

**UNIT GUIDELINES
FOR TENURE AND PROMOTION
School of the Environment
Washington State University**

I. Introduction

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

As of the writing of this document, the following links are current for these resources. Individual units should be contacted for the most recent version.

Faculty Manual:

[http://facsen.wsu.edu/faculty_manual/Faculty_Manual_2014\(08.20.14\).pdf](http://facsen.wsu.edu/faculty_manual/Faculty_Manual_2014(08.20.14).pdf)

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

CAHNRS Procedures: <http://cahnrs.wsu.edu/fs/wp-content/uploads/sites/4/2014/08/revised-CAHNRS-tp-policies-procedures-and-criteria-May-20132.pdf>

CAS Procedures : <http://cas.wsu.edu/faculty-staff/docs/2013CASTenurePromoPolicy.pdf>

II. Criteria and process for tenure and promotion for assistant professors (tenure-track)

The development of a tenure package should be in accordance with the policies set forth by CAHNRS, CAS, the Provost's Office, and the *Faculty Manual* (http://facsen.wsu.edu/faculty_manual). The only step to be taken in addition to the instructions in the above-cited documents will be the preparation of digital PDFs containing the information in Tabs 1 through 6, 8 and 9 of the CAHNRS manual for circulation to appropriate SoE faculty (those who write recommendations on the tenure and promotion of the faculty member under consideration).

A. Mentoring and progress toward tenure

1. SoE will provide a mentoring committee (tenure and promotion committee, or TPC) for each untenured faculty member within six months of their appointment. The Director will appoint this committee after consulting with the faculty member about its membership. The committee will consist of three tenured members of the SoE faculty. At least one member must be a full professor. The committee will advise the candidate on his/her

progress towards tenure, and on the preparation of the tenure and promotion materials. The committee members will familiarize themselves with the candidate's record, based on examination of the candidate's materials, including the curriculum vitae, teaching portfolio, samples of the candidate's work, and regular discussions with the candidate (at minimum, once yearly).

2. The TPC will meet twice during an academic year to review and discuss progress towards tenure and to highlight areas where improvement is needed. An annual report, including any major concerns, will be relayed to the Director. The Director will discuss this report with the untenured faculty member.

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

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

4. These documents, collectively known as the "third year review package", shall be available in the SoE administrative offices in paper form, and shall also be made available as a single PDF document for ease of dissemination to the tenured faculty of the School.

5. The tenured faculty of the SoE shall review the third year review document early in the spring semester of the year of review (preferably late January to late February). Following a meeting and discussion of the candidate's case, the tenured faculty make a confidential recommendation to the Director of SoE. The tenured faculty member chooses from the following outcomes on the recommendation form:

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

6. The Director shall prepare a written summary of the recommendations and the comments on the recommendations as well as a summary of a verbal discussion among tenured faculty during a meeting with the Director. The Director and the candidate shall discuss the written summary.

7. The Director shall make a recommendation to the Deans of CAHNRS and CAS on the basis of the third year review package, the recommendations of the faculty, and knowledge of the candidate's performance. A rating of unsatisfactory may result in a one-year terminal appointment, consistent with the policies of CAHNRS and CAS and the University.

B. Criteria for granting of tenure and promotion to associate professor

1. Teaching

The SoE expects high quality teaching from its candidates for Associate Professor. This should be documented by "a defined teaching narrative and the use of University assessment tools" [reference]. The narrative should discuss the following with respect to teaching: a) goals; b) responsibilities; c) evaluation; and d) results. Evidence provided about these elements should include syllabi and other relevant course material, information about informal as well as formal teaching, student course evaluations, guest lectures in others' classes, scholarship relating to pedagogy, and teaching awards or honors. The candidate is referred to the *Faculty Manual* for the details of what should be included in this narrative and its organization but in the case of SoE, these four elements should be couched in terms of the relationship of the candidate's pedagogy to the core mission of the School. When a faculty member supervises a graduate student, the quality and quantity of mentorship of that individual is considered both a research and teaching responsibility. If a faculty member teaches courses at the graduate level, the quality of those courses shall also inform the evaluation of teaching performance.

Provision for peer review of teaching: Twice before the third year review, a faculty member appointed by the Director shall attend two instructional sessions given by the Assistant Professor. Ideally, the two peer evaluation visits shall be for different classes. The reviewer shall prepare a brief report addressing teaching style, effectiveness, and content (insofar as their expertise allows). This report is to follow the protocol for teaching assessment articulated by the CAS (available from the SoE main office), and is to be shared with the Director of the SoE and the candidate's TPC. This review is required for all Assistant Professors.

2. Research and scholarly activity

Candidates with a research component in their job descriptions are expected to develop and maintain a focused, sustained program of scholarly research relating in a clear way to the core mission of SoE. Elements of this program should ordinarily include consistent extramural funding to support the program, regular scholarly outputs resulting from this work and support and guidance for graduate students and postdoctoral trainees participating in the program. Evidence of accomplishment in these elements should normally include refereed journal articles, evidence of successful grantsmanship in support of research, and the successful guidance of graduate students through the key stages leading to completion of degrees and postdoctoral trainees toward career-track positions. The quality, as well as quantity, of published material will be considered, and the faculty may consider journal impact factor, citation metrics, author rank, innovation, year-to-year consistency of publication numbers, and other factors or variables in judging such quality. These considerations must be tailored to the within-discipline norms for the faculty member's area of specialty. Additional evidence of progress in the above areas might include scholarly presentations at professional meetings, national or international stature within a field, scholarly book chapters and or books, invited lectures/presentations in appropriate forums and the performance of leadership roles in the candidate's field including but not limited to an editorship or associate editorship in a scholarly journal or participation in national and international panels and working groups. The candidate is referred to the *Faculty Manual* for a detailed description of what should be included in the tenure and promotion packet and how it should be organized.

3. Service

University service is an important component of an assistant professorship. Effective undergraduate curriculum advising is a major component of service, required of every member of the faculty. Student organization mentorship/advisorship, service on College- and University-level administrative committees, scholarship reviews, editorial work as journal editor or manuscript reviewer, outreach, internal reviews of research proposals, leadership or organizational training, service on national and international boards/task forces/panels, and other areas of service will be taken into consideration as evidence of merit for promotion and tenure. It should be noted that service is not a substitute for high quality research and teaching, and service obligations should not impede an assistant professor from developing in those areas. Lastly, respectful, collegial, and professional interactions with students, faculty and staff are to be considered in the overall assessment of candidates.

C. Procedure for tenure and promotion to associate professor

An updated version of the package assembled as specified in II.A.3 shall be made available to all Associate Professors and Professors in the SoE. At least five external letters from faculty in the candidate's field at peer or superior institutions (which may include institutions like the National Laboratory system, or the Research Laboratory system of the USDA Forest Service) shall be solicited and incorporated into this package, following the procedures outlined in the CAHNRS promotion protocol. Final authority for selecting external reviewers lies with the Director with some reviewers suggested by the candidate. Following a faculty meeting discussing the promotion case, each faculty member eligible to

vote on the promotion (as specified in the CAS and CAHNRS guidelines) shall fill out a promotion review form that makes a recommendation (promote and grant tenure, or to not promote and grant tenure) and defends that choice. These documents are to be confidential, to the extent permitted by law. The faculty recommendations are to proceed to the Deans of CAHNRS and CAS for internal review in those offices. An advisory committee, consisting of faculty members from several disciplines, is convened in each of those Colleges to review the full tenure and promotion package (including external letters). These committees provide an advisory vote and written assessment to the respective Deans. The Deans then advance their recommendation (for or against tenure) and the tenure and promotion package to the Provost's Office. This process is described in greater detail in the documents listed on page one of this document.

III. Criteria and process for promotion to professor

A. Mentoring and progress toward promotion to professor

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

B. Criteria for promotion to professor

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

1. Teaching

A candidate must show evidence of continued development in teaching, as indicated by (see criteria for promotion to Associate) e.g. first-hand peer evaluations, examples of course materials, accomplishments of former students, and student opinion surveys or other forms of student evaluations. Information about formal and informal teaching at both the graduate and undergraduate levels will also be included, as well as leadership inside the school and efforts to obtain extramural funding for curriculum development.

Supervision of honors thesis projects and undergraduate research may also be considered. While the teaching of courses at the graduate level is not performed by all faculty members, those faculty that do have responsibility for graduate-level courses will have their teaching evaluated accordingly. The mentoring of graduate students is expected of all tenured or tenure-track faculty, and the quality of this mentoring will be part of the basis for evaluation.

It should be emphasized that individuals who cannot present a record of continuing excellence in instruction will not be considered favorably for promotion to the rank of Professor, if instruction is part of their assignment.

Provision for peer review of teaching: The Associate Professor may make a request to the Director to initiate peer review of teaching, whether informal in nature or according to the peer review protocol referred to in B.1.

2. Research and scholarly activity

In addition to the cumulative qualifications already summarized for Associate professor, a candidate must present evidence of national or international recognition, reputation for sustained scholarly competence, and an increased level of professional activity. This evidence may include but is not limited to a substantial body of publications, a well-established research program with a substantial record of external funding at a level appropriate to the candidate's discipline, effective use of professional leave and other opportunities for self-improvement, service as an editorial referee or editor of peer-reviewed journal(s), consulting, participation in national and international panels and working groups, and invitations to speak to professional societies.

3. Service

University service increases in importance at the level of associate professor. Student organization mentorship, service on College- and University-level administrative committees, scholarship reviews, outreach, internal reviews of research proposals, service on national and international boards/task forces/panels, and other areas of service will be taken into consideration as evidence of merit for promotion to professor. Contributions to a respectful and professional workplace shall be taken into account.

C. Procedure for promotion to professor

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

Individual faculty member may also request that the Director initiate consideration for promotion to full professor.

IV. Criteria and Process for Clinical-Track Faculty

A. General Provisions.

As indicated in the *Faculty Manual*, Clinical Assistant Professors are eligible for promotion to clinical associate professor after six years of service in rank, with the promotion effective, if granted, at the beginning of the seventh year. Faculty may also remain at the rank of clinical assistant professor and be reappointed to subsequent terms at that rank after their sixth year of service provided satisfactory performance continues.

Clinical-track faculty in SoE have expectations for accomplishments in teaching, service, and scholarship/research for promotion that are specified in their appointment letters. In most cases, scholarship and/or research are secondary to teaching and service for promotion from clinical assistant professor to clinical associate professor. Scholarship and/or research productivity carries more weight along with teaching and service for promotion from clinical associate professor to clinical professor.

Clinical faculty do not have a set term for promotion from clinical assistant professor to clinical associate professor, although six years as a clinical assistant professor is the minimum term in rank for promotion. Credit toward the six-year minimum requirement as a clinical assistant professor may be given to individuals who transferred with years of service at WSU in the instructor-, research-, or tenure- to the clinical-track.

B. Mentoring

1. Mentoring for clinical assistant professors

The Director of SoE will appoint a mentoring committee for each clinical assistant professor within six months of his/her appointment. The mentoring committee will review annually accomplishments. The committee will summarize the clinical assistant professor's accomplishments, his/her progress towards promotion, and recommendations for improvement in a memo to the Director. The Director will meet annually with the clinical assistant professor to provide helpful suggestions to improve performance quality, and to address his/her needs for and progress towards promotion.

2. Mentoring for clinical associate professors

SoE's Director will appoint a mentoring committee for each clinical associate professor within six months of his/her appointment or prior promotion that will review annually his/her accomplishments (teaching activities and approaches, scholarly activities, service, advising, etc.). The committee will provide that information to the Director in a memo, and will make suggestions to the candidate to improve the quality of his/her performance. The Director will meet with the clinical associate professor annually to review progress towards promotion.

C. Key criteria for promotion to clinical associate professor

Candidates for promotion to clinical associate professor are expected to have met criteria in teaching, service, and scholarship of teaching categories.

1. Teaching

The candidate must demonstrate substantial and sustained contributions to SoE teaching needs and document evidence of teaching effectiveness. All individuals to be considered for promotion are required to develop and maintain a teaching portfolio as specified in the CAS or CAHNRS tenure and promotion documents (depending on initial appointment).

Provision for peer review of teaching: Twice prior to third year review[do you do third-year reviews for clinical faculty members?], a faculty member appointed by the Director shall attend two instructional sessions given by the clinical assistant professor. Ideally, the two peer evaluation instances shall be for different classes. The reviewer shall prepare a report addressing teaching style, effectiveness, and content (insofar as their expertise allows). This report is to follow the protocol for teaching assessment articulated by the College of Arts and Sciences (available from the SoE main office), and is to be shared with the Director of the SoE and the candidate's TPC. This review is required for all clinical assistant professors.

2. Service

Demonstrated service accomplishments at the School, College, or University-level, or externally to the professional discipline or public, are necessary for advancement. The mentoring or academic advising of undergraduates can be a major component of service. Service accomplishments can also include the following examples:

- **SoE service:** participation in decision-making or administrative leadership; advising student organizations; serving on SoE committees; graduate and undergraduate program policy development; curriculum development and policies; serving as a peer evaluator or mentor for other faculty; assisting with student recruitment.
- **College service:** includes (*but is not limited to*) activities such as membership or chairing of CAS-level committees and task forces; and college level recruitment.
- **Campus-specific service:** includes (*but is not limited to*) serving as member or chair of campus-level committees and task forces; organization, production, and support of campus events; involvement and support of faculty organizations specific to a branch campus; serving as liaison to campus programs such as University Scholars (Honors), etc.
- **University service:** includes (*but is not limited to*) serving as member or chair of university level committees and task forces; organization, production, and support of University events; facilitation of visiting scholars and artists; involvement and support of Faculty Senate; and serving as a liaison to other university programs such as Honors College, Science Education, Freshman Focus, Interdisciplinary Team Teaching, Teaching Academy, etc.
- **Professional discipline:** includes (*but is not limited to*) activities such as journal/grant reviewing; participation in professional associations and/or conferences, leadership roles in professional organizations.
- **Outreach and public service:** includes (*but is not limited to*) activities that benefit communities and industries external to the university; includes educational outreach to the general public.
- **Workplace:** contribution to a professional and collegial workplace.

3. Scholarship of teaching

Accomplishments in scholarship or research that have a disciplinary or pedagogical focus also are considered in the case of clinical faculty. Scholarship or research that elevates the quality of learning at WSU can be significant contributions from clinical faculty.

Accomplishments can include the following:

- Investigation of teaching pedagogy;
- Creation of original teaching materials or other pedagogical innovations;
- Publication of textbooks or laboratory manuals;
- Development of education programs and workshops;
- Peer-reviewed or outreach publications on pedagogy or disciplinary research;
- Presentations at professional meetings on pedagogy or disciplinary research;
- Outreach on pedagogy or disciplinary research presentations to the public;
- Serving on student research committees, serving as committee chairs or co-chairs, or other evidence of mentoring graduate student research; and
- Mentoring undergraduate or graduate research, including undergraduate Honors College theses.

D. Key criteria for promotion to clinical professor

1. General provisions

The candidate will be evaluated using the same general criteria as for promotion to clinical associate professor, but scholarship and/or research accomplishments must be substantial and sustained since the promotion to clinical associate professor. The scholarship and/or research must make a notable contribution to an academic discipline aligned to the scope of SoE, or to pedagogy.

2. Teaching and scholarship

The contribution to SoE teaching needs and success in the classroom must be substantial and sustained. The evaluation will be based primarily on evidence for sustained productivity after the time that clinical associate professor status was awarded. All individuals to be considered for promotion are required to develop and maintain a teaching portfolio as specified in the CAS tenure and promotion document. In addition, the candidate will have shown increased total contribution as compared to the period as clinical assistant professor. The increase may include measures such as annual rate of publication, student/postdoctoral training, extramural funding, service contributions and evidence of successful leadership. This may include training of postdoctoral research associates and more service activity at the SoE, campus, CAS/CAHNRS, WSU and national/international levels.

Provision for peer review of teaching: once a year, a faculty member appointed by the Director shall attend two different instructional sessions given by the clinical associate professor. He/she shall prepare a brief addressing teaching style, effectiveness, and content (insofar as his/her expertise allows).

3. Service

The elements of service outlined in IV.C.2 remain pertinent for the clinical associate professor.

E. Procedures for promotion to clinical associate professor and clinical professor

1. The candidate is responsible for maintaining a personnel file that provides material bearing on the criteria identified above (e.g. CV, teaching portfolio, teaching evaluations, supplemental material related to the secondary area of expertise). Additionally, the Director will obtain at least five supporting letters; these may be internal or external to WSU, but must be external to SoE. Some letters can be from former students (presuming they are external to the SoE at the time).. Candidate portfolios should list all formally approved leaves (e.g., FMLA), and may also provide context and descriptions regarding other impediments in teaching or service productivity, such as assumption of substantial administrative tasks.

2. Under normal circumstances, consideration of promotion from clinical assistant professor to clinical associate professor will be initiated by the chair. Documentation will be assembled by the candidate and made available for review by the faculty members at or above the rank of prospective promotion. After formal discussion, written recommendations will be solicited from the faculty of tenured faculty and clinical faculty at associate rank or above. Based on the discussion and recommendations, the Director will decide whether or not to forward to the Dean a recommendation for promotion evaluation and the supporting documentation.

3. Individuals appointed to clinical assistant professor may remain at that rank if promotion to clinical associate professor is not pursued or is not granted, contingent upon continued satisfactory annual reviews and cumulative reviews every three years. Reappointment to subsequent fixed terms of up to three years may be provided in such cases.

4. Under normal circumstances, consideration of promotion from clinical associate professor to clinical professor will be initiated by the Director. Procedures for evaluation will be the same as those for promotion to clinical associate professor. Consideration for promotion to the rank of clinical professor is based on the quality of the candidate's cumulative record over the entire appointment period.

5. Faculty may remain at the rank of clinical associate professor, if promotion to clinical professor is not pursued or is not granted, contingent upon receiving satisfactory rankings during annual reviews. Fixed term appointments of up to 3 years may be provided in such cases.

6. Clinical associate professors will continue to participate in annual performance reviews and must receive satisfactory ratings to remain on appointment. Fixed-term appointment renewals of up to 3 years may be provided in such cases. Performance reviews for clinical professors will be conducted annually, with the possibility of appointment renewal for an additional period not to exceed 3 years.

V. Criteria and process for instructors

A. General provisions.

As indicated in the *Faculty Manual*, instructors are non-permanent, term positions. [I know that this terminology comes from the *Faculty Manual*, but it's inaccurate. For example, you describe below how an instructor can be promoted in rank.]Instructors who have successfully completed six years of University service may request promotion to senior instructor.

The primary responsibility of instructors is to teach undergraduate courses, although service can also be included in contracts. SoE will evaluate instructors solely for teaching accomplishments or both teaching and service, depending on their individual contracts. .

B. Mentoring for instructors

SoE will make mentoring available for instructors to review accomplishments - teaching activities and approaches, scholarly activities, service, advising, etc. - to make helpful suggestions to improve quality of performance and address accomplishments required for promotion.

C. Key criteria for promotion to senior instructor

1. Teaching

Candidates for promotion from instructor to senior instructor are expected to have made substantial and sustained contributions to SoE teaching needs and to provide documented evidence of teaching effectiveness. All individuals to be considered for promotion are required to develop and maintain a teaching portfolio as specified in the *Faculty Manual* for tenure-track faculty and the CAS or CAHNRS promotion documents, depending on initial appointment.

a. *Provision for peer review of teaching:* Once a year, a faculty member appointed by the Director shall attend two different instructional sessions given by the instructor. The faculty member shall prepare a report addressing teaching style, effectiveness, and content (insofar as their expertise allows).

2. Service

If service has been part of an instructor's contract, then demonstrated service accomplishments at the School, campus, college, university, professional or public-level should be met in keeping with the specifications of the contracts. Academic advising of undergraduates can be a major component of service for instructors in SoE, although service expectations may also include participation in decision-making or administrative leadership; advising student organizations; serving on SoE committees; undergraduate program policy development; curriculum development and policies; and participation in student recruitment. Instructors may also perform outreach and public service relevant to the mission of the School of the Environment, and these activities may be evaluated as contributing to promotion.

D. Procedure for promotion to senior instructor

Promotion to Senior Instructor shall be initiated by the Director of the SoE. This review will be scheduled on a time line similar to that of the tenure-track faculty tenure and promotion review. A package with the candidate's CV, teaching record, and supporting materials such as syllabi and course evaluations shall be circulated to the faculty for review, as specified in the guidelines for the College of Arts and Sciences. At least five outside letters are to be solicited by the Director from faculty at peer institutions.

VI. Research-track faculty

Research-track faculty have an appointment in SoE but receive funding for their position from an outside source. These individuals are affiliated with SoE largely to pursue research, although participation in teaching and service efforts may be encouraged when possible. Research faculty are allowed to use most common SoE facilities and may have access to some WSU resources; thus, research faculty may be asked to participate in research-related or service duties in the School commensurate with their use of facilities. Agreements with research faculty may include periodic teaching assignments

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

A. Mentoring

SoE does not assume any responsibility for the mentoring of research faculty. These faculty are usually associated with a tenure-track faculty member or research laboratory in SoE, and the principal investigator of that laboratory may assume mentoring roles for the research faculty member.

B. Key criteria for promotion to research associate professor

Candidates for promotion to research associate professor are expected to have met the following criteria:

1. Evidence of research productivity that is indicated by:
 - a. A substantial body of peer-reviewed publications in major disciplinary journals. The candidate should be lead author on most of these publications or otherwise demonstrate leadership of the projects.
 - b. Talks or posters at disciplinary professional meetings at the national (and international) level.
2. Received invitations to present at professional meetings or at other institutions.
3. Evidence that research and scholarly activity has influenced the discipline. Metrics such as the H-index and judgments of outside reviewers will be used in this evaluation.

4. Sufficient funding to support research needs, including training and support of graduate students. Ideally, funding will include a substantial, peer-reviewed grant from an external (federal) agency.
5. Service contributions to SoE, Campus, CAS/CAHNRS, WSU, the professional discipline, or the public, if service was part of the agreement for the research position. These contributions are likely to be modest. Successful professional interaction with faculty, staff and students, and mentoring and advising of undergraduate and graduate students are also expectations.
6. Demonstrated success in teaching and/or mentoring if these roles were part of the agreement for the research position.
7. Promotion requirements are the same for SoE faculty on all campuses and strong research productivity is a uniform expectation.

C. Key criteria for promotion to research professor

Candidates for promotion to research professor are expected to have met the following criteria:

1. Led an independent research program following promotion to research associate professor that addressed fundamental, interdisciplinary, or applied questions important in the disciplines represented within SoE.
2. Showed evidence of sustained research productivity that is indicated by each of the following:
 - a. A substantial body of peer-reviewed publications in high-impact journals, with quantity and quality comparing favorably to other scholars within the candidate's field. Authorship should reflect the candidate's leadership role on many or most of the publications.
 - b. Regularly contributed talks or posters at disciplinary professional meetings at the national (and international) level.
 - c. Gave invited talks at professional meetings or at other institutions.
3. Showed evidence that research and scholarly activity has influenced the discipline. Metrics such as the H-index and judgments of outside reviewers will provide some basis for evaluation. The candidate is expected to have made outstanding scholarly/research contributions to their discipline. A reputation for scholarly/research excellence that is at least national and preferably international is expected. International research collaborations are considered highly desirable.
4. Achieved sufficient funding to support research needs, including training and support of graduate students. Ideally, funding will include a substantial, peer-reviewed grant from an external (federal) agency.

5. Demonstrated sustained success in teaching and mentoring consistent with the agreement that established the candidate in the research faculty position.
6. Participated in service to SoE, Campus, CAS/CAHNRS, WSU, the professional discipline, or the public and made significant contributions through those efforts consistent with the agreement that established the candidate in the research faculty position.
7. Maintained successful professional interactions with faculty, staff and students, including the mentoring/advising of undergraduate and graduate students.

D. Procedure for promotion to research associate or research professor

The process to promote an individual to research associate or research professor shall be initiated at the discretion of the SoE Director. A package containing the CV, example publications, service record, and other relevant materials shall be circulated to faculty at the appropriate level (i.e. to all associate and full professors in the case of promotion to Research Associate, and to all full professors in the case of promotion to Research Professor). At least five external letters should be solicited from faculty in similar positions at equivalent universities. The timeline for this should mirror that of the analogous promotion for tenure track faculty with teaching and research split appointments.

Prepared by

Matthew Carroll, PhD, Professor
C. Kent Keller, PhD, Professor

Peter B. Larson, PhD, Professor
Gretchen Rollwagen-Bollens, PhD,
Associate Clinical Professor

Mark E. Swanson, PhD, Associate Professor
(Chair, Tenure and Promotion Guidelines Development Committee)

Approved Spring 2015