to requests for the material.

### Professional Publication

A regular periodical, with or without the term "journal" in its title for which one's professional peers are a significant, if not dominant, fraction of the audience.

### Refereed

A refereed professional article is one refereed by one's peers. A "peer," insofar as a disciplinary association is concerned, should have training beyond the bachelor's degree.

It is a common practice in some units to have some form of internal review before articles are submitted to the institutional publisher. This practice does not result in a "refereed" article. Additionally, the fact that a publication outlet does not accept all manuscripts does not, of itself, make articles published therein refereed.

Several professional associations have a practice of inviting articles on specific topics from selected authors, not necessarily members. In a similar vein, some professional associations have a practice of almost automatically publishing specified addresses presented at their annual meetings. The associated journal may often be the lead journal of the discipline. The above criteria would put these articles in the "non-refereed" category. An argument could be made for a category of "invited" articles.

- List of other materials to support research and creative scholarship including popular press articles, newsletters, slide sets, oral presentations, and other appropriate

materials.

- Other vitae items per the Provost's instructions, such as service activities, honors, etc.

3. Past progress towards tenure reviews.

The template for the yearly progress toward tenure review for untenured faculty can be found at:

<http://provost.wsu.edu/manuals-forms/Tenure%20Progress%202012%20formFinal4.pdf>.

4a. Context statement (optional).

The context statement **is prepared by the candidate** and should be limited to two pages. The statement may include a description of expectations placed on a faculty member by circumstances extant at research stations, county office locations, or urban campuses, the requirement of joint appointments or other special circumstances such as commitments to student groups.

4b. Candidate's contributions and vision for the future.

Materials listed in this section should **NOT EXCEED 4** (four) pages and should **NOT REPEAT** what is reported in the vitae, nor should this section merely include a listing of contributions; rather, this section should include an evaluative interpretation of the types of contributions made and their impact. The candidate should provide a description of his/her teaching, research and/or extension program(s) in the contribution statement. The program description should include a statement of the problem or scope of the program, its goals or objectives, a brief action plan and measurable outcomes or impact.

Overall, the candidate should address the question, "What am I trying to contribute to the state, nation, science, and society; what contributions have I succeeded in making; and what contributions will I make in the future?" The contribution statement should not be a list of contributions, but rather the evaluative interpretation of the types of contributions made and their impact.

Teamwork and collaboration are valued aspects of faculty efforts. As such, it is important to indicate ways in which the candidate's activities have included team projects or collaboration. The statement should clearly illustrate the candidate's contribution to the team effort.

Regarding extension activities:

Extension faculty candidate contribution statements are more effective in describing productivity in job functions when they are clearly organized and explicitly define proposed outcomes, methods (proposed solutions), and results (tangible measures of success). Extension faculty should bear in mind that some of the reviewers of promotion/tenure documents are academicians who, although experienced in teaching and research activities, may have little understanding or appreciation for extension functions and activities.

- What are my desired program outcomes?
- What is my program approach?
- How am I assessing my program, and how am I responding to evaluative feedback?
- What are the tangible program outcomes?

• Regarding research activities:

Provide a brief narrative, for major publications or groups of publications, explaining who conceived of experiments or research projects, who did the work, who analyzed and interpreted the data, and who wrote and edited the paper. Address the question above about the contribution to science and society and future contributions.

• Regarding teaching and advising activities:

Include in number 5, Teaching portfolio.

5. Teaching portfolio.

The teaching portfolio (includes goals, responsibilities, evaluations, results, and appendix, or exhibits) narrative is limited to five pages.

Follow the Provost's Guidelines for the Teaching Portfolio.  
Refer to: [http://provost.wsu.edu/teaching\\_portfolio/](http://provost.wsu.edu/teaching_portfolio/)

6. Research and service statements (optional). NOTE: In CAHNRS, these statements should be covered in number 4b, Candidate's Contributions and Vision for the Future.

7. Recommendations of tenured faculty (not to be included on SharePoint site).

- Each recommendation should be followed by frank, objective comments in its defense.
- Completed recommendation forms are not to be seen by tenured faculty.

8. Supporting materials, reprints, and creative materials.

Client evaluations of program effectiveness may be included. These evaluations refer to the perceptions of clientele regarding the effectiveness of presentations and programs of extension faculty with which they have had first-hand experience. In the case where these evaluations are numerous, they should be summarized similar to the summarization of teaching evaluations.

Peer evaluations of teaching and advising should be included in supporting materials. These evaluations could be letters from colleagues, alumni, and others able to evaluate the faculty member's teaching and/or advising. Alumni and employers of alumni survey information could also be included. Please provide a summary of these data.