

CAHNRS FACULTY GUIDE FOR PROMOTION AND TENURE GUIDELINES

Updated August 2023

Overview of the Process

WSU has a multi-level review process for promotion and tenure (P&T) decisions and 3rd year reviews. The processes vary slightly for Tenure Track (TT) and Career Track (CT) positions, but the general principles are the same for the two appointment tracks. Recommendations for P&T and for 3rd year reviews are made in the department/school/program unit according to unit, college and university bylaws, policies, and procedures. Procedures and requirements may vary slightly between departments, but all adhere to the college and university policies. Recommendations that involve the award of tenure are reviewed successively by the dean, the provost, and the president, who makes the final recommendation to the Board of Regents for action. Recommendations that do not involve the award of tenure are reviewed successively by the dean, the provost, and the president, who makes the final decision.

Criteria and Expectations

Decisions to promote and/or to grant tenure to faculty members are the most important ones made by the university, for they will determine WSU's reputation and prominence for many years to come. They are also important decisions as they impact the careers of individual faculty members. A recommendation for promotion from assistant professor to associate professor (typically) includes the award of tenure (in TT positions) and should be based on several years of sustained, outstanding achievements in scholarship, teaching, and service across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national and/or international stature and long-term, high-quality professional achievement and university service.

Washington State University's Core Missions (Faculty Manual III.C.4, 2022-23):

- Teaching & Learning, including mentoring and advising
 - i. Scholarship of pedagogy
 - ii. Scholarship of application

 - Research, as broadly defined by Boyer
 - i. Scholarship of discovery
 - ii. Scholarship of integration
 - iii. Scholarship of application
 - iii. Scholarship of teaching
- Boyer, E.L. (1990), Scholarship reconsidered: Priorities of the professoriate. Carnegie Foundation for the Advancement of Teaching*

- Outreach & Engagement, including Extension, clinical services (Scholarship of engagement)
 - i. Scholarship of application
 - ii. Scholarship of impact
 - iii. Scholarship of integration

- Service, a balance of internal and external
 - i. Academic Service, Governance, and Leadership (internally directed service)
 - ii. Professional Service (externally directed service that supports professional organizations, advisory boards, peer review processes, etc.).

The institution values the capacity of faculty to integrate their work across the land grant missions of research, teaching, Extension, and service. Those faculty members who are engaged in two or more missions of the land grant university can integrate their work across their teaching, Extension, research, and service roles. Faculty who successfully demonstrate this integration embody the ideals of the land grant university, and their efforts should be recognized and rewarded accordingly, regardless of track.

Scholarship is the cornerstone of successful promotion. Contributions in scholarship should be documented in promotion materials by describing creative activities in research, teaching, or Extension and providing evidence of scholarship, such as but not limited to peer-review of outputs (publications, exhibits, tools, delivery methods), success in obtaining competitive funding, and successful student development. Examples of scholarship are illustrated in Appendix A.

Impacts of a program (sum of all activity directed towards an intended outcome or change in condition) should be explained so that a faculty outside the discipline can understand the purpose of the work and the significance of the results, whether addressing a fundamental scientific question or an applied solution to specific social, agricultural, or environmental issues. If possible, the overall focus of a program should be described along with specific milestone accomplishments to show progress, ideally measurable impact, in an identifiable way towards a long-term goal. A faculty's specific role in publications and grants should be documented as described in [Faculty Resources for Documenting Impact](#).

Other evidence of scholarly contributions come from various types of peer evaluation and interaction. There are many manifestations of peer evaluation other than grants and journal/book publication, including but not limited to: publication in peer-evaluated media; commentaries and citations; invitations to present papers, workshops, performances, and master classes, chair conference sessions, participate in symposia, referee papers, review grant applications, or participate on review panels; editorships of journals; and membership on boards of societies or stakeholder groups.

Service is interpreted generally as activities that benefit and contribute to the department, college, profession, university, or communities, and is expected of all faculty irrespective of their functional appointment (i.e., teaching, research, and Extension). Shared governance, the basic operating principle of the University, is impossible without faculty service, so evidence of service is expected in tenure and promotion documents for all types of faculty appointments. Expectations for service generally increase as a faculty member advances through their career; typically, less for promotion to associate professor than professor. The basic elements comprising service include outreach as well as university, college, department, professional discipline, and public service. Various types of service are described in the faculty manual, in the section Review of Faculty.

All faculty are expected to contribute to a positive community and culture in their unit(s). Recognizing that academic and Extension units, campuses, institutions, and professions operate as a collective, all faculty should contribute in positive ways as mentors, advisors, contributors, and leaders. Faculty should value the professional and personal well-being of their colleagues, including fellow faculty, staff, administrators, and students and work toward an equitable distribution of formal and informal service and leadership.

Faculty must be reviewed in accordance with their defined responsibilities/official job description – i.e., according to their designated contributions to our land grant university’s missions (research, teaching, Extension). No single mission of the university shall have inordinate weight in the review of a faculty member unless that mission is the primary focus for that faculty member. Measures of scholarship and research productivity should be selected carefully to minimize bias and provide a complete assessment of productivity, quality, and impact. Each of these variables (productivity, quality, and impact) are necessary for successful advancement.

WSU’s expectations for faculty advancement, irrespective of track, is similar to those of other land grant universities including our identified peer institutions. For example, from Michigan State University (<https://hr.msu.edu/ua/promotion/faculty-academic-staff/guide.html>): “In as much as the University invests in an individual at the time of promotion to associate, the measure of promotion to “full” is the investment the individual has made in the University. As such, a recommendation for promotion from associate professor to professor in the tenure system should be based on several years of sustained, outstanding achievements in scholarship and education across the mission. Moreover, it is an expectation that individuals should provide leadership and service within the department, mentorship to junior faculty and graduate students, teaching of undergraduates, service on committees, and contribute to a flourishing intellectual life for those in the broader discipline, unit, college, and institution. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an expert of national and international stature and to predict continuous, long-term, high-quality professional achievement and University service. **As a tenured faculty member, a professor must not only demonstrate disciplinary excellence, but also demonstrate commitment and effectiveness in larger institutional missions such as improving culture, inclusiveness, and equity both in the academy but also more broadly in society.** Innovation brought to teaching and interdisciplinary team building that enables broader groups of people from the widest possible disciplinary or college perspective are also part of a move from individual work to being a university professor. Such a responsibility is even greater for those who earn promotion to full professor.”

Expectations & examples of scholarship, scholarly activity, impact, and creative activity for tenure and career track faculty.

Research Scholarship and Creative Activities	Extension and Outreach	Teaching and Academic Programs	Service and Leadership
Assistant Professor years 1-3			
<ul style="list-style-type: none"> • (Year 1) Publishes work from dissertation or previous positions in high-quality journals 	<ul style="list-style-type: none"> • Relationship building with key clientele groups and an inclusive community • (Year 1, 2) Conducts a needs assessment with 	<ul style="list-style-type: none"> • Develops course content in line with needs based on curriculum and learning needs of a diverse student body 	<ul style="list-style-type: none"> • Mentors students, including service on student committees • Works with unit leader to identify appropriate areas

<ul style="list-style-type: none"> • (Year 1,2) Recruits and trains a diverse group of students or other personnel funded by initial support if available • (Year 1) Joins an appropriate capacity fund/Hatch and/or Multi-state project • (Year 1,2) Applied research focus includes communication with stakeholders in industry to identify needs • Identifies appropriate internal or external funding sources and submits proposals • Develops research focus in line with subject matter of appointment, to meet needs of an inclusive audience • Develops a diverse network of colleagues for collaborative projects and grant proposals • Integrates relevant, teaching and Extension efforts & collaborations to maximize impact for all three mission areas • (Year 2-3) Begins to publish WSU- generated research in high-quality refereed journals • (Year 2-3) Presents WSU-generated research results at regional and national conferences 	<p>key clientele groups representing broad and diverse audiences</p> <ul style="list-style-type: none"> • (Year 1,2) Develops a proactive Extension program focused on intentional impacts and condition changes for a broad group of inclusive beneficiaries • Identifies appropriate internal or external funding sources and submits proposals to fund outreach and extension activities • Develops a diverse network of colleagues for collaborative programs • Integrates relevant, teaching and research efforts & collaborations to maximize impact for all three mission areas • (Year 2-3) Delivers publications, tools, decision aids and other extension products and deliverables to public and other stakeholders using inclusive methods 	<ul style="list-style-type: none"> • Builds inclusive pedagogy scholarship • Assesses teaching effectiveness and adapts content and delivery accordingly • Develops and teaches courses at the level expected by appointment with guidance from the chair • Integrates relevant, Extension and research efforts & collaborations to maximize impact for all three mission areas • (Year 2-3) Present WSU-generated pedagogy scholarship at regional and national conferences • Sets classroom expectations of respect, caring, and inclusion 	<p>to contribute to departmental administration</p> <ul style="list-style-type: none"> • Joins and participates in a unit, campus, college, or university level DEI committee or activity
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Assistant Professor years 4-6

<ul style="list-style-type: none"> • Research is focused and moving in an identifiable way (trajectory) towards measurable outcomes • Regularly publishes in appropriate or high-impact peer reviewed journals or other media including some as primary author • Publishes applied research results in appropriate media to 	<ul style="list-style-type: none"> • Extension program is focused and moving in an identifiable way (trajectory) towards measurable outcomes • Programs reach diverse audiences with culturally appropriate materials • Extension programming results in documented, direct improvement of individual or community economic status 	<ul style="list-style-type: none"> • Contributes to the success of the curriculum by integrating course contents and learning goals • Uses innovative teaching methodologies to enhance student learning and success • Course content/delivery considers diversity of student audience • Contributes to student internship opportunities 	<ul style="list-style-type: none"> • Participates in professional society committees or review boards • Participates in departmental/unit, college, or university committees • Participates in stakeholder boards and committees • Reviews manuscripts for journals and grant programs progressing to
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<p>impact industry and public stakeholders</p> <ul style="list-style-type: none"> • Seeks/obtains adequate extramural funding to support a significant program • Uses state/commission funding for applied research relevant to WA stakeholders and/or federal programs for more fundamental research • Chairs grad student committees and serves on others • Recruits highly qualified grad students from diverse backgrounds • Grad students publish their work in high-quality journals • Joins committees in state/national/international societies and agencies • Display efforts to increase DEI through grants 	<ul style="list-style-type: none"> • Appropriately addresses environmental condition, or quality of life of target audience • Publishes in appropriate media to impact industry and diverse public stakeholders • Seeks/obtains adequate extramural funding to support a significant program that includes DEI strategies • Integrates relevant research and teaching efforts and collaborations to maximize impact for all three mission areas 	<p>by integrating teaching, Extension, and research</p> <ul style="list-style-type: none"> • Integrates relevant research and Extension efforts to maximize impact for all three mission areas • Joins committees in state, national or international societies and agencies • Promotes high-impact learning practices (HIPS) such as service learning • Revises course material to increase access for different abilities 	<p>editorial boards and proposal review panels</p> <ul style="list-style-type: none"> • Participates in professional DEI trainings
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Associate Professor			
<ul style="list-style-type: none"> • Faculty member is gaining recognition regionally and nationally for research • Research planning includes synergy from collaborations with complementary programs • Programs and methodologies are highly innovative, diverse, and receive regional or national recognition for quality, professionalism, and impact • Seeks/obtains grants from federal programs • Leads grant proposal writing efforts as PI and/or co-PI of large grants • Financially and programmatically supports multiple grad 	<ul style="list-style-type: none"> • Extension program is gaining recognition regionally and nationally • Planning includes synergy from collaborations with complementary programs • Programs and methodologies are highly innovative, and receive regional or national recognition for quality and being inclusive • Documentation of program impact • Participates in grant proposal writing efforts on interdisciplinary grants that address needs of representative audiences • Contributes expertise to colleagues' courses when relevant 	<ul style="list-style-type: none"> • Involved in curriculum revisions and curriculum development • Communicates with stakeholders to gain insight on curriculum and program needs • Teaching methodologies are effective and innovative, and receive recognition for quality, professionalism, and impact • Contributes to departmental assessment of courses and student learning outcomes • Diversifies pedagogy to reach and engage all students. • Develops additional student internship opportunities by 	<ul style="list-style-type: none"> • Mentors diverse students, including service on student committees • Mentors junior faculty • Participates in or leads professional society committees or review boards • Participates in or leads departmental/unit, college, or university committees • Participates in stakeholder boards and committees • Serves on editorial boards and grant proposal review panels for funding agencies that address needs of representative audiences

<p>students along with undergraduates</p> <ul style="list-style-type: none"> • Works with appropriate Extension programs to develop outreach materials and/or events related to their research • Contributes expertise to colleagues' courses when relevant 		<p>integrating teaching, Extension, and research</p> <ul style="list-style-type: none"> • Participates in grant proposal writing efforts on interdisciplinary grants • Participates in organizations that support underrepresented communities such as MANRRS and SACNAS 	
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Professor			
<ul style="list-style-type: none"> • Faculty member is recognized nationally & internationally for impact • Planning includes regional and national programs • Leads diverse teams of researchers in planning research programs • Shows leadership in collaborative interdisciplinary programs that include Extension and education and a commitment to DEI • Leads disciplinary efforts with colleagues to form programs with alliances to stakeholders and agencies • Leads proposals for large interdisciplinary and inclusive projects • Supports multiple grad students (financially and programmatically) along with undergraduates • Actively engages and leads in development of public outreach and Extension of research results to appropriate, non-academic audiences 	<ul style="list-style-type: none"> • Faculty member is recognized nationally & internationally for impact • Scales up program planning to a higher level such as statewide or nationally • Leads team or center program planning processes resulting in measurable outcomes • Provides leadership in collaborative and diverse interdisciplinary programs that include research, and education • Leads disciplinary efforts with colleagues to form programs with alliances to stakeholders and agencies that address needs of representative audiences 	<ul style="list-style-type: none"> • Leads curriculum revisions and curricular development • Shows leadership in diversifying pedagogy to reach and engage all students • Provides leadership to department for assessment of courses and student learning outcomes • Communicates with stakeholders to gain insight on curricular and program needs • Teaching methodologies are effective and innovative, and receive regional, national and/or international recognition • Shows leadership in collaborative interdisciplinary programs that include research and Extension • Addresses barriers to access in education, healthcare, or economy • Provides leadership in curriculum, student success, recruitment, and retention 	<ul style="list-style-type: none"> • Mentors students, including service on student committees • Mentors junior faculty • Participates in professional society committees or review boards • Participates in and provides leadership to departmental/unit, college, or university committees • Participates in stakeholder boards and committees • Serves on editorial boards or as senior editor, and serves on or leads review panels for funding agencies • Leads by example in demonstrating commitment to institutional missions

Note: These are examples, only, and not inclusive of all possible activities. Nor is it an expectation that every faculty engage in every example activity.

Approximate Timeline and Annual Timetable for Promotion and Tenure Actions

Planning for tenure and promotion begins at hire. Faculty are encouraged to lay out a plan for achieving intended outcomes and impacts, with milestones identified along the way and a rigorous, continuous

needs assessment and evaluation component to the plan. Faculty are encouraged to seek feedback and input often from formal and informal mentors, peers, and supervisors. All new faculty should be provided with Departmental tenure and promotion guidelines immediately.

For tenure track faculty hired as assistant professors, the formal tenure review process will occur after the fifth year unless there is an approved extension. Accelerated timelines may be appropriate for faculty hired with significant experience as an assistant or associate professor at another university; this will generally be included in the tenure track faculty member's offer letter. Deviations from the timeline require approval from the provost. Promotion to professor, or any promotions for non-tenure track faculty are typically after they have been in rank for five years but are done at the discretion of the faculty member in consultation with their chair/director and mentor/career guidance committee. For career track faculty hired as assistant professors, the same timeline across the years is typically followed for extension appointments. Deviations from the timeline require approval from the chair/program director, and not the dean and the provost.

Faculty members are reviewed annually. The annual process for review varies by rank of the faculty member, and, where relevant, includes components for annual review, progress toward tenure, and a third-year review. This table provides an overview of annual review components for the first 6 years, and then at key points later in the faculty career. The table also indicates where there are differences in the process for tenure track and career track faculty members. The table assumes (in terms of years) that all faculty are initially appointed at the level of Assistant Professor in year 1, with tenure and/or promotion consideration no later than the 6th year of appointment. Only under extraordinary circumstances will a person be considered for promotion to the next rank prior to the end of their fifth year of service in rank, with the promotion, if granted, awarded at the end of the sixth (6) year.

Annual Review Typical Calendar

December	Provost and College Dean annual letter with instructions sent to all faculty and staff with updates on the process for the year
Jan	All faculty work on their annual review materials and submit to department chair/unit director by the end of January. The annual materials required are completion of Activity Insight, Accomplishments for the prior year and Goals/Plans for the upcoming year, Impact Statement/Report (for Extension), and updated CV and Position Description.
Feb - April	Depending upon the type of Review the faculty member is scheduled for (Abridged, Comprehensive, Intensive), an individual meeting might be scheduled with the faculty member and the chair/director. This is required for comprehensive and intensive reviews, and optional for abridged reviews. In all cases, an annual review rating and document are provided to the faculty member by the chair/director, signed by all parties, and becomes part of the faculty member's official file.
May	All signed annual reviews are due from the college to the provost office in early May.

Typical Calendar for Promotion and Tenure processes

May	Distribution of instruction and newest forms on promotion and tenure.
Late May/Early June	Requests for consideration of early promotion or tenure must be submitted to the dean’s office.
Late June	Department chair/director sends the list of faculty going up for promotion and tenure to the dean’s office, including those who would be scheduled to apply but are delaying a year for Covid interruptions or other reasons. Chair sends requests to external/internal letter writers.
June -August	Department chairs/directors inform faculty when final tenure & promotion materials are due at the department level and the chair schedules meetings with other faculty to discuss & evaluate the packages.
Late Aug	Department chair/director sends a recommendation and (T&P) document summarizing the departmental recommendation for promotion and/or tenure materials to the dean’s office.
Sept./Early Oct.	College T&P committee evaluates packages, along with materials forwarded from the departments and makes recommendations to the dean.
Late October	Complete dossiers are due in the provost’s office.
December	Discussion by the provost’s T&P advisory committee
January	Discussions with relevant deans/vice provosts begin and recommendations are sent to the Board of Regents.
March	Letters sent to faculty

Annual Review and Career Advancement Process and Timeline

Year		Tenure Track/Tenured Positions	Career Track Positions - same as TT/Tenured positions except as indicated below
Assistant Professor			
Year 1* (eg., 2023 appointment for 2023-24)	Annual Review	Comprehensive Annual Review	
	Career Guidance	Career Guidance Committee established immediately after hire; meet at least once with committee; committee submits report to chair/director annually; progress discussed during annual meeting with eligible	

		faculty; chair/director discusses career progress aligned with annual review	
Year 2 (2024-25)	Annual Review Career Guidance	Comprehensive Annual Review Meet at least once with career guidance committee; committee submits annual report to chair/director annually; progress discussed during annual meeting with eligible faculty; chair/director discusses career progress aligned with annual review	
Year 3 (2025-26)	3rd Year Review occurs this year Annual Review/Career Guidance	This involves a comprehensive annual review as in prior years, plus a more formal career progress evaluation . The latter requires a complete document to be compiled that is similar to the Tenure/Promotion document (details specified by Provost Office) except external professional letters are not requested as part of the 3rd year review. The faculty member typically presents to eligible faculty members in the unit (presentation might include a broader audience). The complete 3rd year review documents (but not including prior annual review statements) are shared with eligible faculty members who are required to complete an Intensive Review Faculty Evaluation Form (for pre-tenured faculty). A summary of these evaluations along	Intensive Annual Review is conducted. This involves a comprehensive annual review as in prior years, plus a more formal career progress evaluation. The latter requires a complete document to be compiled that is similar to the Tenure/Promotion document (details specified by Provost Office) except external professional letters are not requested as part of the 3rd year review. The faculty member typically presents to eligible faculty members in the unit (presentation might include a broader audience). The complete 3rd year review documents (but not including prior annual review statements) are shared with eligible faculty members who are required to complete an Intensive Review Faculty Evaluation Form (for tenured on non-tenure track faculty).

	Career Guidance	<p>with the chair's/director's assessment are shared with the faculty member and are submitted to the provost through the CAHNRS Dean's office, by the end of March of the 3rd year.</p> <p>Meet with career guidance committee; committee submits annual report to chair/director; chair/director discusses career progress aligned with annual review as part of the formal 3rd year review</p>	<p>A summary of these evaluations along with the chair's/director's assessment are shared with the faculty member. For Career track faculty, only the comprehensive review component of the process is submitted to the provost.</p>
Year 4 (2026-27)	Annual Review	Comprehensive Annual Review	
	Career Guidance	<p>Meet at least once with career guidance committee; committee submits annual report to chair/director annually; progress discussed during annual meeting with eligible faculty; chair/director discusses career progress aligned with annual review</p>	
Year 5 (2027-2028)	Annual Review	Intensive Annual Review is conducted in preparation for tenure/promotion or promotion materials being submitted for external professional review and internal evaluation in spring and summer of year 5 (6). The process is the same as that described for the 3rd year review except that there is no end of March deadline for submission and is submitted to the CAHNRS Dean's office as part of the annual review process/schedule.	

	Career Guidance	Meet at least once with career guidance committee; committee submits annual report to chair/director annually; progress discussed during annual meeting with eligible faculty; chair/director discusses career progress aligned with annual review	
Year 5 (6) (Spring/Summer 2028)	Tenure/Promotion or Promotion	A tenure/promotion or promotion package is compiled by the candidate in late spring/early summer, which is used by the chair/director to solicit at least 4 external professional review letters for the final package. In late summer, this package, including external professional letters, is available to all faculty eligible to complete a ballot, and a meeting of all eligible faculty will occur over Zoom or face to face. Eligible faculty complete a recommendation form (yes or no) with an explanation of the recommendation. The chair/director also submits an administrative ballot and submits the package to the CAHNRS Dean's office by the end of August. The CAHNRS Tenure and Promotion Advisory Committee reviews all packages and makes an advisory recommendation to the Dean. The Dean finalizes the package with a college recommendation and submits the package to the Provost's Office by the end of October (which is in Year 6).	<p>Customarily, there is no difference between Tenure Track and Career Track faculty during year 5 (6). However, Career Track advancement can be delayed without provost approval if there is concern about success at this stage.</p> <p>For Career Track faculty, 4 professional review letters are also required. External letters are preferred, but in some cases an internal letter, still external to the department of the candidate, might be appropriate.</p>
Year 6 (2028-29)	Annual Review	Comprehensive Annual Review	

	Career Guidance	Meet at least once with career guidance committee; committee submits annual report to chair/director annually; progress discussed during annual meeting with eligible faculty; chair/director discusses career progress aligned with annual review	
Spring 2029	Tenure/Promotion or Promotion Decisions are announced	Promotion/tenure or promotion are effective for summer (July 1 for 12-month appointments; August 16 for 9 month appointments)	

Associate Professor			
Year 7 (2029-30) and subsequent years	Annual Review	Faculty with satisfactory performance alternate abridged reviews with comprehensive reviews annually	
	Career Guidance	Some units continue career guidance committees; others restart them as the faculty member approaches the time that they can be considered for promotion to Professor	
Year 11 (2033-34) or later	Annual Review	It is strongly recommended that faculty undergo an intensive review about 5 or 6 years from their promotion to Associate Professor to assess their readiness for promotion to Professor, or to help inform changes that need made to be considered in future years for promotion	
	Career Guidance	Some units continue career guidance committees; others restart them as the faculty member approaches the time that they can be considered for promotion to Professor	

Professor		
Year 12 and subsequent years	Faculty with satisfactory performance alternate abridged reviews with comprehensive reviews annually	

*Year 1 is the first year of appointment, even if the appointment is not for a complete year (unless the faculty offer letter indicates otherwise)

Promotion and Tenure, and Third-Year Materials Content

The provost's office provides a useful [checklist](#) for promotion, tenure, and third year review materials. Your department/unit may require additional items that it considers important when reviewing your package. CAHNRS requires a context statement which is optional in the provost's requirements. The context statement document provides additional context for the different areas of the faculty member's appointment that are not apparent in the other materials. For example, it may include expectations of a faculty member for their work at research stations or regional campuses, the requirement of joint appointments or other special circumstances such as leadership roles or commitments to industry, service centers or student groups. The statement can be used to clarify the themes of the faculty's scholarship and/or service activities. Faculty can also submit 2-page statements each for their research and Extension programs, aside from the context statement explaining the context of their appointment. Effective in the Provost's 2023 Recommendations letter, the three statements can be combined into a unified single 6-page statement.

Review letters play an important role in the P&T process. At least four review letters are required for all packages and should be available to faculty and administrators involved in the review process.

External Review Letters (required for tenure track; preferred for career track). External evaluations play an important role in the P&T process by providing disciplinary expertise and an external perspective. The chair/director's letter represents the department's assessment. At least four external letters are required for tenure and for tenure-track promotion considerations. The Provost's Office provides additional information for solicitation of external letters:

Our communication with external reviewers should center WSU's core values and missions as well as provide context, including the faculty member's defined responsibilities/official job description. When appropriate, WSU should make it clear to the external reviewers the value the university, college, and unit place on university missions and/or activities that reviewers may not be accustomed to seeing within a promotion or tenure package (e.g., community-engaged scholarship, administrative service and leadership, innovation, and entrepreneurship, etc.).

External review letters should be solicited from noted senior faculty, scholars, researchers, clinicians, artists, and performers at comparable or better institutions, research centers, or government or private-sector organizations. Candidates who have pursued sustained work in communities, state, and national agencies may also suggest among their possible external reviewers one or more evaluators (academic or non-academic) possessing significant experience in communities of practice relevant to the candidate's scholarship. Careful thought should be

given to the qualifications, stature, and overall appropriateness of those from whom letters are solicited. Letters may be obtained from evaluators chosen by the chair from a list composed partially from recommendations of the candidate. Academic standing of external reviewers is particularly important. Where appropriate, letter writers should hold a rank at least equal to the rank to which the candidate aspires.

Internal or External Review Letters (Required for career-track faculty). At least four review letters are also required for career-track promotions, preferably from external reviewers. In some cases, an internal letter might be appropriate but must come from outside the candidate's home department or unit. In the case of some candidates, , particularly Extension faculty, a letter from a key stakeholder may be determined as an important part of the overall assessment of the candidate's impact.

Conclusion

Advancement is a privilege available to all faculty with some faculty eligible for awarding of tenure. Both advancement in rank and award of tenure signify that significant contributions have been made by a faculty member and there is evidence of strong and sustained scholarship by the faculty member. While the review process for advancement and/or award of tenure can be stressful, the intent of the process is to ensure fair and equitable assessment of accomplishments that advance excellence of the institution. Your peers, mentors, supervisors, and leadership are eager to see you succeed. We encourage you to reach out for mentoring and feedback as you move through your career.

APPENDIX A FORMS OF SCHOLARSHIP

	Teaching and Learning	Discovery	Artistry	Integration	Application
Nature of Scholarship	With learners, develops and communicates new understanding and insights; develops and refines new teaching content and methods; fosters lifelong learning behavior.	Generates and communicates new knowledge and understanding; develops and refines methods.	Interprets the human spirit, creates and communicates new insights and beauty; develops and refines methods.	Synthesizes and communicates new or different understandings of knowledge or technology and its relevance; develops and refines methods.	Develops and communicates new technologies, materials or uses; fosters inquiry and invention; develops and refines new methods.
Audience for Scholarship	Learners: Publics; Peers; Students; Users; Patrons	Peers: Supporters of research; Educators; Students; Publics	Various Publics: Peers; Patrons; Students.	Users: Educators; Students; Peers.	Users: Customers; Educators; Peers.
Means of Communicating Scholarship	Teaching materials and methods; Classes; Curricula; Publications and presentations to educator peers and broader publics.	Peer-reviewed publications and presentations; Patents; Public reports and presentations.	Shows, performances and distribution of products, reviews, news reports; copyrights; peer presentations and juries, publications.	Presentations, publications, demonstrations, and patents,	Demonstrations and presentations to audiences; Patents; Publications for users; Periodicals and reports; Peer presentations and publications.
Criteria for Validating Scholarship	Originality and significance of new contributions to learning; depth, duration and usefulness of what is learned; lifelong benefits to learners and adoption by peers.	Originality, scope, and significance of new knowledge; applicability and benefits to society.	Beauty, originality, impact, and duration of public value; scope and persistence of influence and public appreciation.	Usefulness and originality of new or different understandings, applications, and insights.	Breadth, value, and persistence of use and impact.
Means of Documenting Scholarship	Teaching portfolio summaries of primary new contributions, impacts on students and learning acceptance and adoption by peers; evidence of leadership and team contributions	Summaries of primary contributions, significance and impact in advancing knowledge, new methods, public benefits; communication and validation by peers; evidence of leadership and team contributions. .	Summaries of primary contributions, public interest, and impact; communication to public, peer recognition and adoption; evidence of leadership and team contributions.	Summaries of primary contributions, communication to users, scope of adoption and application, impact and benefits; acceptance and adoption by peers; evidence of leadership and team contributions.	Summaries of primary contributions, communication to users, significance and scope of use and benefits; commercial and societal value; acceptance and adoption by peers; evidence of leadership and team contributions

Adapted from: "Forms of Scholarship" Fig. 2, Page 4, *The Value System of a University – Rethinking Scholarship*, (Weiser, 1995).