

**POLICIES, PROCEDURES, AND CRITERIA FOR
PROMOTION/TENURE IN THE SCHOOL OF FOOD SCIENCE
WASHINGTON STATE UNIVERSITY AND THE UNIVERSITY OF IDAHO**

August 2008

The policies, procedures, and criteria for promotion/tenure for the School of Food Science (SFS) are based upon those stated in the Washington State University (WSU) Faculty Manual and the University of Idaho (UI) Faculty/Staff Handbook. The contents of this document represent an elaboration of those policies, procedures, and criteria as related to faculty appointments in the School of Food Science. Compliance with all affirmative action programs and the anti-discriminatory policies of WSU and UI are implied throughout this document. This document is given to all new faculty members and used as a basis for evaluation for tenure and promotion.

I. Policies and Procedures for Achieving Promotion/Tenure to Associate Professor.

- A. Career Guidance (Mentoring) Committee.** The School of Food Science Director will appoint a Career Guidance (Mentoring) Committee of three (3) tenured faculty members for each untenured faculty member in a tenure track position in consultation with the faculty member. The Director is responsible for the establishment of the committee within six months following the appointment of the untenured faculty member. If there is an insufficient number tenured faculty for a Career Guidance Committee, or the faculty member is located away from the main campus, tenured faculty representatives from allied fields may be asked to serve on the Career Guidance Committee.

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). The faculty member's Career Guidance Committee will provide an annual written report to the Director of the SFS before annual review of the faculty, and before the required annual meeting of tenured faculty to review the progress of untenured faculty toward promotion/tenure. The Career Guidance Committee shall provide guidance, mentoring, suggestions for the proper documentation of the accomplishments of the faculty member, and input during the discussion of the untenured faculty member at the annual progress toward tenure meeting of the tenured faculty.

- B. Annual Review.** Each year every faculty member will be reviewed in accordance with guidelines available at: http://bfo.cahe.wsu.edu/personnel/PDF/annual_review.pdf (WSU) and <http://www.ag.uidaho.edu/forms/CollegePTGuidelines.pdf> (UI). Each faculty member at WSU is required to provide a hard copy of the 1) **WSU Online Review and Query System (WORQS)** report on teaching, research, extension, and service activities, 2) a Faculty Activities Report in a format specified by the Director, and 3) a current copy of a curriculum vitae to the Director in January of each year. Each faculty member at UI is required to provide 1) a current copy of a curriculum vita, 2) position description, 3) detailed faculty activity summary, and 4) other materials deemed necessary to document efforts and accomplishments. The Director will review these

documents, prepare a written annual review, and assign a numerical merit rating (1.0 to 5.0 with 3.0 = meets expectations) to teaching, research and extension appointment areas with the area merit ratings averaged to assign an annual performance merit rating. After sharing the written annual review with each faculty member, the faculty member and Director may arrange a meeting to review and discuss the written annual review. If appropriate, a dissenting document written by the faculty member may be attached to the annual review and forwarded to the Dean and Provost for their consideration. In the case of off-campus faculty, the Director will consider a review of the faculty member by the administrator of the off-campus faculty in the authoring of the annual review. The Director may travel to the off-campus site or arrange a videoconference to discuss each faculty member's annual review with the faculty member and with the off-campus administrator. The annual review is then signed by the chair and administrator of off-campus faculty and forwarded to the college administration for further action. The college administrators discuss the evaluation, assign a final numerical rating, sign the annual review, send a copy back to the department and forward the evaluation to the Provost.

The guidelines for annual review in the Washington State University current *Faculty Manual* (http://facsen.wsu.edu/faculty_manual/index.html) should be read and understood by all faculty. In addition, College of Agricultural, Human and Natural Resource Sciences (CAHNRS) recently established a set of Assessment Matrices for research, teaching, and extension activities useful in interpretation of general performance expectations. Guidelines for the UI College of Agricultural and Life Sciences (CALs) can be found in the Faculty/Staff Handbook (Section 3320).

- C. Annual Progress Toward Promotion/Tenure Review.** An annual progress toward tenure review is required for all untenured faculty members as specified in the WSU Faculty Manual and the UI Faculty/Staff Handbook. All tenured faculty members will evaluate and review the annual activities, productivity, and progress towards tenure of all untenured faculty members in the School of Food Science. All tenured faculty are required to attend an annual meeting to review, evaluate and discuss the progress of each untenured faculty member towards promotion/tenure. Following the annual progress toward promotion/tenure meeting and evaluation, the Director will prepare a written summary of tenured faculty comments. The tenured faculty should have an opportunity to review this summary before it is shared with the untenured faculty and the Dean. The annual summary is important, providing benchmarks by which progress of the untenured faculty member toward promotion/tenure is determined. The evaluation process used by the Career Guidance Committee, tenured faculty members, and the Director must be consistent with the criteria set forth in this document.
- D. Third Year Review of Untenured Faculty.** As required in the current *Faculty Manual*, a formal promotion/tenure progress review will occur in the Spring of the third year of employment (3 years prior to tenure) for faculty hired with no experience or credit toward promotion/tenure, or in the Spring of the year designated in the letter of hire for faculty hired with previous academic experience. The promotion/tenure progress review will be conducted by tenured faculty eligible to perform final promotion/tenure evaluations and

follow similar procedures as the final tenure consideration, except for external professional evaluations. Specific guidelines for the third-year review are distributed each year by the Provost and Dean of CAHNRS, and are available at http://bfo.cahe.wsu.edu/personnel/PDF/ThrdYr_Rvw.PDF. UI guidelines can be found at http://www.ag.udiaho.edu/forms/College_PTGuidelines.pdf. Completed documents for third-year review must be submitted to the Director of the School of Food Science before February 1 in the year designated. It is the responsibility of the faculty member being reviewed to prepare a dossier according to the guidelines and submit the dossier to the Director. Each tenured faculty member in the department will submit a written evaluation on a required ballot that specifically recommends acceptable or unacceptable progress toward promotion/tenure, as well as addressing the strengths and weaknesses of the faculty member under review. The School Director will prepare an evaluative analysis of the faculty member's progress toward promotion/tenure and make a recommendation (Progress Satisfactory, Improvement Required, or Progress Unsatisfactory) to the Dean for final action.

E. Timing of Promotion/Tenure to Associate Professor. 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 evidence 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 becomes eligible and must be considered for promotion/tenure during the sixth year of service at WSU or UI, with promotion/tenure to be effective at the beginning of the seventh year. Untenured faculty with professional experience prior to appointment to a tenure-track position at WSU or UI may negotiate a term and date for promotion/tenure consideration prior to the sixth year.

II. Promotion to Professor. The rank of Professor is earned in recognition of distinctive and prestigious teaching, research or extension productivity. 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 Professor. Promotion to this rank shall be recommended only when the candidate has achieved national or international recognition and reputation as an established leader in a recognized area of Food Science. The recognition and reputation must be documented by well-established scholarly achievements, a substantial body of peer evaluated productivity, evidence of professional stature, and continued excellence in resident teaching, research and service. The WSU Faculty Manual and UI Faculty/Staff Handbook states that promotion to Professor is generally considered after six years in the Associate professor rank.

Within a year of appointment to the Associate Professor rank with tenure, the Director of the School of Food Science in consultation with the Associate Professor will appoint two senior Professors in the School of Food Science to serve as a Career Guidance (Mentoring) Committee. The Career Guidance Committee will review the Associate Professor's dossier annually and assist in the editing and preparation of the dossier necessary for internal and external evaluation prior to approval for promotion to the Professor rank.

The process whereby a faculty member is considered for promotion to Professor begins with the Director of the School of Food Science, who distributes a letter early in the designated calendar year of eligibility requesting the Associate Professors to submit their pre-promotion dossier for review by the Professors in the SFS for possible submission to the Dean and Provost. Each Associate Professor will be reviewed every two years to evaluate their progress toward promotion to Professor. It is the responsibility of the Associate Professor to prepare the review materials and submit the dossier in a timely manner as determined by the Director.

1. The Associate Professor requesting review will submit a current CV prepared according to college promotion guidelines, and a statement of career accomplishments in teaching, research and extension corresponding to their appointment to the Director of the School of Food Science. The Director will distribute the dossier to all of the Professors in the School of Food Science for review and evaluation. In recent years the dossier was due in late March so reviews are completed in April.
2. The Associate Professor will make a brief (20 to 30 minute) oral presentation to the Professors addressing career progress and productivity toward promotion in all areas of their appointment. The presentation may be made via WECN for faculty participating sites other than the Pullman campus.

The following elements of the Associate Professor's program will be discussed in the following order:

- i. Responsibilities of the position;
- ii. Goals and vision for the position;
- iii. Approximate amount of time that is devoted to each of the major responsibilities;
- iv. Types of activities involved in meeting these responsibilities (e.g. teaching classes, research or scholarly activities, extension presentations, and service);
- v. Evidence of national and international reputation and recognition; and
- vi. Overall accomplishments and progress towards meeting the goals set forth in this position.

All of these elements are very important for evaluating progress toward promotion and may include a description of courses taught, graduate students directed, research proposals authored and awarded, peer reviewed manuscripts published, extension bulletins authored, invited and submitted presentations at professional meetings or other venues, service to the School, College, University and professional organizations, and any other evidence of productivity demonstrating progress within the Food Science profession toward promotion to Professor. Each presentation will be recorded electronically in the event a Professor is unable to attend the oral presentation.

3. Following each presentation, the Professors may ask questions of the Associate Professor. Following the oral presentation, the Professors will discuss the Associate Professor's progress in closed session.

4. Each Professor will provide written comments regarding each area of the Associate Professor's appointment, a candid evaluation of progress toward promotion to Professor, and a specific recommendation for promotion on a confidential ballot. This evaluation will address the strengths and weaknesses of the Associate Professor's accomplishments along with specific recommendations for improvement if necessary.

Specific expectations for promotion are described herein and in the *WSU Policies, Procedures, and Criteria for Promotion/Tenure in the College of Agricultural, Human, and Natural Resource Sciences* document

(<http://www.cahe.wsu.edu/fs/annualreview.htm>) and at

<http://www.ag.uidaho.edu/forms/CollegePTGuidelines.pdf> for UI faculty.

5. The Director will collect written comments from all Professors and prepare a written summary of progress toward promotion to Professor, omitting the source of specific comments. A draft of the written summary will be distributed to all Professors for review and revision. The Director will then revise the written summary accordingly.
6. The Director will provide the Associate Professor with the revised written summary of the Professors comments and discuss the comments and their implications in terms of progress toward promotion to Professor. The purpose of this discussion is to aid the Associate Professor in understanding the Professors perspective of the Associate Professor's productivity and performance relative to the designated faculty position and School of Food Science expectations.
7. The Director will prepare a written summary of the discussion for signature by the Associate Professor and Director. The Associate Professor retains the right to respond in writing to the summary and permanently attach the response to the summary for consideration by the Dean and Provost.
8. The written summary of the Professors and the Associate Professor-Director discussion will become part of the Associate Professor's promotion file. These summaries will be available to any Professor in the department upon request. At this time there is no requirement for such summaries in promotion packages by the College or University and therefore, the summaries will not be included therein unless requested by the Associate professor under consideration for promotion to Professor. If a substantial majority of Professors agree that the Associate Professor should be considered for promotion to Professor, the Director of the School of Food Science shall encourage the Associate Professor to prepare and submit a full promotion dossier for submission and consideration according to CAHNRS and University protocols. Opinion and advice from the Professors shall be considered as advisory to the School Director, and ultimately, to CAHNRS and University administration. In recent years, the completed promotion package was submitted to Department Chairs by the end of May to provide time for solicitation of external letters of evaluation and review by Professors in the School of Food Science. A minimum of five letters of evaluation from Professors external to WSU in support of the Associate Professor under consideration are required.

These letters will be obtained from collegial Professors chosen by the Director in consultation with the Associate Professor and the Professors in the School of Food Science. Requests for letters of evaluation will be solicited from highly regarded professionals familiar with the accomplishments of the Associate Professor and able to evaluate the Associate Professor's performance and productivity comparative to the evaluators' home University.

III. Professional and Personal Ethics. All School of Food Science faculty are expected to conform to a high standard of professional and personal ethics. A Faculty Code of Professional Ethics is described in the WSU Faculty Manual and the UI Faculty/Staff Handbook. Failure to adhere to appropriate professional and personal ethics may result in disciplinary action and/or denial of promotion/tenure.

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

- 1) All discriminatory practices and language;
- 2) Behavior which is or may be construed as sexual harassment or misconduct; and
- 3) Unethical behavior including fabrication of data, plagiarism, inappropriate use of University facilities, or other unacceptable practices.

IV. Criteria for Promotion/Tenure for the School of Food Science. The appointment criteria considered for promotion/tenure include:

- A. Academic programs (teaching);
- B. Research;
- C. Extension (Outreach, Engagement); and
- D. Public service.

In each area of a faculty member's appointment, creative and scholarly accomplishments must be documented. Expectations will differ by rank and the faculty member's designated responsibilities. Scholarly activity and productivity is defined as having the following elements: statement of problem and/or scope, goals or objectives, action plan, and measurable outcomes/impact. **All faculty are expected to advise, mentor and participate in the education of graduate students as part of their research program.** Scholarly activity and productivity and their development apply to teaching, research, and/or extension programs.

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 Director will 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 will be for each area of the faculty member's appointment.

To evaluate progress toward promotion/tenure for faculty with split appointments, the Director during the annual review process will include not only a narrative statement about each area of appointment but also a merit rating for each area. The overall merit rating will be a weighted average of ratings for each area. In accordance with the WSU Faculty Manual and the UI Faculty/Staff Handbook, the overall merit rating will 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 and expected for split appointments. However, it is recognized that excellence in each of the areas is exceptional. Promotion/tenure will be recommended if the evidence presented clearly demonstrates that a candidate's performance and productivity are excellent in the dominant area of the appointment, and the candidate's performance and productivity in other area(s) meets or exceeds expectations.

School of Food Science faculty are expected to incorporate collaborative, multidisciplinary, and international content, materials, and activities into programs, and to integrate collaborative, multidisciplinary, and international activities as appropriate to teaching, research, extension, and other public service functions. Faculty performance related specifically to international activities and service will generally be evaluated within the criteria and procedures given under teaching, research, and extension. Input into the School of Food Science evaluation for promotion/tenure will be requested from the appropriate administrators of International Programs for faculty accepting long-term international assignments.

A. Academic Programs:

The Washington State University Office of the Provost provides guidelines for preparing a teaching portfolio <http://provost.wsu.edu/>. The University of Idaho Office of the Provost provides guidelines for preparing a professional portfolio <http://www.provost.uidaho.edu>. This section discusses the WSU and UI promotion/tenure criteria for success.

The overall goal of the School of Food Science in teaching is to offer a curriculum providing undergraduate and graduate students with a working knowledge in the areas of food science. The teaching program is considered a vital part of the overall objectives of the School, and faculty members are expected to play an active and effective role in educating and mentoring students of Food Science. The criteria for promotion/tenure in academic programs consist of effectiveness (quality) in:

1. The classroom and laboratories in both the undergraduate and graduate classes;
2. Undergraduate and graduate student advising;
3. Participate in establishing and assessing outcome standards for food science classes and students;
4. Contributions to the teaching program at the School, CAHNRS, CALS and University levels; and
5. Professional achievements and scholarly activities related to teaching.

The promotion/tenure recommendation will be an evaluation of the candidate's performance in the classroom and laboratory in addition to a listing of courses taught,

numbers of students in classes, and numbers of student advisees. The candidate's accomplishments within the overall instructional program of the School of Food Science will be evaluated based upon documentation requiring the use of selective evaluation techniques. However, it must be demonstrated convincingly that the faculty member is effective in meeting the selected criteria. The faculty member must:

- a. Organize and present material in a logical and interesting manner;
 - b. Guide and inspire students in exploring and making decisions in food science;
 - c. Communicate and interact effectively with others;
 - d. Maintain and improve professional competence; and
 - e. Become a recognized source of information in a disciplinary area within food science.
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 Director evaluation.
 - a. Evidence of teaching effectiveness through peer evaluation includes:
 - i. Knowledge of subject matter;
 - ii. Instructional strategies, course outlines (subject matter), course objectives, testing methods, grading policies and procedures;
 - iii. Organization and instructional techniques used in delivery of information including the use of visuals, case studies, manuals, and supportive materials;
 - iv. Student learning, retention, and application through grades earned in sequence courses; and
 - v. 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. Director evaluations of teaching effectiveness may include:
 - i. Courses taught and enrollments by semester at both the undergraduate and graduate levels; and
 - ii. 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 and mentored, as well as time availability, quality of counsel, career guidance, and motivation of students. The effectiveness is demonstrated through:

- a. Number and level of undergraduate students advised;
 - b. Active participation in the Graduate Program in Food Science – Chairing and service on M.S. Research and Thesis and Ph.D. Research and Dissertation committees, and direction of postdoctoral and visiting research associates and scientists;
 - c. Evaluation of counsel quality through interviews with advisees and research associates by the Director; and
 - d. Advising student organizations and quality of such advising through club recognition awards, overall level of activity, and student interviews by the Director.
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. Proposals related to teaching authored and awarded;
 - f. Membership on professional association committees related to the advancement of food science educational endeavors.
4. Contributions to the teaching program at the School, CAHNRS, CALS 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; and
 - e. Participation in development activities.
5. Public and private service contributions include:
- a. Service to national, international, state and community groups and organizations; and
 - b. Presentations to public and private groups.
6. Maintains an awareness of the intent of Affirmative Action, and is proactive in including federal and state affirmative action and equal opportunity plans in all University activities. Strives to contribute positively to a comfortable and enjoyable workplace environment and provide equal opportunities for all students and employees.

- 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; and
- c. Evidence of specific efforts to make teaching programs attractive to protected classes.

B. Research:

Faculty of the School of Food Science are expected to demonstrate an independent and continuous program of high-quality research, scholarly and/or creative activity addressing the present and future needs of the state, region, nation or world. Each faculty member must demonstrate scholarly activity of discovery and/or application and integration through research that is peer reviewed and communicated in the scientific literature. Three major areas are of importance in consideration for promotion and tenure: 1) authoring of research proposals and acquisition of external funding to support research; 2) peer reviewed publication of research; and 3) training of graduate students.

Faculty must present clear evidence that an independent and productive research program is established during the time the faculty member was at Washington State University or the University of Idaho. Independence in research is commonly documented by published manuscripts beyond the pre-doctoral and immediate postdoctoral training period. Faculty at all ranks must demonstrate consistent and continuous progress in independent research and the potential for sustaining research and scholarly activities. Quality research demonstrates creativity, independence, and innovation as evaluated by peer review. Faculty are expected to enhance and promote the scholarship environment of the university. Contributions of faculty will differ, and it is unlikely that precise criteria for promotion and tenure exist for individual faculty.

Expectations for scholarly activity and research productivity. No specific quantity or quality of published peer reviewed research manuscripts will ensure or preclude promotion and tenure. Quality of research is of equal importance to quantity of published peer reviewed research manuscripts. However, based on a 100% research appointment, expectations include authoring or co-authoring an average of two published peer reviewed manuscripts per year. Six to ten published peer reviewed research manuscripts resulting from research conducted at WSU or the UI at the Assistant Professor rank is common prior to consideration for tenure and promotion to Associate Professor. Associate Professors and Professors will typically be expected to author or co-author one to three quality research manuscripts per year on average, and provide evidence of recognition and reputable expertise in a selected research area of food science. Fewer published research manuscripts are sufficient if assessed as being of very high quality. Quality will be judged by quality and impact of the scientific journal, peer review of the research, contribution to the field and any other relevant parameters. Joint authored research manuscripts will be viewed equivalent to first authored manuscripts assuming the research conducted by graduate students is high quality and the faculty author documents their contribution. Books, book chapters, review manuscripts, peer reviewed abstracts, proceedings and other forms of publication will be considered

positive scholarly activity, but will not replace the absolute requirement for published peer reviewed research manuscripts. Drafts of manuscripts submitted or in progress may be considered, but will not replace published peer reviewed research manuscripts.

Faculty must also demonstrate authorship and efforts to continually solicit external competitive funding to support their research program. Evidence of competitive research proposal awards, pending proposals, and proposals in preparation are very important to consideration for promotion and tenure. Examples of competitive research funding sources include, but are not limited to USDA-NRI, NIH, NSF, EPA, FDA, DOE, DOD, USDA-SBIR, WTC, WSDA, private industry, Foundations, state, regional or national commodity groups, or other agencies. Research proposals will be expected to reflect the priorities, focus, and direction of individual faculty research goals and efforts. Understandable brief lapses may occur in funding due to proposal cycles, professional leaves, or changes in program direction. Non-competitive funding sources that do not peer review research proposals will receive positive consideration, but will not substitute for competitive funding.

Publication, scholarly, and creative accomplishments and support activities are used for evaluation of performance and productivity. Faculty are expected to meet the following qualifications:

- i. Develop and conduct a productive independent research program;
- ii. Continuous research productivity;
- iii. A willingness to establish cooperative integrated multidisciplinary research proposals and projects with other faculty members of the School at both WSU and UI; and
- iv. All faculty are expected to actively participate in the advising and mentoring of graduate students as part of their research program. Particular attention will be given to mentoring of Ph.D. students.

1. Performance 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. A ranking of published scholarly activities by the School of Food Science is:
 - i. Peer-reviewed professional research manuscripts;
 - ii. Invited reviews, book chapters, books and monographs;
 - iii. Non-refereed journal articles, proceedings, and abstracts;
 - iv. Research bulletins and circulars;
 - v. Extension bulletins and circulars;
 - vi. Progress reports, popular articles, short courses;
 - vii. News releases and newspaper articles; and
 - viii. Other published activities.

b. Nonpublished Creative.

- i. Acceptance of designs or other creative works in juried events;
- ii. Construction and installation of design concepts;
- iii. Participation in release or analysis of unique microorganisms, ingredients, or food product formulations;
- iv. U.S. or foreign patent disclosures and patents; and
- v. Development of new technologies, methods, techniques or processes.

c. Scholarly Activities.

- i. Authoring, co-authoring and submission of research proposals;
- ii. Research proposal awards and contracted research;
- iii. Professional, public, and private awards and recognition;
- iv. Invited presentations of research or scholarly activities;
- v. Advising and mentoring of Ph.D., M.S. and postdoctoral research associates;
- vi. Professional licensing and certification;
- vii. Participation in regional, national or international research efforts;
- viii. Professional leave, professional meetings, short courses, workshops or other professional improvement opportunities;
- ix. Voluntary oral or poster research presentations;
- x. Contributing member of multi- or interdisciplinary problem-solving team;
- xi. Chairing sessions at professional meetings; and
- xii. Selection and participation as a scientific lecturer.

2. Support Activities Related to Research.

a. Professional.

- i. Editing or editorial boards for professional journals;
- ii. Officer, committee member, program chair or other participation in international, national, regional, and local professional organizations;
- iii. Member of international, national, or regional review panels, research councils, evaluative committees, or other professional assignments; and
- iv. Review of manuscripts for professional journals and research proposals for international, national, regional, or University agencies or organizations providing research resources.

b. University Service.

- i. Contribution to relevant University, College, or School commissions, committees and task forces;
- ii. Thesis and dissertation committees;
- iii. Professional assistance and encouragement of other faculty and graduate students including ad hoc review of research proposals, manuscripts, reports, or seminars;

- iv. Contributions to research and extension through various types of support service, such as statistical, computing, consulting, or media support;
 - v. Supervision of research facilities or related units;
 - vi. Communication of research results to extension and other user groups; and
 - vii. Participation in development activities.
- c. Public and Private.
- i. Service to international, national, state and community groups and organizations;
 - ii. Presentation of research results to public and private groups; and
 - iii. Participation in consulting activities.
3. Maintains an awareness of the intent of Affirmative Action, and is proactive in including federal and state affirmative action and equal opportunity plans in all University activities. Strives to contribute positively to a comfortable and enjoyable workplace environment and provide equal opportunities for all students and employees.
- a. Research program activities are free from discriminatory language and practices;
 - b. Evidence of efforts to modify and adapt materials for minority audiences and to conduct research programs in areas accessible and convenient for protected classes; and
 - c. Evidence of specific efforts to make research programs attractive to protected classes.

C. Extension:

The goal of extension in the School of Food Science FS is to provide organized educational opportunities to meet the needs of the citizens of Washington and Idaho. 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. Faculty with extension appointments are expected to demonstrate abilities in the following areas:

- a. Analyze the needs of individuals, groups and communities, and plan, implement, and evaluate educational programs to meet the needs of selected clientele;
- b. Organize and utilize resources of individuals and groups, universities, and government agencies to conduct educational programs;
- c. Communicate and interact effectively with clientele and colleagues;
- d. Achieve recognition as a WSU or UI faculty member and an educational leader and promote leadership skills of others;
- e. Be aware of and proactive in promoting the intent of Washington and Idaho Affirmative Action and Equal Opportunity plans; and
- f. Maintain and improve professional competence.

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, Idaho, and society in general. Programs will be evaluated by using the following criteria:
 - a. Evidence of overall educational program accomplishments (needs assessments, annual plans of action, situation statements, and 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 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 provide 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; and
 - 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; and
 - 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, WSU, UI, or other sources; and
 - c. Complete and accurate documentation of programs and program activities.
4. Support activities related to extension:
 - a. Professional Service.
 - i. Officer, committee member, or program chair for professional organization;

- ii. Member of international, national regional, and state review panels, councils, evaluation committees, or other professional assignments;
 - iii. Reviewer for research manuscripts, proposals or programs;
 - iv. Editor or editorial board member for professional journals; and
 - v. Contributions to research and extension through various types of support services.
 - b. University Service.
 - i. Contribution to multi- or interdisciplinary problem-solving team;
 - ii. Supervision of physical facilities and human resources;
 - iii. Professional assistance and stimulation to other faculty, clientele, and other organizational representatives;
 - iv. Contribution to relevant Universities, CAHNRS, CALS or School committees and task forces;
 - v. Thesis and dissertation committees; and
 - vi. Participation in development activities.
 - c. Public and Private Service.
 - i. Service to national, international, and state groups and organizations.
5. Maintains an awareness of the intent of Affirmative Action, and is proactive in including federal and state affirmative action and equal opportunity plans in all University activities. Strives to contribute positively to a comfortable and enjoyable educational and workplace environment, and provide equal opportunities for all students and employees.
- 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; and
 - d. Evidence of specific efforts to make educational and developmental programs attractive to protected classes.