

**POLICIES, PROCEDURES, AND CRITERIA FOR  
PROMOTION/TENURE IN THE COLLEGE OF  
AGRICULTURAL, HUMAN, AND NATURAL RESOURCE SCIENCES  
WASHINGTON STATE UNIVERSITY**

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The policies, procedures, and criteria for promotion/tenure for the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS) are based upon those stated in the WSU Faculty Manual. The contents of this document represent an elaboration of those policies, procedures, and criteria as related to faculty appointments in CAHNRS. Compliance with all affirmative action programs and the anti-discriminatory policies of Washington State University (WSU) is implied throughout this document. This document, along with any departmental or unit information concerning promotion/tenure, is given to all new faculty members.

- I. There are two committees that serve a role in the CAHNRS promotion/tenure procedure for all new faculty members: The Career Guidance (Mentoring) Committee, and the CAHNRS Promotion and Tenure Advisory Committee.
  - A. Each tenure-granting unit will establish a Career Guidance Committee for each untenured faculty member in a tenure track position. This committee should consist of three tenured faculty members. The chair, or unit head, is responsible for the establishment of the committee within six months after the appointment of the untenured faculty member. When a unit does not have sufficient tenured faculty for a Career Guidance Committee, tenured faculty representatives from allied fields will be asked to serve in this capacity.

The Career Guidance Committee shall meet at least once each year with the untenured faculty member to discuss progress toward achieving the goals of the faculty member's teaching, research, and/or extension program(s). This meeting shall occur before the annual unit promotion/tenure progress toward tenure review of untenured faculty by the tenured faculty. The committee shall provide guidance and mentoring as well as suggestions for the proper documentation of the accomplishments of the faculty member but will not function in an advocacy capacity.

The faculty member's Career Guidance Committee will provide an annual written report to the chair, or unit head, of the tenure-granting department, or unit, prior to the annual promotion/tenure progress

toward tenure review meeting. The committee will also provide input during the discussion of the untenured faculty member at the annual progress toward tenure meeting.

An annual progress toward tenure review is required for all untenured faculty members as specified in the WSU Faculty Manual. Tenured faculty members will establish how the evaluation is to be accomplished, and the review should involve all tenured faculty members in the department or unit. Following completion of the evaluation, the chair or unit head will prepare a written summary of tenured faculty comments. The tenured faculty should have an opportunity to review this summary prior to it being shared with the untenured faculty. This review document is important because it provides the benchmarks by which progress of the faculty member toward promotion/tenure is measured. The evaluation process used by the Career Guidance Committee, tenured faculty members, and chair or unit head should be consistent with the criteria set forth in this document.

B. The CAHNRS Promotion and Tenure Advisory Committee will consist of tenured faculty members representing departments and units across the College. This committee reviews the packet of materials for each faculty member that is sent forth or nominated for tenure and/or promotion by the chair or unit head. It is the responsibility of the CAHNRS Promotion and Tenure Advisory Committee to make written recommendations to the Dean of CAHNRS on each faculty member reviewed in accordance with this document.

II. All CAHNRS faculty are expected to conform to a high standard of personal and professional ethics. The WSU Faculty Code of Professional Ethics is described in Section II of the **Faculty Manual**. Failure to adhere to this code could result in disciplinary action and/or denial of promotion/tenure.

While all aspects of this code are important, all CAHNRS faculty are expected to make special efforts to eliminate:

- A. All discriminatory practices and language. This is especially important for faculty whose responsibilities require contact with students and the public.
- B. Behavior which is or can be construed as sexual misconduct.
- C. Unethical behavior including fabrication of data, plagiarism, or other unacceptable practices.

III. **Criteria for Promotion/Tenure for CAHNRS:** Each unit of the CAHNRS may develop criteria supplementing those outlined below. The areas to be considered for promotion/tenure are

- A. Academic programs (teaching);
- B. Research; and/or
- C. Extension (public service).

In each area of a faculty member's appointment, creative and scholarly accomplishments must be documented. Expectations will differ by rank and according to a faculty member's assigned responsibilities.

Promotion to associate or equivalent rank and the granting of tenure are, in most cases, inseparable, and a common recommendation is generally made based upon both past performance and future potential. Effectiveness in pending professional contributions may be considered, but may not be substituted for proof of a sustained independent program of research, teaching, and/or extension. Nominations are based upon the quantitative and qualitative characteristics of the candidate's cumulative record, not on seniority. A person employed full time at the rank of Assistant Professor, or comparable rank, becomes eligible and must be considered for tenure during the sixth year of service at WSU; with tenure, if granted, to be effective at the beginning of the seventh year. Persons with professional experience prior to appointment to a tenure-track position at WSU may negotiate at the time of employment to be considered for tenure before the sixth year of employment.

A sustained, high-quality record of accomplishment showing substantial progress and attainment of professional goals is an essential first step for promotion to the rank of Full Professor or equivalent rank. Promotion to this rank shall be recommended only when the candidate has achieved national or international recognition and reputation as an established leader in his/her field of endeavor. The latter must be documented by a well-established scholarly program, a substantial body of peer evaluated work, evidence of professional stature, and continued excellence in resident teaching, research, and/or extension. The **WSU Faculty Manual** states that it is rare for a faculty member to attain the level of distinction expected for promotion to professor or equivalent, before the sixth year in rank as associate professor, or equivalent rank.

**A program can be defined as having the following elements: statement of problem and/or scope, goals or objectives, action plan, and measurable outcomes/impact. The program and its development are applied to teaching, research, and/or extension.**

The basis upon which a faculty member is evaluated for promotion/tenure will be in agreement with the candidate's appointment and responsibilities in resident teaching (academic programs), research, and/or extension. In developing the promotion/tenure materials, the chair or unit head must provide an evaluation of the faculty member's performance and not just a simple accounting or chronological ordering of work and/or activities. This evaluation must be for each segment of the faculty member's appointment.

To evaluate progress toward promotion/tenure for those faculty with split appointments, it is recommended that the annual review process include not only a narrative statement about each area of appointment but also a merit rating for each area. The overall merit rating should be a weighted average of ratings for each area. **In accordance with the WSU Faculty Manual, the overall merit rating is to be reported back to the faculty member together with the mean and standard deviation of ratings for all faculty in the department or unit evaluated at the same time.** Excellence in all areas is desirable for split appointments. However, it is recognized that excellence in each of them in individual cases is exceptional. Promotion/tenure will be recommended if the evidence presented shows that a candidate's accomplishments are excellent in the dominant area of the appointment and the candidate's performance in the other area(s) is also strong.

CAHNRS faculty are expected to incorporate international content, materials, and activities into programs and to carry out activities on international topics as appropriate to teaching, research, cooperative extension, and other public service functions. Faculty performance related to international activities and topics will generally be evaluated within the criteria and procedures given under teaching, research, and extension. For faculty on long-term overseas assignments, input into the department/unit evaluation process will be provided by the Director of International Agricultural and Home Economics programs.

#### **A. Academic programs:**

**For the presentation of materials, see the Provost's guidelines for the teaching portfolio. This section discusses the College's criteria.**

The criteria for promotion/tenure in academic programs consist of effectiveness (quality) in:

1. The classroom at both the undergraduate and graduate levels.
2. Undergraduate and graduate student advising.
3. Contributions to the teaching program at the department, college and university levels.
4. Professional achievements and scholarly activity related to teaching.

The promotion/tenure recommendation must be an evaluation of the candidate's performance and not just a simple listing of courses taught, student advisees, etc. The candidate's accomplishments within the overall instructional program of CAHNRS must be evaluated based upon documentation which may require the use of different evaluation techniques by the various departments that comprise CAHNRS. However, it must be demonstrated convincingly that the faculty member has been effective in meeting the criteria listed above.

1. Teaching effectiveness in the classroom must lead to an instillation of intellectual curiosity, understanding, and appreciation of objectivity. The instructor must motivate and impart information to the student on the subject matter and other relevant material. The effectiveness in the classroom must be demonstrated through the avenues of peer, student, and chair or unit head evaluation.
  - a. Evidence of teaching effectiveness through peer evaluation includes:
    - (1) Knowledge of subject matter.
    - (2) Instructional strategies, course outlines (subject matter), course objectives, testing methods, grading policies and procedures.
    - (3) Organization and instructional techniques used in delivery of information including the use of visuals, case studies, manuals, and supportive materials.
    - (4) Student learning, retention, and application through grades earned in sequence courses.
    - (5) Innovations including development of new teaching methods, courses, curricula, and degrees.
  - b. Student evaluations by course and semester with summary statistics compared to departmental norms (measure of central tendency) for similar course levels will be used as evidence of teaching effectiveness for currently enrolled students.
  - c. Chair or unit head evaluations of teaching effectiveness may include:
    - (1) Courses taught and enrollments by semester at both the undergraduate and graduate levels.
    - (2) Surveys or interviews with seniors, alumni, and others that have a different perspective than currently enrolled students concerning classroom instruction.

2. Advising effectiveness includes the number and level of (undergraduate and graduate) students advised as well as time availability, quality of counsel, and motivation of students. The effectiveness is demonstrated through:
  - a. Number and level of undergraduate students advised.
  - b. Status on master's and Ph.D. committees (chair or member) and direction of research associates.
  - c. Evaluation of counsel quality through interviewing student advisees by peer evaluators, chair, or unit heads.
  - d. Advising student organizations and quality of such advising through club recognition awards, overall level of activity, and student member interviews by peer evaluators.
3. Scholarly accomplishments in teaching are evidenced by:
  - a. Publication in refereed journals, books, or teaching materials such as computer software or audio visuals.
  - b. Significant awards for teaching and/or advising.
  - c. Presentation of seminars related to teaching.
  - d. Participation in continuing professional improvement activities related to teaching such as being an invited contributor in teaching symposiums or workshops.
  - e. Grants related to teaching.
  - f. Membership on professional association committees related to teaching.
4. Contributions to the teaching program at the departmental, college, and university levels consist of:
  - a. Membership on committees related to the undergraduate and graduate instruction.
  - b. Involvement in student recruitment, job placement, and internship program.
  - c. Supervision of teaching assistants and facilities.
  - d. Leadership in establishing business/industry liaison in support of teaching programs.
  - e. Participation in development activities.
5. Public and private service contributions include:
  - a. Service to national, international, state and community groups and organizations.
  - b. Presentations to public and private groups.

6. Affirmative Action. Carries out intent of federal and state affirmative action and equal opportunity plans.
  - a. Teaching program is free from discriminatory language and practices.
  - b. Evidence of efforts to modify and adapt materials for minority audiences and to conduct teaching programs in areas accessible and convenient for protected classes.
  - c. Evidence of specific efforts to make teaching programs attractive to protected classes.

## **B. Research:**

Faculty of the CAHNRS are expected to demonstrate an independent and continuous program of high-quality research, scholarly and/or creative activity which addresses the present and future needs of the state, region, or nation. Publication, scholarly, and creative accomplishments and support activities are used for evaluation of performance and productivity.

### **1. Accomplishments and productivity.**

- a. Publications. In case of multiple authors, the candidate will indicate his/her contribution. The quality of publications within each category should be evaluated by the quality of the journal or publication outlet and by the content of the publication. Each tenure unit should develop the comparative ranking of types of publications or publication outlets as appropriate to each discipline, such as research bulletins versus peer reviewed journal articles. A possible ranking might be:

- (1) Peer-reviewed professional articles.
- (2) Invited reviews, book chapters, books and monographs.
- (3) Non-refereed journal articles, proceedings, and abstracts.
- (4) Research bulletins and circulars.
- (5) Extension bulletins and circulars.
- (6) Progress reports, popular articles, short courses, etc.
- (7) Other.

### **b. Nonpublished Creative.**

- (1) Acceptance of designs or other creative works in juried events.
- (2) Construction and installation of design concepts.
- (3) Release of unique varieties or germplasm.
- (4) Patents.

- (5) Development of new technologies, methods or processes, video production, or computer programs.

c. Scholarly.

- (1) Grant and contract awards and applications.
- (2) Awards and recognition (professional, private, public).
- (3) Invited presentations (addresses, design projects).
- (4) Supervision and training of graduate students and post doctorates.
- (5) Professional licensing and certification.
- (6) Professional improvement (professional leave, workshops, professional meetings).
- (7) Voluntary professional presentations.
- (8) Contributing member of multi- or interdisciplinary problem-solving team.
- (9) **Pesticide registrations (e.g., Section 18, IR-4).**

2. Support activities related to research.

a. Professional:

- (1) Editing or editorial boards for professional journals.
- (2) Officer, committee member, program chair, etc., for national, regional, and local professional organizations.
- (3) Member national or international review panels, research councils, evaluative committees, or other professional assignments.
- (4) Review of manuscripts for professional journals and grant proposals for national granting agencies and organizations.

b. University:

- (1) Contribution to relevant University, College, or departmental committees, task forces, etc.
- (2) Thesis committees.
- (3) Professional assistance and stimulation to other faculty and graduate students including ad hoc review of grant proposals, manuscripts, projects, etc.
- (4) Contributions to research and extension through various types of support service, such as, statistical and computing consulting and media support.
- (5) Supervision of research facilities or related units.
- (6) Communications of research results to extension and other user groups.
- (7) Participation in development activities.



- c. Public and Private:
  - (1) Service to national, international, state and community groups and organizations.
  - (2) Presentation of results to public and private groups.
  - (3) Participation in consulting activities.
- 3. Affirmative Action. Carries out intent of federal and state Affirmative Action and Equal Opportunity Plans.
  - a. Research program activities are free from discriminatory language and practices.
  - b. Evidence of specific efforts to make educational and developmental programs available to protected classes.

### C. Extension:

**The goal of Extension is to provide organized educational opportunities to meet the needs of Washington's citizens.** Extension specialists achieve this goal through educational programs, leadership, communications, organization, and professional development. Emphasis should be placed on quality as well as quantity of accomplishments.

- 1. Educational programs for the solution of problems, resolution of issues and/or the generation of knowledge. Programs are based on the needs of the people of Washington and society and will be evaluated by using the following criteria:
  - a. Evidence of overall educational program accomplishment (needs assessments, annual plans of action, situation statements, evaluations).
  - b. Scholarly or creative work used to support **national and** statewide/regional extension educational efforts (publications, audio-visual materials, computer software, volunteer teacher materials, newsletters, educational strategies and designs, and other materials).
  - c. Evidence that program activities have resulted in the solution of significant problems or the resolution of important issues (pest outbreak controlled, water quality improved, family stress lessened, natural resources conserved, youth at risk improved).
  - d. Demonstration of effectiveness of program activities in reaching people (innovative methods and audiences reached).
  - e. Evidence that program activities have a positive impact (systematic evaluation, clientele letters of evaluation, other feedback, adoption of programs and materials by other states and agencies).
  - f. Quality of preparation and skill of delivery or presentation of materials as appropriate to achieve outreach program goals.
  - g. Evidence of initiation of interdisciplinary programs to meet clientele

needs where appropriate.

2. Effective leadership development as documented by:
  - a. Consistent involvement with peers, extension agents and industry, agency, and interest group representatives to anticipate and meet needs for educational programs and community action.
  - b. Evidence of the acceptance of leadership roles.
  - c. Engagement on committees, planning groups, and professional organizations.
3. Organization and effective use of resources to accomplish program goals. This may be demonstrated by:
  - a. Ability to set priorities for educational and developmental efforts for high impact.
  - b. Use of appropriate resources from industry, agencies, foundations, associations, Washington State University, or other sources.
  - c. Complete and accurate documentation of programs and program activities.
4. Support activities related to extension:
  - a. Professional:
    - (1) Officer, committee member, or program chair for professional organization.
    - (2) Member of regional, state, national or international review panels, councils, evaluation committees, or other professional assignments.
    - (3) Reviewer for manuscripts, programs, and grant proposals.
    - (4) Editor or editorial board member for professional journals.
    - (5) Contributions to research and extension through various types of support services.
  - b. University:
    - (1) Contribution to multi- or interdisciplinary problem-solving team.
    - (2) Supervision of physical and human resources.
    - (3) Professional assistance and stimulation to other faculty, clientele, and other organizational representatives.
    - (4) Contribution to relevant University, College, or departmental committees, and task forces.
    - (5) Thesis committees.
    - (6) Participation in development activities.
  - c. Public and private:

(1) Service to national, international, and state groups and organizations.

5. Affirmative Action. Carries out intent of federal and state Affirmative Action and Equal Opportunity Plans.
  - a. Publications and program delivery are free from discriminatory language and practices.
  - b. Evidence of efforts to modify and adapt materials for minority audiences and to conduct extension programs in areas accessible and convenient for protected classes.
  - d. Evidence of specific efforts to make educational and developmental programs attractive to protected classes.