

GUIDELINES FOR TENURE AND PROMOTION
Department of Horticulture and Landscape Architecture
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The Department of Horticulture and Landscape Architecture is committed to excellence. The tenure and promotion procedures are intended to contribute to that end. Specific guidelines on the expectations for departmental tenure and promotion foster collegiality and contribute to free and open communication among all faculty members, whether involved in reviewing or being reviewed.

At WSU, the Faculty Manual¹ is the primary source of information regarding procedures and criteria for tenure and promotion. CAHNRS has specific criteria documents², and the Provost³ and the Dean⁴ provide additional university-wide and college-wide information annually. Tenure and promotion candidates and the faculty reviewing them should be familiar with these documents. The departmental guidelines supplement these other documents by providing information related to our department that is not specified in other documents.

DEPARTMENTAL PROCEDURES FOR TENURE AND PROMOTION

INITIAL APPOINTMENT

- I. Upon arrival at Washington State University, each new faculty member will be given a copy of these departmental Guidelines for Tenure and Promotion.
- II. As soon as possible and within six months at the latest, a Tenure Committee⁵ (TC) will be appointed by the Department Chair, in consultation with the candidate for tenure and with the respective director or program leader⁶ where appropriate.
- III. The TC is typically composed of three tenured departmental faculty members. Occasionally a fourth tenured faculty member from outside the tenure unit but closely aligned with the discipline of the candidate will be added. One departmental member will be designated as Chair of the TC. The TC should be appointed during the first month of appointment, where feasible, to be available for immediate advice for the candidate. The TC will both mentor and review the tenure candidate.

¹ In the 2008-2009 Faculty Manual <http://facsen.wsu.edu/faculty_manual/index.html>; relevant sections include: *III.D.3 - Review of Faculty*, *III.D.4 – Advancement in Rank*, and *III.D.5 – Tenure* (pages 53-71).

² Currently available here:

<<http://cahnrs.wsu.edu/downloads/Professional-Behaviors-Matrix-Department-Based-Extension-Faculty-2007-06-06.pdf>>

<<http://cahnrs.wsu.edu/downloads/CAHNRS-Scholarship-&-Research-Assessment-Matrix-2007-12-15.doc>>

<<http://cahnrs.wsu.edu/downloads/CAHNRS-Teaching-Assessment-Rubric-2007-12-13.doc>>

<<http://cahnrs.wsu.edu/downloads/Course-Delivery-Expectations-Framework-2008-12.doc>>

³ Currently available here: <<http://provost.wsu.edu/manuals-forms/2008PTGuidelines.pdf>>

⁴ Currently available here:

<<http://cahnrs.wsu.edu/downloads/2009%20Third%20Year%20Review%20Guidelines.doc>>

<<http://cahnrs.wsu.edu/downloads/promotion-tenure-instructs-2008.doc>>

⁵ For tenure candidates who will be reviewed simultaneously for promotion, references to tenure also apply to promotion.

⁶ These administrators are intended to be included as appropriate throughout this document.

YEARLY REVIEW BY THE TC

- I. The TC will become thoroughly familiar with the attainments, limitations and potential of the specific candidate. The TC will use appropriate sources of information to evaluate the candidate's progress and performance including, but not limited to:
 - a) the candidate's written summary of accomplishments;
 - b) student evaluations, where applicable;
 - c) review samples of materials created by the candidate, such as published articles, teaching materials, or art works; and
 - d) discussions with the candidate.
- II. At least once a year the TC will meet with the candidate to discuss and evaluate progress toward meeting tenure requirements. This meeting will occur prior to the annual meeting for yearly review by tenured faculty (see next section). While the discussions may focus on activities since the previous meeting, reviews toward tenure are cumulative, including efforts prior to employment at WSU. The TC will also provide advice regarding future activities that would contribute toward the attainment of tenure. The Chair of the TC, with input from all members of the TC, will prepare a written report summarizing the discussions on progress toward tenure and recommendations for future efforts. The report will be distributed to the Department Chair, the TC, and the candidate.

YEARLY REVIEW BY TENURED FACULTY

- I. There will be an annual meeting of all departmental faculty members, called by the Department Chair, to discuss each candidate's progress toward tenure and to make recommendations to the candidate and the Dean. The meeting may be convened either in person or electronically, and all tenured faculty members are expected to attend unless there are significant conflicts that prevent attendance.
- II. Each tenure candidate who is scheduled to submit a tenure package or a third-year review package within a year of the meeting will make a presentation summarizing their credentials to the tenured faculty. All other tenure candidates will be encouraged to present a brief summary of progress toward tenure. Tenured faculty will ask relevant questions to promote a thorough understanding of each candidate's activities related to progress toward tenure.
- III. Confidential discussions by the tenured faculty regarding the progress of each candidate toward tenure will follow the presentations. The chair of each TC will summarize the report from the committee meeting with the candidate and will serve as liaison between the tenured faculty members and the specific candidate during the discussions. These discussions serve two purposes: to ensure that all tenured faculty are thoroughly familiar with the activities of all tenure candidates and to compare the views of the TC with those of all tenured faculty so that all views may be relayed to the tenure candidates. Tenured faculty may present their views in writing if they wish.
- IV. The Department Chair will prepare a written summary of the confidential discussion for each candidate. It will include the consensus of the tenured faculty regarding the candidate's progress toward tenure and recommendations for future efforts towards attaining tenure. Views of individual faculty that differ significantly from other faculty must be presented in this summary, but the individual source of any comments will not be identified. The

summary will be circulated to tenured faculty for input before being provided to the tenure candidate.

- V. The Department Chair will give a copy of the written summary to the untenured faculty member and will meet with the faculty member to discuss the summary, which will be signed by both the untenured faculty member and the Chair.

FINAL TENURE REVIEW

- I. The candidate will provide the Department Chair with a list of five potential peers to serve as outside evaluators of the candidate's documents. People with whom the candidate has worked closely, such as PhD or postdoctoral advisors, should be avoided. The candidate is encouraged to seek advice on potential peers with the TC.
- II. The Department Chair will obtain the minimum number of evaluations from outside of WSU by soliciting input from at least two people on the list and at least one person who is not on the list.
- III. The Department Chair may seek information regarding the candidate's qualifications from non-tenured faculty, technicians, students, and people outside of WSU, such as industry representatives or professional contacts.
- IV. The Department Chair will prepare a Tenure Review Statement, which includes a synopsis of the candidates contributions, external examiners assessments, and recommendations of tenured departmental faculty to grant or deny tenure before submitting the tenure materials to the Dean.

PROMOTION TO PROFESSOR⁷

- I. Associate professors are encouraged to seek guidance from the departmental chair regarding possible paths to promotion to professor. The associate professor may ask that a mentor or committee be assigned to provide guidance toward promotion to professor, if it is deemed to be helpful in the particular situation.
- II. Each year, the Department Chair will ask each associate professor who is eligible for promotion to professor if he or she wishes to be considered for promotion that year.
- III. Any departmental faculty member may make recommendations to the Chair on who should be considered for promotion.
- IV. The Department Chair shall consult with all professors of the department, individually or in a meeting, regarding the merits of associate professors who wish to be considered for promotion. Professors are encouraged to consider other eligible associate professors as well.
- V. The Chair will provide an oral or written summary of the input from the professors to each associate professor reviewed. The associate professor will decide whether to proceed or not.

⁷ In the 2008-2009 Faculty Manual <http://facsen.wsu.edu/faculty_manual/index.html>, see: *III.D.4.c – Promotion to Professor*.

DEPARTMENTAL CRITERIA FOR TENURE AND PROMOTION

The criteria below are meant as examples of what is considered when evaluating the quality and quantity of the professional activities of tenure candidates; they should not be interpreted as complete or required lists of what must be done to achieve tenure. The guiding principles behind these criteria include:

- being consistent with the Faculty Manual,
- using external peer review, in any documentable form, as a primary means of documenting excellence,
- having broad criteria to accommodate the wide range of activities expected of faculty today and in the future, and
- allowing creativity and flexibility in ways of attaining and documenting excellence.

I. **General Expectations.** Each faculty member and each appointment is unique, thus specific expectations for performance are also unique. The TC plays a critical role in helping new faculty understand how to interpret criteria for his or her position. Thoughtful reviews by all tenured faculty members are also essential in communicating and documenting departmental expectations.

- A. Faculty members will be evaluated primarily, but not exclusively, in the area(s) of their appointments with due regard for the availability of opportunities and funding within a particular discipline. Faculty members are expected to excel in their area of major responsibility and be acceptable in other areas of responsibility.
- B. All faculty members are expected to perform peer-reviewed scholarly or creative activities, regardless of appointment. The nature and extent of this activity will vary greatly among faculty, depending on their area(s) of responsibility. For example, a faculty member with a teaching appointment in Horticulture may conduct research in horticulture or may pursue scholarly activity related to the teaching of horticulture.
- C. All faculty members are expected to contribute to the collegial functioning of the department and to service, as discussed in the Faculty Manual.
- D. There is a general recommendation that an assistant professor develop a national reputation and an associate professor develop an international reputation; the extent to which individuals will be judged by this recommendation will vary with the expected duties of each individual.
- E. Work performed before joining WSU will be considered in conjunction with work at WSU in the tenure review. Tenured faculty members are making a decision regarding a person's potential lifetime contributions, and considerations of accomplishments over the entire career constitute a complete analysis. However, pre-WSU accomplishments will not substitute for lack of sustained productivity and accomplishments at WSU. Absent significant work at WSU, a candidate is unlikely to receive tenure regardless of previous accomplishments. While accomplishments over the entire career will be considered, the more recent work at WSU is a better predictor of future activity and thus will be weighted more in the tenure review.

II. Criteria for Research, Scholarship, and Creative Activity. The result of research, scholarship, and creative activity is the creation of new or innovative ideas. For some faculty, this will be carried out in the classical mode involving hypothesis testing and theory building. For others, it will be of an entirely different nature; for example, it may involve creating innovative works of art, analyzing the past or forecasting the future within a profession, or developing improved teaching methods for horticulture or landscape architecture. Major criteria useful in assessing the quality of research, scholarship and creative activity will be the extent to which it:

- 1) contributes to the advancement of knowledge, application, or creative expression
- 2) is acknowledged and respected by one's professional and academic peers, both from within and outside of the University.

Examples of ways to document this include:

- A. Publications, progress reports, patents, plant releases, and external grants. (quality and number of all).
- B. Validation by peers of accomplishments through awards and citations, invitations to exhibit work in juried shows, or other recognitions.
- C. Invitations to give national or international presentations, which recognize the effective communication of findings, new applications, and scholarly work to appropriate audiences.
- D. Professional practice when it produces work of original nature, reflecting new or advanced concepts, ideas, theories, or methods. Professional practice of a routine or standardized nature, then, will not be viewed as scholarly activity or applied research, but may be recognized as service in lieu of remuneration.
- E. Success of graduate and undergraduate students in terms of work as a student and after leaving.
- F. Quality of peers on interdisciplinary projects and number of repeat projects.

III. Criteria for Teaching and Learning

- A. Teaching effectiveness in formal university courses. Effectiveness should be documented in multiple ways. Examples of documentation include:
 - 1) Standardized student evaluations.
 - 2) Summary of focus group meetings between students and outside reviewers, such as other departmental faculty.
 - 3) Summary of peer evaluations of classroom activities, assignments, exams, or teaching materials.
 - 4) Unsolicited letters from students.
 - 5) Information regarding student achievements, such as awards for work done in class, scholarships, achievement on professional exams, or professional accomplishments.
 - 6) Increases in demand for classes.

- B. Effectiveness in informal teaching activities, such as advising student clubs or leading journal clubs.
- C. Effectiveness in advising.
- D. Effectiveness in working with departmental faculty and others in support of departmental teaching activities, such as curriculum development.
- E. External validation related to teaching. This may include:
 - 1) peer review of course outlines, syllabi, textbooks, exams or other pertinent materials
 - 2) published peer-reviewed articles on teaching and learning
 - 3) receiving grant funds for teaching scholarship
- F. Efforts to improve student learning through means or methods that have been documented to be effective (for example, that a faculty member learned at a teaching workshop), even when the efforts are not effective.
- G. Development and incorporation of innovative teaching methods to augment and enhance the learning experience.

IV. Criteria for Extension

The mission of WSU Extension is to engage people, organizations, and communities to advance economic well-being and quality of life by connecting them to the knowledge base of the university. Extension faculty should foster inquiry, promote learning, and apply research conducted at the university level. Departmental extension faculty are also expected to conduct scholarly work that augments assigned outreach responsibilities. Scholarly work is defined as creative products that are communicated and peer validated. In addition to scholarly activities, extension faculty are expected to generate appropriate funding to support their programming focus. This includes the development of successful grant proposals and beneficial contractual relationships with complementary organizations as well as donations.

Departmental-based extension specialists are expected to

- A. Use proper tools to develop programs based on constituent needs and problems (e.g., Logic Model; <http://www.uwex.edu/impacts/documents/logic.pdf>).
- B. Organize and utilize the resources of the people, the University, and government agencies in carrying out programs.
- C. Collaborate with diverse groups including departmental and county-based extension personnel, teaching and research faculty, certified professional groups, public entities, and national/international participants to address program goals.
- D. Communicate ideas effectively to others in multiple formats, including speaking and writing clearly.
- E. Conduct appropriate and unbiased applied research that strengthens extension programming.
- F. Demonstrate the effectiveness of outreach and extension efforts including but not limited to programs, peer-reviewed and popular publications, web pages, progress reports, and

external grants and/or donations by documenting outputs, impacts, and outcomes through surveys or other data collection tools that specifically include behavioral changes.

- G. Participate in learning opportunities, professional development activities and professional societies that increase capacity to address critical issues, enhance professional and personal growth, and improve effectiveness of extension programming.