

DEPARTMENT OF ANIMAL SCIENCES TENURE-TRACK FACULTY GUIDELINES FOR TENURE AND PROMOTION

Washington State University

I. Introduction

The objective of this document is to provide tenure-track faculty in the Department of Animal Sciences with general guidelines for the tenure and promotion process at Washington State University (WSU). These guidelines are supplementary to procedures and policies specified in the Provost's Guidelines for Faculty Promotion and Tenure, the *WSU Faculty Manual*, and those contained in the documents governing tenure and promotion within the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS). In all matters pertaining to questions of procedure, those documents take precedence. The purpose of this document is to provide additional, specific guidance for a tenure-track faculty member with an appointment in the Department of Animal Sciences. The following links are current for these resources.

WSU Faculty Manual: https://facsen.wsu.edu/faculty_manual/Faculty_Manual_2016-BOR%20APPROVED.Final.docx.pdf

Provost's Guidelines: <http://faculty.wsu.edu/career/tenure-promotion/promotions/>

CAHNRS Guidelines: <http://cahnrs.wsu.edu/fs/wp-content/uploads/sites/4/2014/10/CAHNRS-2014-Promotion-Tenure-Guidelines.pdf>

II. Criteria and Process for Tenure and Promotion for Assistant Professors (tenure-track)

The candidate preparing for tenure and promotion is expected to develop a tenure package following policies set forth by CAHNRS, the Provost's Office and the *WSU Faculty Manual*. Importantly, the candidate is responsible for preparing select documents (i.e. "Tabs") as outlined in the CAHNRS guidelines for circulation to appropriate faculty (i.e., the Chair and external reviewers) who will write recommendations on the tenure and promotion of the candidate. The candidate is encouraged to seek insight from his/her Tenure and Promotion Committee (TPC, see below) and/or Chair.

A. Mentored progress toward tenure

1. The Chair will establish a Tenure and Promotion Committee (TPC) to provide mentoring for each untenured faculty member within six months of their appointment. The Chair will appoint a TPC consisting of at least three tenured faculty members from the department, with at least one member at the Professor rank. The committee will advise the candidate on his/her progress toward tenure, and on the preparation of the tenure and promotion materials. The committee members will familiarize themselves

with the candidate's record, based on examination of the candidate's materials, including the curriculum vitae, teaching portfolio, samples of the candidate's work, and regular discussions with the candidate. The TPC will meet one or more times during an academic year to review and discuss progress toward tenure and to highlight areas where improvements are needed. An annual report, including any major concerns, will be provided to the department Chair by the TPC Chair. The department Chair will discuss this report with the untenured faculty member.

During the year specified in the candidate's appointment letter (usually the third year of appointment), a review shall be conducted in accordance with the procedures specified especially by the Provost's tenure and promotion documents. Candidate performance shall be evaluated by the TPC in light of the particular requirements of the candidate's appointment (percent teaching, research, extension, service, etc.). The candidate, under the guidance of the TPC, shall prepare a portfolio, called the "third year review portfolio", formatted and completed as directed by the Provost's Office. The following shall be included:

- a. A title page with candidate's name, title, contact information, unit, and appointment percentages.
- b. The third-year tenure progress review form as required by, and included in, the Provost's memo (contact Provost's Office).
- c. Annual progress towards tenure reports from the Chair to the candidate.
- d. Current curriculum vitae (CV), including peer-reviewed publications (all kinds, but especially peer-reviewed), service, research activities, goals, and funding should be included in this CV. The service record may include work committees, recruitment, outreach, administrative tasks within the department or CAHNRS or WSU, student organization mentorship, activity with professional and academic societies, etc.
- e. An optional statement (limited to two pages) addressing context, research, and service: This context statement describes mitigating circumstances for the faculty member's performance, including significant life events or challenges, particular demands of the faculty member's specific appointment (such as frequent travel or responsibilities on multiple campuses), and any other factors that should be taken into account when evaluating progress. Research and service statements may be written if the faculty member would like to clarify aspects or themes of his/her performance in these areas.
- f. Teaching portfolio (maximum five pages in length), as specified in the *Faculty Manual*.

The intents of this procedure are to: 1) provide a detailed overview of progress toward tenure that can be easily viewed by the untenured faculty member, the Chair, the TPC and departmental faculty; and 2) give the untenured faculty member the opportunity to begin assembling his/her tenure and promotion packet. The tenured faculty of the Department of Animal Sciences shall review the third year review document early in the spring semester of the year of review (preferably late January to late February). Following a meeting and discussion of the candidate's case, the tenured faculty will

make a confidential ballot to the Chair. Each tenured faculty member chooses from the following outcomes on the recommendation form:

- Progress towards tenure is satisfactory at this time
- Some improvement is needed if tenure is to be granted
- Substantial improvement is needed if tenure is to be granted
- Unsatisfactory

The Chair shall prepare a written summary of the recommendations and the comments on the recommendations as well as a summary of a verbal discussion among tenured faculty during a meeting with the Chair. The Chair and the candidate shall discuss the written summary. The Chair shall make a recommendation to the Dean of CAHNRS on the basis of the third year review package, the recommendations of the faculty, and knowledge of the candidate's performance. A rating of unsatisfactory may result in a one-year terminal appointment, consistent with the policies of CAHNRS and WSU.

B. Criteria for granting tenure and promotion to Associate Professor

1. Research and scholarly activity

Candidates with a research component in their job descriptions are expected to develop and maintain an extramurally funded, sustained program of scholarly research relating in a clear way to the core mission of the Department of Animal Sciences and CAHNRS. An essential element of the candidate's research program includes success at acquiring extramural funding to support the research program, regular scholarly outputs resulting from this work and support and guidance for graduate students and/or postdoctoral fellows participating in the program. Evidence of accomplishment in these elements should normally include peer-reviewed journal articles, evidence of successful grantsmanship in support of research, and the successful guidance of graduate students through the key stages leading to completion of degrees and postdoctoral fellows toward career-track positions. The quality, as well as quantity, of published material will be considered, and the faculty may consider journal impact factor, citation metrics such as *h*-index, author rank, innovation, year-to-year consistency of publication numbers, and other factors or variables in judging such quality. These considerations must be tailored to the within-discipline norms for the faculty member's area of specialty. Additional evidence of progress in the above areas might include scholarly presentations at professional meetings, national or international stature within a field, scholarly book chapters and or books, invited lectures/presentations in appropriate forums and the performance of leadership roles in the candidate's field including but not limited to an editorship or associate editorship in a scholarly journal or participation in national and international panels and working groups. Another important element for evaluating the candidate will be the balance between independent and collaborative research efforts. While it is important to establish collaborations to drive science forward, the candidate is required to be established as an independent investigator. The candidate is referred to the *WSU Faculty Manual* for a detailed description of what should be included in the tenure and promotion packet and how it should be organized.

2. Teaching

Providing high quality instruction is a requisite of all faculty in the Department of Animal Sciences. This should be documented by “a defined teaching narrative and the use of University assessment tools” (see *WSU Faculty Manual*). The narrative should discuss the goals, responsibilities, evaluation and results of the candidate’s teaching efforts. Evidence provided about these elements should include course syllabi and other relevant course material, information about informal as well as formal teaching, student course evaluations, guest lectures in other classes, scholarship relating to pedagogy, and teaching awards or honors. The candidate is referred to the *Faculty Manual* for the details of what should be included in this narrative and its organization, but in the case of the Department of Animal Sciences, these four elements should be couched in terms of the relationship of the candidate’s teaching efforts to the core mission of the department. When a faculty member supervises graduate or undergraduate students, the quality and quantity of mentorship of that individual is considered both a research and teaching responsibility. If a faculty member teaches courses at the graduate level, the quality of those courses shall also inform the evaluation of teaching performance.

Twice before the third year review, faculty members appointed by the Chair shall attend two instructional sessions given by the Assistant Professor. Ideally, two or more peer evaluation visits shall be for different classes. The reviewer shall prepare a report addressing teaching style, effectiveness, and content. This report is to follow the protocol for teaching assessment articulated by CAHNRS, and is to be shared with the Chair and the candidate’s mentoring committee. This review is required for all Assistant Professors.

3. Extension

Some faculty in the department will hold at least a partial appointment in Extension. Extension work undertaken by the candidate for tenure must be appropriate for a faculty position as outlined in their position description. Specifically the Extension responsibilities for a tenure track position include expectations for engagement with stakeholders, establishing and maintaining close working relationships with other faculty, accessing the best available research-based information for use in educational programs, and developing and applying creative approaches to non-formal education. The successful candidate for tenure should be able to clearly demonstrate that his/her extension programming has effectively engaged appropriate target audiences and academic colleagues to carry out work that resulted in positive change in behavior, improvement of quality of life and/or economic situation of the target audiences, and/or contributed to the improved environmental conditions as targeted by their program. An effective Extension and outreach program will include planning, delivery and assessment components.

The planning component will: 1) identify desired outcomes using a comprehensive outcome planning approach to develop the program(s) that deliver those outcomes with the clear identification of the purpose, need, inputs, and outputs that lead to the desired outcomes; 2) demonstrate the capacity to identify significant problems or issues faced by target audiences, and utilizes the research capacity of

WSU and other institutions to address the problem; 3) employ an appropriate program design and methods to effectively reach intended and diverse audiences; and 4) actively engage with stakeholders (e.g.; industry groups, commodity groups, consumers, private firms, agencies) and others (e.g.; county-based faculty, researchers) in this planning process.

Within the planning component: 1) programs should make major contributions in addressing relevant issues and problems facing target audiences, and should demonstrate value for the public good; 2) outreach education should be research-based and adhere to the high standards of reliability and accuracy; 3) extension programs should use progressive methods for outreach and new technologies as appropriate to effectively reach target audiences; and 4) programs should be highly visible and utilize all available means to increase awareness and interest among target audiences, and when appropriate, the public.

For program outcomes and assessment: 1) extension programs should include a rigorous assessment of outcomes, including behavioral change of participants and industry, economic impacts, environmental impacts, among others; and 2) program outcomes (not to be confused with program outputs) should qualitatively and/or quantitatively report the impact of a faculty member's work. A more detailed description of expectations for departmental faculty with Extension appointments can be found at: <http://cahnrs.wsu.edu/fs/wp-content/uploads/sites/4/2015/10/Tenure-and-Promotion-Criteria-for-Ext-Prog-Unit-Faculty-Revision-FINAL.pdf>

4. Service

Service is an important component of an Assistant Professorship. Effective undergraduate curricular advising is a major service activity required of every faculty member. Mentorship/advisorship of student organizations, service on CAHNRS and university administrative committees, scholarship reviews, editorial work as journal editor, editorial board member or manuscript reviewer, outreach, internal reviews of research proposals, leadership or organizational training, service on national and international boards/task forces/panels, and other areas of service will be taken into consideration as evidence of service merit for promotion and tenure. It should be noted that service is not a substitute for high quality research and teaching, and service obligations should not impede an Assistant Professor from developing in those areas. Lastly, respectful, collegial, and professional interactions with students, faculty and staff are to be considered in the overall assessment of candidates.

C. Procedure for tenure and promotion to Associate Professor

An updated version of the package assembled as part of the third year review shall be made available to all Associate Professors and Professors in the Department of Animal Sciences. Unless contractual arrangements are made to expedite the tenure and promotion of an Assistant Professor (e.g., the candidate brings in several years of effort toward tenure and promotion from a prior place of employment) or if the candidate is advised to submit his/her tenure and promotion package early, the candidate will begin assembling the packet in the fifth year of employment at WSU. At least five external

letters from faculty in the candidate's field at peer or superior institutions shall be solicited and incorporated into this package as outlined in CAHNRS' and the Provost's procedural protocol. Final authority for selecting external reviewers lies with the Chair with some reviewers suggested by the candidate. Following a faculty meeting discussing the promotion case, each faculty member eligible to vote on the promotion as specified CAHNRS guidelines shall fill out a promotion review form that makes a recommendation (promote and grant tenure or to not promote and grant tenure) and defends that choice. These documents are to be confidential to the extent permitted by law. The faculty recommendations are to proceed to the Deans of CAHNRS for review at the college level. An advisory committee, consisting of faculty members from several units within CAHNRS, is convened to review the full tenure and promotion package including external letters. This committee provides an advisory vote and written assessment to the Dean. The Dean then advances their recommendation (for or against tenure) and the tenure and promotion package to the Provost's Office. This general process is described in greater detail in the *WSU Faculty Manual*.

III. Criteria and Process for Promotion to Professor

A. Mentored progress toward promotion to professor

At the request of an Associate Professor, the Department of Animal Sciences will provide the Associate Professor with a mentoring committee within six months of his/her appointment or prior promotion. The Chair will appoint this committee after consulting with the Associate Professor about its membership. The committee will consist of three full professors, one of whom must come from outside the Department of Animal Sciences. The Associate Professor must meet with the mentoring committee at least once within two years of his/her appointment to Associate Professor, and a second time within four years of their appointment. The Department of Animal Sciences encourages Associate Professors to meet regularly with senior faculty, their mentoring committee, and the Chair to discuss progress toward promotion to Professor.

B. Criteria for promotion to Professor

Evidence is required that the quality and quantity of the accomplishments of the candidate are at a significantly higher level than that expected of an Associate Professor. Only under exceptional circumstances will a faculty member be considered for promotion to Professor prior to serving as an Associate Professor for fewer than five years, with the promotion effective, if granted, at the beginning of the seventh year.

1. Research and scholarly activity

In addition to the cumulative qualifications already summarized for Associate Professor, a candidate for promotion to Professor must present evidence of national and international recognition, reputation for sustained scholarly competence, and an increased level of professional activity. This evidence may include but is not limited to a substantial body of publications, a well-established research program with a substantial

record of extramural funding at a level, effective use of professional leave and other opportunities for self-improvement, service as an editorial referee or editor of peer-reviewed journal(s), consulting, participation in national and international panels and working groups, service on study sections and grant review panels, and invitations to speak to professional societies.

2. Teaching

A candidate must show evidence of continued development in teaching, as indicated by peer evaluations, examples of course materials, accomplishments of former students, and student opinion surveys or other forms of student evaluations. Information about formal and informal teaching at both the graduate and undergraduate levels will also be included, as well as leadership inside the department and efforts to obtain extramural funding for curriculum development and instructional activities. Supervision of honors thesis projects and undergraduate research is also considered important. While the teaching of courses at the graduate level is not performed by all faculty members, those faculty that do have responsibility for graduate-level courses will have their teaching evaluated accordingly. The mentoring of graduate students is expected of all tenured or tenure-track faculty, and the quality of this mentoring will be part of the basis for evaluation. It should be emphasized that individuals who cannot present a record of continuing excellence in instruction will not be considered favorably for promotion to the rank of Professor, if instruction is part of their assignment. The Associate Professor may make a request to the Chair to initiate peer review of teaching, whether informal in nature or according to the peer review protocol referred to above.

3. Extension

Successful candidates for promotion to Professor must demonstrate a sustained record of high-quality Extension accomplishments and positive impacts consistent with the criteria for tenure. In addition, it is required that successful candidates for Professor have achieved a national and/or international reputation for their Extension work. This reputation must be documented by a substantial body of scholarly work recognized and validated by peers. There must be clear evidence of leadership and programming excellence leading to compelling impacts emanating from the candidate's work. Early career professionals should identify areas of expertise for which they hope to be known. Over a period of years, deliberate actions and patterns of work focused on the areas of expertise can lead to this reputation for excellence and professional stature at the national level and beyond.

4. Service

University service increases in importance at the level of Associate Professor. Student organization mentorship, service on CAHNRS and WSU administrative committees, scholarship reviews, outreach, internal reviews of research proposals, service on national and international boards/task forces/panels, and other areas of service will be

taken into consideration as evidence of merit for promotion to Professor. Contributions to a respectful and professional workplace shall also be taken into account.

C. Procedure for promotion to Professor

It is generally at the discretion of the Chair to nominate a member of the faculty for promotion to Professor, but a faculty member or another faculty member may also initiate consideration. At least five letters of evaluation from external reviewers (of professor rank) from peer or superior institutions shall be sought. Again, final discretion lies with the Chair for selection of external reviewers with some selections coming from a list prepared by the candidate. External reviewers should be widely recognized in the candidate's scientific discipline. The candidate's CV, external letters, and other supporting materials shall be presented for consideration to the departmental faculty members holding the academic rank of Professor or higher. The general protocol for evaluating the promotion packet of the Associate Professor is similar to that outlined for the Assistant Professor.

IV. Criteria and Process for Promotion to Regents Professor

The rank of Regent's Professor can be held by no more than 30 Washington State University faculty members at any one time. A faculty member attaining the rank of Regents Professor must have demonstrated truly excellent performance for a sustained period of time. Promotion to Regents Professor requires service to the university for at least 7 years and attainment of the highest level of professional achievement. Each college may nominate only two faculty members as candidates for this promotion each year. Those who are promoted to Regents Professor receive a 10% raise and those who are not selected for promotion may be nominated again. The standards for promotion to Regents Professor are high. To be considered, a faculty member must: 1) be a tenured full Professor or equivalent; 2) have served Washington State University for at least the immediately preceding seven years; 3) have achieved the highest level of distinction in a discipline and raised the standards of the University through activities in teaching, scholarship, and public service; and 4) have sustained a level of accomplishment, which has received national or international recognition.

Approved November 18, 2016

CRITERIA AND PROMOTION GUIDELINES FOR THE DEPARTMENT OF ANIMAL SCIENCES NON-TENURE TRACK INSTRUCTOR, CLINICAL AND RESEARCH FACULTY

I. Introduction

The objective of this document is to provide additional and specific guidance for non-tenure track faculty with instructor, clinical or research faculty appointments in the Department of Animal Sciences. The Department of Animal Sciences, College of Agricultural, Human and Natural Resource Sciences (CAHNRS), and Washington State University (WSU) value the contributions of non-tenure track faculty. These essential fixed-term faculty appointees hired for up to five years on renewable contracts are not intended to be temporary positions, but rather are designed as an extended career options. A description of specific duties for non-tenure track faculty will be outlined in a fixed-term renewable contract on an individual basis according to the needs of each department. Such contracts will clearly detail responsibilities for these faculty members. This document contains guidelines for the promotion of instructor, clinical, and research faculty within the Department of Animal Sciences, CAHNRS and WSU. These guidelines are supplementary to procedures and policies specified in the *WSU Faculty Manual* for all new non-tenure track faculty. Instructor, clinical and research faculty already employed at WSU will be grandfathered into existing fixed-term contracts for the duration of that contract. In all matters pertaining to questions of procedure, the *WSU Faculty Manual* takes precedence.

The primary responsibility of instructor track faculty is teaching undergraduate students within a renewable fixed-term contract. The titles Instructor or Senior Instructor imply the appointment is non-permanent and non-tenure track. Instructors should also participate in service activities at the department, college, university or national level, but they are not required to participate in scholarship, creative work, training or research activities. Instructor appointments may be renewed based upon satisfactory review of prior performance and departmental needs. An Instructor may be promoted to Senior Instructor. To warrant promotion the candidate must have performed in an exceptional way that can be documented in the promotion file.

Clinical and research faculty have primary and secondary responsibilities as defined within a renewable fixed-term contract. The primary responsibility of most clinical faculty will be teaching undergraduate students with a secondary responsibility in research, scholarship, creative work, or training activities; for some clinical faculty, these responsibilities may be distributed differently according to the fixed-term contract and needs of the department. The primary responsibility of research faculty will be research and scholarship with a secondary responsibility in teaching or service. In order for Research faculty to legally compete for federal grants, a portion (5-10%) of their salary must be covered by non-federal funds. Faculty on the clinical and research tracks are on fixed-term non-tenure appointments for up

to five years based on departmental needs and may be reappointed at the discretion of the Chair upon satisfactory review. Fixed term faculty hired on renewable contracts and fixed term faculty holding ranked titles eligible for rehire must be formally included in the annual review process according to normal university procedures as outlined in the *WSU Faculty Manual*.

II. Criteria and Promotion Process for Instructors

A. General provisions.

As indicated in the *WSU Faculty Manual*, Instructors are non-permanent, fixed-term positions. Instructors who have successfully completed six years of service at WSU may request evaluation for promotion to Senior Instructor. The primary responsibility of Instructors is to teach undergraduate courses, although service and advising can also be included in contracts. The department will evaluate Instructors solely for teaching and service accomplishments.

B. Mentoring for Instructors on multi-year contracts

The department Chair will appoint a mentoring committee for each Instructor within six months of his/her appointment. The mentoring committee, led by an appointed committee Chair, will review accomplishments annually. The committee will summarize accomplishments and recommendations for improvement in a memo to the Chair. In addition to meeting with the mentoring committee at least annually, the Chair will meet annually with the Instructor to review performance quality and to address any needs for progress toward promotion.

C. Evaluation criteria and procedure for promotion to Senior Instructor

Candidates for promotion from Instructor to Senior Instructor are expected to have made substantial and sustained contributions to department/program teaching needs and to provide documented evidence of teaching effectiveness. All individuals to be considered for promotion are required to develop and maintain a teaching portfolio similar to that specified in the *WSU Faculty Manual* and CAHNRS promotion documents for tenure track faculty. Normally, an Instructor who has successfully completed at least six years of continuous service at WSU may be considered for promotion to Senior Instructor. An early consideration must be approved by the Dean and the Provost in the spring semester. Time in rank is not sufficient by itself to be considered for promotion. A packet with the candidate's CV, teaching portfolio, and supporting materials such as syllabi and course evaluations shall be circulated to faculty for internal and/or external review, as specified in the guidelines for tenure track faculty in the *WSU Faculty Manual*.

Since the primary responsibility of an Instructor is undergraduate teaching and service, the leading criterion of promotion evaluation is exceptional performance in teaching and quality

participation in service activities. Promotion to Senior Instructor shall include evidence of excellence in teaching similar to that outlined below in greater detail for clinical track faculty. This would include items such as leadership in the design and delivery of programmatic curricula, introduction of new and effective teaching innovations, development of new and needed courses, significant improvements in existing courses, engagement in college and university wide programs for effective teaching, consistent and high evaluations by students and peers, engagement and leadership in the University's Teaching Academy, among other similar types of accomplishments within the area of teaching. Internal WSU signs (department/college/WSU awards) and recognition of distinction are expected for promotion to Senior Instructor. Also, any service component and the ability to interact effectively with colleagues, students and staff will be given significant consideration. Demonstrated service accomplishments at the department/program, campus, college, university, professional or public level should be in keeping with the specifications of the contracts.

Academic advising of undergraduate students can be a major component of service for Instructors or Senior Instructors in the department. Service expectations may also include participation in decision-making or advising student organizations, serving on departmental/program committees, undergraduate program policy development, curriculum and policy development, and participation in student recruitment and club activities. Instructors may also perform outreach and public service relevant to the mission of the department/program, and these activities may be evaluated as contributing to promotion. Faculty members promoted to the rank of Senior Instructor may be granted a fixed-term appointment of up to five years based on the needs of the department and at the discretion of the department Chair.

III. Criteria and Promotion Process for Clinical Faculty

A. General provisions

Most clinical track faculty in the department will have primary expectations for accomplishments in teaching and service with secondary expectations in scholarship, creative work, or research as specified in their fixed-term renewable contract. However, some departments may have clinical faculty with research as the primary expectation and teaching as the secondary expectation as outlined in the fixed-term. Faculty who excel in teaching and service are essential to our mission of training highly competent undergraduate students. Most non-tenure track clinical appointments have been developed to provide academic opportunities to faculty committed to teaching and service; for some clinical faculty, these responsibilities may be distributed differently. Scholarship and/or research productivity carry more weight along with teaching and service for promotion from Clinical Associate Professor to Clinical Professor depending upon the assignment as outlined in the fixed term contract. Credit toward the six year minimum requirement as a Clinical Assistant Professor may be given to individuals who transition with years of service at WSU in the instructor or research tracks. As indicated in the *WSU Faculty Manual*, Clinical Assistant Professors are eligible for promotion to Clinical Associate Professor after

six years of service in rank, with the promotion effective, if granted, at the beginning of the seventh year. There is no limit to the number of times promotion to Clinical Associate or Clinical Full Professor may be sought. As a required component of the promotion packet, the Chair will obtain at least four supporting letters; these may be internal or external to WSU, but must be external to the department/program. While personal and non-professional considerations are not appropriate in promotion recommendations, a faculty member must interact with students and colleagues so as to enhance rather than diminish the effectiveness of others. Evidence of professional behavior in dealing with students and colleagues is an important element of effective teaching and should be considered in promotion. Evidence might include regular and timely follow-up with student inquiries and requests, following University policies and procedures regarding approved student accommodations and absences, making reasonable efforts to ensure academic integrity, and regular participation in departmental discussions and decisions especially regarding undergraduate education.

B. Mentoring for Clinical Assistant and Associate Professors

The Chair will appoint a mentoring committee for each Clinical Assistant Professor within six months of appointment. The mentoring committee will review annual accomplishments. The committee will summarize the Clinical Assistant Professor's accomplishments, his/her progress toward promotion, and recommendations for improvement in a memo to the Chair. The Chair will meet annually with the Clinical Assistant Professor to provide helpful suggestions to improve performance and to address his/her needs for and progress toward promotion.

C. Evaluation criteria for promotion to Clinical Associate Professor

Most clinical appointments are primarily teaching positions with a secondary expectation for scholarship, creative work, or research. Although that expectation is secondary, the candidate must still demonstrate that some portions of his/her work merit dissemination as new knowledge and include evidence of scholarship, creative work, or research.

Conversely, some clinical appointments may have primary responsibilities to produce creative work or research, and in those positions the candidate must also demonstrate excellence in teaching.

1. Teaching

The candidate must demonstrate teaching effectiveness and substantial and sustained contributions to program teaching needs. All individuals to be considered for promotion are required to develop and maintain a teaching portfolio. On an annual basis, a faculty member appointed by the Chair shall attend three or more instructional sessions given by the Clinical Assistant Professor. Ideally, the two peer evaluation instances shall be for different classes. If there is a laboratory instruction component of the candidate's teaching responsibility, there shall be an evaluation specifically for a laboratory session. The reviewer shall prepare a report addressing teaching style, effectiveness, and content. This report is to follow the

protocol for teaching assessment articulated by CAHNRS, and is to be shared with the Chair and the candidate's mentoring committee. This review is required for all Clinical Assistant Professors. Accomplishments in scholarship, creative work, or research that have a disciplinary or pedagogical focus also are considered in the case of clinical faculty who have a primary teaching responsibility. Scholarship, creative work, or research that elevates the quality of learning at WSU can be significant contributions from clinical faculty. Promotion to Clinical Associate Professor shall include evidence of excellence in teaching where teaching is the primary expectation such as consistent and high evaluations by students and peers, leadership within the design and delivery of programmatic curriculum, introduction of effective teaching innovations, development of new and needed courses, significant improvements in existing courses, engagement in college- and university-wide programs for effective teaching, departmental, college, and/or university level program development and delivery, and evidence of student learning and success. For faculty with a primary expectation in teaching, additional evidence of excellence might include engagement and leadership in the University's Teaching Academy, creation and/or supervision of CAHNRS internships, procurement of internal or external teaching awards, and college/WSU awards) and recognition of distinction.

2. Service

Demonstrated service accomplishments at the department/program, college, or university level, or externally to the professional discipline or public, are necessary for promotion. The mentoring or academic advising of undergraduate students can be a major component of service. Service accomplishments can also include participation in decision-making or administrative leadership, advising student organizations, serving on departmental/program committees, graduate and undergraduate program policy development, curriculum development and policies, serving as a peer evaluator or mentor for other faculty, assisting with student recruitment, providing professional development opportunities for other faculty, chairing CAHNRS/university level committees and task forces, and other service activities based on the needs of the department.

3. Scholarship, creative work, or research

The candidate must demonstrate effectiveness in teaching scholarship, creative work, or research for consideration for promotion to Clinical Associate Professor. For those whose primary responsibility is teaching, expectations for scholarship may include investigation of pedagogy, creation of original teaching materials or other pedagogical innovations, innovation of experiential learning that are discipline-appropriate, publication of textbooks or laboratory manuals, development of education programs and workshops, peer-reviewed or outreach publications on pedagogy or disciplinary research, presentations at professional meetings on pedagogy or disciplinary research, outreach on pedagogy or disciplinary research presentations to the public, serving on student research committees, serving as committee co-chairs, or other evidence of mentoring graduate student research, and mentoring undergraduate or graduate research, including undergraduate Honors College theses. As funding will be an essential element for implementing these scholarly or creative activities, procurement of local and

external teaching grants is a distinguishing requirement that separates the instructor and clinical tracks. For those who also have a primary expectation to produce creative work or research, promotion to Clinical Associate Professor may include production of juried creative works or peer-reviewed manuscripts, nationally recognized contributions to the field, acquisition of internal or external grants, and/or contributions to graduate education.

D. Evaluation criteria for promotion to Clinical Professor

The candidate will be evaluated using the same general criteria as for promotion to Clinical Associate Professor, but expectations for teaching excellence and scholarship, creative work, or research accomplishments are higher. Scholarship must be substantial and sustained since the promotion to Clinical Associate Professor. The scholarship, creative work, or research must make a notable contribution to an academic discipline aligned to the scope of the department/program or to pedagogy. Measures such as annual rate of publication, student/postdoctoral training, extramural funding, service contributions, external teaching awards, and evidence of successful leadership should be considered. The elements of service outlined for promoting to Clinical Associate Professor remain pertinent for promotion to Clinical Professor, with the expectation that the service load will increase upon promotion.

E. Procedures for promotion to Clinical Associate Professor and Clinical Professor

The candidate is responsible for developing material bearing on the criteria identified above (*i.e.*, CV, teaching portfolio, teaching evaluations, supplemental material related to the secondary area of expertise). For those whose primary responsibility is teaching, some letters can be from former students (presuming they are external to the department/program at the time of writing). Candidate portfolios should list all formally approved leaves and may also provide context and descriptions regarding other impediments in teaching or service productivity, such as assumption of substantial administrative tasks. Under normal circumstances, consideration of promotion from Clinical Associate Professor to Clinical Professor will be initiated by the Chair. Documentation will be assembled by the candidate and made available for review by the faculty members at or above the rank of prospective promotion. After formal discussion, written recommendations will be solicited from tenured faculty and clinical faculty at the associate rank or above. Based on the discussion and recommendations, the Chair will decide whether or not to forward to the Dean a recommendation for promotion evaluation and the supporting documentation. Consideration of promotion from Clinical Associate Professor to Clinical Professor will be initiated by the Chair. Procedures for evaluation will be the same as those for promotion to Clinical Associate Professor. Consideration for promotion to the rank of Clinical Professor is based on the quality of the candidate's cumulative record over the entire appointment period. Faculty may remain at the rank of Clinical Associate Professor, if promotion to Clinical Professor is not pursued or is not granted, contingent upon receiving satisfactory rankings during annual reviews. Fixed-term appointments of up to 5 years may be provided in such cases. Clinical Associate Professors will continue to participate in annual performance reviews and must receive satisfactory ratings to remain on appointment. Fixed-term

appointment renewals of up to 5 years may be provided in such cases. Performance reviews for Clinical Professors will be conducted annually, with the possibility of appointment renewal for an additional period not to exceed 5 years.

IV. Criteria and Promotion Process for Research Faculty

Research track faculty will have an appointment in the department, but receive funding for their position from an outside source. These individuals are affiliated with the department largely to pursue research, although participation in modest teaching and service efforts may be part of a position description which may include periodic teaching assignments. Research faculty are allowed to use most common departmental facilities and may have access to some WSU resources; thus, Research faculty may be asked to participate in research-related or service duties in the department and CAHNRS commensurate with their use of facilities.

Research faculty appointments are not tenure track and have no implications for tenure advancement. Research faculty can be appointed by the Chair (in consultation with relevant tenure track faculty, such as principal investigators) with titles of Research Assistant Professor, Research Associate Professor, or Research Professor, depending on experience and qualifications. Research faculty are eligible for promotion through these ranks.

A. Mentoring

Research faculty are often associated with a research laboratory or frequently conduct research as part of an established team. In those cases, the principal investigator of that laboratory should assume a mentoring role for the Research faculty member. In all cases, the Chair shall appoint a mentoring committee for Research faculty comprised of tenure track faculty and/or Research faculty at higher rank and that committee shall produce an annual report of progress and accomplishments for the Research faculty and Chair.

B. Evaluation criteria for promotion to Research Associate Professor

Candidates for promotion to Research Associate Professor are expected to have met criteria that include: evidence of research productivity as indicated by a substantial body of peer-reviewed publications in at least major disciplinary journals, demonstrated leadership on research projects as evidenced by participation as Principal Investigator/ Co-Principal Investigator on funded grants, presentations at disciplinary professional meetings at the national (and international) level, received invitations to present at professional meetings or at other institutions, evidence that research and scholarly activity has influenced the discipline where metrics such as the H-index and judgments of outside reviewers will be used in this evaluation, established a sustained research program with sufficient funding to support research needs including training and support of graduate students. In addition, consideration should be given to service contributions to the department, CAHNRS, WSU, the professional discipline, or the public, if service was part of the agreement for the

research position. These contributions are likely to be modest. Successful professional interaction with faculty, staff and students, mentoring and advising of undergraduate and graduate students, demonstrated success in teaching and/or mentoring are also expectations if these roles were part of the agreement for the research position.

C. Evaluation criteria for promotion to Research Professor

Candidates for promotion to Research Professor are expected to sustain productivity outlined for Research Associate Professor in addition to developing an independent research program following promotion to Research Associate Professor that addresses areas of research important in the disciplines represented within the department. The candidate must show evidence of sustained research productivity that includes a substantial body of peer-reviewed publications in high-quality journals and sustained externally funded research consistent with establishing a strong national/ international reputation. Other contributions may include: 1) demonstrated sustained success in teaching and mentoring of graduate and/or undergraduate students; 2) participation in service to the department, CAHNRS, WSU, the professional discipline or the public and made significant contributions through those efforts consistent; or 3) maintenance of successful professional interactions with faculty, staff and students, including the mentoring/advising of undergraduate and graduate students.

D. Procedure for promotion to Research Associate or Research Professor

The process to promote an individual to Research Associate Professor or Research Professor shall be initiated at the discretion of the Chair. A promotion packet containing the CV, example publications, service record, and other relevant materials shall be circulated to faculty at the appropriate level (i.e. to all Associate and Full Professors in the case of promotion to Research Associate, and to all Full Professors in the case of promotion to Research Professor). At least five external letters should be solicited from faculty in similar positions and/or tenure track faculty at equivalent universities, particularly land grant institutions with a veterinary or professional school. The timeline for this should mirror that of the analogous promotion for tenure track faculty with teaching and research split appointments.

Approved November 18, 2016