CAHNRS Tenure and Promotion Policies, Procedures, and Criteria
(Aligned with Provost's 2013 Guidelines)

The policies, procedures, and criteria for promotion/tenure for the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS) are based upon those stated in the *WSU Faculty Manual*. **The contents of this document represent an elaboration of those policies, procedures, and criteria as related to faculty appointments in CAHNRS. Compliance with all affirmative action programs and the anti-discriminatory policies of Washington State University (WSU) is implied throughout this document. Preparation guidelines for the promotion/tenure packet are provided in Appendix I.**

I. Two committees play a role in the CAHNRS promotion/tenure procedure for all new faculty members: The Career Guidance (Mentoring) Committee, and the CAHNRS Promotion and Tenure Advisory Committee.

A. **Career Guidance (Mentoring) Committee.** Each tenure-granting unit will establish a Career Guidance Committee for each untenured faculty member in a tenure-track position. This committee should consist of three tenured faculty members, who are selected based on criteria established by the candidate's home unit. The chair, or unit head, is responsible for establishing this committee within three months after the appointment of the untenured faculty member. When a unit does not have sufficient tenured faculty for a Career Guidance Committee, tenured faculty representatives from allied fields will be asked to serve in this capacity.

The Career Guidance Committee shall meet at least once each year (preferably more frequently) with the untenured faculty member to discuss progress toward achieving the goals of the faculty member's teaching, research, and/or extension program(s), as well as progress toward meeting criteria for tenure and promotion. This meeting shall occur before the unit's annual meeting of the tenured faculty to review progress of untenured faculty. The Career Guidance Committee shall provide guidance and mentoring, as well as suggestions for properly documenting accomplishments, but will not function in an advocacy capacity for the faculty member.

The faculty member's Career Guidance Committee will provide an annual written report to the chair, or unit head, of the tenure-granting department, or unit, prior to the unit's annual progress toward promotion/tenure review meeting. The committee, or a committee representative, also will provide input during the discussion of the untenured faculty member at the annual progress toward tenure meeting.

An annual progress toward tenure review is required for all untenured faculty members as specified in the *WSU Faculty Manual*. Tenured faculty members will establish how the evaluation is to be accomplished, and whenever possible the review should involve all tenured faculty members in the department or unit. Following completion of the evaluation, the department chair or school director will prepare a written summary of comments. The tenured faculty should have an opportunity to review this summary prior to it being shared with the untenured faculty member being evaluated. This document is

important because it provides benchmarks by which progress of the faculty member toward promotion/tenure is measured. The chair/director should discuss the contents of the progress towards tenure review with the candidate. The evaluation process used by the Career Guidance Committee, tenured faculty members, and chair or unit head should be consistent with the criteria set forth in this document, department/unit guidelines, and the *Faculty Manual*.

B. **Promotion and Tenure Advisory Committee.** The CAHNRS Promotion and Tenure Advisory Committee will consist of ten tenured faculty members representing departments and units across the College. The Committee should include a representative from the ranks of associate professor, professor, and Regent's professor and represent the diversity of disciplines and areas (teaching, research, and extension) within CAHNRS. This committee reviews the packet of materials for each faculty member that is sent forth or nominated for tenure and/or promotion by the chair or unit head. It is the responsibility of the CAHNRS Promotion and Tenure Advisory Committee to make written recommendations to the Dean of CAHNRS about each faculty member reviewed in accordance with this document, department/unit guidelines, and the *Faculty Manual*.

II. All CAHNRS faculty are expected to conform to a high standard of personal and professional ethics. The WSU Faculty Code of Professional Ethics is described in Section II of the *Faculty Manual*. Failure to adhere to this code could result in disciplinary action and/or denial of promotion/tenure.

Although all aspects of this code are important, all CAHNRS faculty are expected to make conscious efforts to eliminate:
- All discriminatory practices and language.
- Behavior that is or can be construed as sexual misconduct.
- Unethical behavior including fabrication of data, plagiarism, or other unacceptable practices.

Collegiality can and should be factored into tenure and promotion decisions. Behaviors that adversely affect the academic unit's work climate and the ability to deliver on its mission should be incorporated into the overall evaluation of the candidate.

III. **Promotion and Tenure Evaluation Processes:** Policies and processes concerning the evaluation of tenure and promotion applications are well described in the *Faculty Manual*. Additions to these policies and processes within CAHNRS include:
- Letters of recommendation should be obtained from faculty at equivalent or aspirational universities or academic units.
- Faculty should provide justification for their recommendation on the recommendation form to be submitted as part of the tenure/ promotion materials.
- For faculty located at research and extension centers, the center director should provide a written assessment of the faculty member's performance which is available for review by faculty and administrators making tenure/promotion recommendations.
- In developing the promotion/tenure recommendations, the chair or unit head must provide an evaluation of the member's performance and not just a simple accounting

or chronological ordering of work and/or activities. This evaluation must be for each component of the faculty member's appointment.

IV. **Criteria for Promotion/Tenure for CAHNRS:** Each department/unit within CAHNRS may develop criteria supplementing those outlined below. The areas to be considered for promotion/tenure are:
- Research or other creative scholarship (including graduate student advising); hereafter referred to as "research"; and/or
- academic programs (e.g. activities relating to course delivery, undergraduate advising, and undergraduate mentoring); and/or
- extension and engagement; and/or
- service.

The CAHNRS Research, Teaching and Extension Performance Assessment Matrices define expectation levels in each of these areas (see Appendix II). In each area of a faculty member's appointment, creative and scholarly accomplishments must be documented. Expectations will differ by rank and according to a faculty member's assigned responsibilities.

Promotion to Associate Professor or Equivalent Rank. 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 performance during the probationary appointment at WSU. Effectiveness in pending professional contributions may be considered, but may not be substituted for proof 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, or comparable rank, becomes eligible and must be considered for tenure during the sixth year of service at WSU; with tenure, if granted, to be effective at the beginning of the seventh year. In exceptional circumstances, a faculty member can be considered for tenure prior to the sixth year of service. The candidate must demonstrate the sustained program performance noted above, regardless of the shortened time in rank. Persons with professional experience prior to appointment to a tenure-track position at WSU may negotiate at the time of employment to be considered for tenure before the sixth year of employment. This agreement must appear in the appointment letter, and hence, approved by the unit head, dean and provost.

Promotion to Professor or Equivalent Rank. 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 or equivalent rank. Promotion to this rank shall be recommended only when the candidate has achieved national or international recognition and a reputation as an established leader in his/her field of endeavor. The latter must be documented by a well-established scholarly program, a substantial body of peer evaluated work, evidence of professional stature, and continued excellence in teaching, research, and/or extension. The WSU *Faculty Manual* states that it is rare for a faculty member to attain the level of distinction expected for promotion to professor or equivalent before the sixth year in rank as associate professor, or equivalent

rank. Under exceptional cases, a faculty member can be considered for promotion prior to the sixth year, but must demonstrate the reputation, productivity, and professional leadership described above regardless of the shortened time in rank.

CAHNRS faculty have either integrated appointments (formal split appointments across academic programs, research, and extension) or academic appointments. 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. Appropriate recognition shall be provided for departmental, college, university, and professional service. In the case of academic appointments, the typical division of responsibilities is 45 percent teaching, 45 percent research, and 10 percent service; however, service expectations may differ by unit. Please review departmental policies for further information.

Excellence in all areas is desirable for integrated appointments. However, it is recognized that excellence in each area in individual cases is exceptional. Promotion/tenure will be recommended if the evidence presented shows that a candidate's accomplishments are excellent in the dominant area of the appointment and the candidate's performance in the other area(s) adequately meets expectations as defined by the CAHNRS Research, Teaching and Extension Assessment Matrices (see Appendix).

CAHNRS faculty may incorporate international content, materials, and activities into programs and to carry out activities on international topics as appropriate to teaching, research, cooperative extension, and other public service functions. Faculty performance related to international activities and topics generally will be evaluated within the criteria and procedures given under teaching, research, and extension. For faculty who have participated in long-term overseas assignments, input into the department/unit evaluation process will be provided by the Director of International Research and Development.

A. **Research and Disciplinary Scholarship** (followed in parenthesis by the section number each item aligns within the CAHNRS Scholarship and Research Assessment Matrix, if applicable – see Appendix II)**.**

   Note: the term disciplinary is used in this case to identify the alignment of the work with a specific scientific discipline or with a research area where multiple disciplines interface. Interdisciplinary research that results in peer reviewed scholarly outcomes should be included in this section.

   1. **Expectations for scholarship**: Faculty are expected to establish leadership in developing an independent, continuous, and cohesive program of high-quality research, scholarly and/or creative activity which addresses the present and future needs of the state, region, nation or world. Accomplishments and productivity in research and disciplinary scholarship will be evaluated by the quantity and quality of contributions to publications and creative scholarship, grants and contracts, research mentorship, scholarly presentations and posters, and research awards and recognition in the suggested order, or, as appropriate to the discipline and home unit. Peer-

reviewed journal articles (or juried designs for select disciplines) and graduate student mentorship are required for tenure and promotion. While research initiated prior to arrival at WSU (and published after one's arrival) may be counted toward tenure and promotion, there must be clear evidence of a scholarly body of work from research initiated at WSU.

Research quality should be an important consideration in evaluation for tenure and promotion. Papers should be published in the highest quality journals possible and make significant disciplinary contributions (as evidenced by citations, external evaluations, etc.). Primary authorship is important, unless that status has been given to a graduate student. Some of the research should be independent of senior scholars, including the major professor.

Accomplishments and productivity in research are evaluated by the following criteria (in rank order):

a. Disciplinary scholarly outputs *(Section I & II of CAHNRS Research and Disciplinary Scholarship Matrix):*
   1) Peer-reviewed journal articles. Peer-reviewed is defined as having been formally reviewed and evaluated by at least two independent scholars with knowledge of the topic. The authors should not be involved in reviewer selection, and the journal must have a professional organization or corporate entity that manages the blind peer review process.
   2) Creative scholarship in juried events. Juried is defined as having been formally blind peer-reviewed and evaluated by at least two independent scholars with knowledge of the topic.
   3) Peer-reviewed book chapters, monographs, proceedings, books, and research bulletins, abstracts, extension bulletins and circulars.
   4) Non-peer reviewed papers, book chapters, books and monographs.
   5) Edited volumes.
   6) Other (e.g., book reviews, popular research articles, editorials, peer-reviewed essays and poems).

b. Research mentorship (*IV*):
   1) Supervision of Ph.D. dissertations and Master's theses, thesis projects, special problems projects, etc.
   2) Supervision of undergraduate scholarship.
   3) Membership on graduate supervisory committees.
   4) Supervision of post-doctoral research.

c. Acquisition of grants and contracts *(III)*:
   1) National competitive grants and fellowships awarded.
   2) National competitive residencies in which workspace and/or funding is awarded to recipients to support creative work.
   3) Other external grants and contracts awarded.
   4) Internal grants and contracts awarded.

      d.   Scholarly presentations and posters *(V)*:
          1)   Invited scholarly presentations at professional meetings and symposia.
          2)   Peer-reviewed papers, presentations, or posters at professional meetings and symposia.
          3)   Participation on research panel or symposia.
          4)   Leadership or chair of symposia or panels.
          5)   Scholarly presentations for public or private groups.

      e.   Disciplinary scholarship awards and recognition:
          1) Intellectual property development: patents; release of unique varieties or germplasm; development of new technologies, methods or processes, multimedia productions, or computer programs.
          2) Recognition through local, regional, and/or national awards.

2. **Non-Tenure Track Appointments: Promotion to Associate Research Professor and Research Professor.**

      a.   Ranks of assistant research professor, associate research professor, or research professor may be assigned to non-tenure track faculty who may serve as principal or co-principal investigators on grants or contracts administered by the University. Research Faculty are expected to develop an independent, continuous, and cohesive program of high-quality research, scholarly and/or creative activity which addresses the present and future needs of the state, region, nation or world. Accomplishments and productivity in research and disciplinary scholarship will be evaluated by the quantity and quality of contributions to publications and creative scholarship, grants and contracts, research mentorship, scholarly presentations and posters, and research awards and recognition. While these criteria are the same as for tenure-track faculty, it is recognized that non-tenure track research faculty may not have the same opportunities with respect to program leadership, student mentorship, graduate student advising, research recognition, and university/professional service. Nonetheless, accomplishments in each of these areas are expected and should be evaluated based upon the requirements of the position.

B. **Teaching** (followed in parenthesis by the section number the request aligns within the CAHNRS Teaching Performance Matrix if applicable – see Appendix II)**.**

1. **Expectations for Teaching**: The criteria for promotion/tenure in academic programs consists of effectiveness (quality) in:
   - The classroom at both the undergraduate and graduate levels.
   - Undergraduate and graduate student advising.
   - Contributions to the teaching program at the department, college, and/or and university levels.
   - Professional achievements and scholarly activity related to teaching.

a. Teaching effectiveness: Teaching should promote intellectual curiosity, understanding, and appreciation of objectivity. The instructor must impart information to the students on the relevant subject matter and provide contemporary, updated concepts and perspectives to students. Faculty are expected to continually assess their effectiveness and adjust their practices to improve student outcomes. Course content should be driven by defined learning goals and connected to academic program and university learning goals. *(I(1-5), III(1-9))*

Effectiveness in classroom teaching must be demonstrated by the candidate and based upon the following key criteria:
1) Knowledge of subject matter.
2) Instructional strategies, course objectives/outlines/organization, testing methods, grading policies and procedures.
3) Delivery of information including the use of visuals, case studies, manuals, and other supporting materials.
4) Clarity of communication
5) Broadening of knowledge base and critical thinking.
6) Course organization and expectations.

Teaching effectiveness should be demonstrated through the evaluations of students and the unit administrator. Student evaluations should be compared across semesters and with departmental norms to determine how the candidate's teaching effectiveness measures against departmental norms and to look for evidence of teaching improvement over time.

b. Advising effectiveness: Faculty are expected to provide high-quality advising and mentoring to undergraduate and graduate students. Advising effectiveness is demonstrated through:
1) Number and level of undergraduate students advised. *(II(1-3))*
2) Service on Master's and Ph.D. committees (chair or member). *(II(3))*
3) Evaluation of advising quality through interviewing student advisees by peer evaluators, chair, or unit head. *(II(1-3))*
4) Advising student organizations and quality of such advising through club recognition awards, overall level of activity, and student member interviews by peer evaluators, chair, or unit head.

c. Contributions to the teaching program at the departmental, college, and university levels consist of:
1) Membership on committees related to the undergraduate and graduate instruction. *(I(3-4))*
2) Involvement in student recruitment, job placement, and internship program. *(II(4))*
3) Supervision of teaching assistants and facilities.
4) Leadership in establishing business/industry connections and support for teaching activities.

     d. Teaching Scholarship: Faculty with teaching appointments are encouraged to participate in scholarship activities that contribute to the advancement of teaching, learning and pedagogy within their discipline. Scholarly accomplishments in teaching are evidenced by:

       1) Publication in refereed journals, books, or teaching materials such as computer software or audio visuals. *(IV(2))*

       2) Significant awards for teaching and/or advising.

       3) Presentation at seminars, symposia, workshops, and other professional improvement activities related to teaching. *(IV(2))*

       4) Grants related to teaching. *(IV(4))*

       5) Membership on professional association committees related to teaching.

2. **Non-Tenure Track Appointments: Promotion to Senior Instructor**

     a. The title Instructor is used for short-term teaching contracts where no indication of rank is intended. The title Instructor implies the appointment is non-permanent and non-tenure track in nature. Instructors who have successfully completed six years of University service may request promotion to Senior Instructor. Expectations for promotion to senior instructor consists of effectiveness (quality) in (a) the undergraduate classroom; (b) undergraduate student advising; (c) contributions to the teaching program at the department, college and university levels; and (d) professional achievements and scholarly activity related to teaching. Evaluation criteria and procedures for documenting these activities are provided above.

C. **Extension** (followed in parenthesis by the section number the request aligns within the CAHNRS Professional Behaviors Matrix for Department-Based Extension Faculty if applicable – see Appendix II).

1. **Expectations 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 and by fostering inquiry, learning, and the application of research.* Extension programs conducted by department-based extension faculty are planned educational or developmental efforts that:

    • Leverage the research and knowledge bases of WSU to address issues, needs and opportunities across the state and beyond;

    • Reach appropriate and diverse audiences;

    • Actively engage county/regional WSU Extension educators and research faculty at WSU and other institutions to foster integrated approaches;

    • Use unbiased, science-based methods that are appropriate for the target audience;

    • Achieve social, economic and environmental outcomes beginning with acquisition of knowledge and followed by change in practices and improvement in status among target audiences.

Department-based faculty with Extension appointments are expected to proactively engage in outreach work through a planned Extension program in a manner consistent with the percentage of their appointment supported by Extension funds. Expectations of faculty with Extension appointments include the following:

a. Extension program planning:
   1) Identifies the desired outcomes using a comprehensive outcome planning approach to develop the program(s) that will deliver those outcomes with the clear identification of the purpose, need, inputs, and outputs that lead to the desired outcomes. Use of "The Logic Model" for program planning and evaluation is recommended. Additional information regarding program planning and The Logic Model is available at http://ext.wsu.edu/fs/. (*I(1)*)
   2) Demonstrates the capacity to identify significant problems or issues faced by target audiences, and utilizes the intellectual, research capacity of the institution to address these problems. *(I(2-3))*
   3) Employs an appropriate program design and methods to effectively reach intended and diverse audiences. *(I(1-3))*
   4) Actively engages with stakeholders (e.g.: industry groups, commodity groups, consumers, private firms, agencies) and others (e.g., county-based faculty, researchers) in this planning process.

b. Team building and collaboration: Provides leadership in convening and guiding a coordinated outreach program that fully utilizes the state-wide network of Extension, research faculty and other educational resources (e.g., agency personnel, stakeholders). *(II(1-2))*

c. Extension Program Delivery:
   1) Programs should make major contributions in addressing relevant issues and problems facing target audiences, and should demonstrate value for the public good. *(III(1))*
   2) Outreach education should be research-based and adhere to the high standards of reliability and accuracy. *(III(2-3))*
   3) Extension programs should use progressive methods and technology to effectively reach target audiences. The world-wide web and associated media are considered primary techniques for effective dissemination of research-based information and training, in addition to other Extension methodologies.
   4) Programs should be highly visible and utilize all available means to increase awareness and interest among target audiences, and when appropriate, the public.
   5) Reputation and recognition, both statewide and nationally, are important indicators of effectiveness in program delivery.

d. Program outcomes and assessment:
   1) Extension programs should include a rigorous assessment of outcomes, including behavioral change of participants and industry, economic impacts, environmental impacts, etc. *(IV(1-2))*

    2) Program outcomes (not to be confused with program outputs) should qualitatively or quantitatively report the impact of a faculty member's work. *(IV(1-3))*

    3) Program results should be collected, evaluated, and summarized in annual reports and contribution statements for tenure and promotion. *(IV(1-4))*

e. Applied research:

    1) Extension programs must be integrated with a high-quality applied research program. This research should inform and guide the educational processes and products of extension. *(V(1-2))*

    2) Extension faculty are expected to be actively engaged in graduate education, including serving as major advisor to graduate students. *(V(3))*

f. Scholarship and creative products:

    1) Scholarship is an expectation of all tenure-track faculty members regardless of their appointment split. Scholarship in this sense is defined as creative products that are peer-reviewed through a formal process and produces a durable product available to one's peers and includes manuscripts published in professional journals, books, and papers that are delivered to professional peers through a juried process. *(V(2))*

    2) Faculty with Extension appointments are expected to create formal Extension publications consistent with their assignment. Such manuscripts are submitted through a blind, peer-reviewed process with worthy manuscripts accepted as Extension publications. *(V(2))*

    3) The development of other creative products that focus on education of external and diverse audiences is an additional expectation of Extension faculty. Examples of these products include curricula, training tools, popular press articles, videos, computer programs, and other innovative tools that convey information and knowledge to external audiences or the general public.

g. Acquisition of extramural support: Success in securing grants and funding sources to support one's program is an expectation of all Extension faculty. *(VII)*

h. Professional development:

    1) Actively pursue and acquire new skills that transform extension programs. *(VIII)*

Appendix I
Documenting Research, Teaching, Extension, and Service Activities

A. Documentation of research and disciplinary scholarship:

1. Publications and creative scholarship:
   a. Within your curriculum vitae (Section 2 of promotion and tenure packet), provide a complete list of publications with complete citations, including abstracts, articles, book chapters, papers in conference proceedings and creative scholarship. Refereed (peer-reviewed) and non-refereed publications must be listed separately. Provide documentation of acceptance for any publications listed as in press or accepted for publication. Any publication that is not accompanied by documentation such as a letter of acceptance, signed contract or other proof of eventual publication will not be considered as part of the record.
   b. Documentation of scholarship on multi-author publications should also include the following indicators and descriptions of your significant contributions to the work:
      1) Developed the initial idea
      2) Obtained or provided funds or other resources
      3) Collected data
      4) Analyzed data
      5) Wrote/created product
      6) Edited product

   Using the rubric above, the candidate should indicate their contributions to each scholarly product in parentheses as shown in the following example:

   Smith, J. A., and R. N. Jones. 2010. The effects of global warming on nitrogen cycling in eastern Washington. Northwestern Ecosystems 45:300-308. **(1, 2, 4)**

   Note: Please explain why you are listed as a co-author on a paper if none of the indicators above explain your contribution.

2. Grants and contracts: In your CV, provide a summary of grant and contract support, including identification of principal investigators, granting agencies, time periods, and funding level.
   a. Documentation should include the following indicators or description of contributions:
      1) Provided the initial idea
      2) Developed research design and hypotheses
      3) Authorship of grant application
      4) Developed and/or managed budget
      5) Managed personnel and project activities

Using the rubric above, the candidate should indicate their contributions to each grant (e.g., principal investigator, co-PI, cooperator), as well as the amount of funds for which you had responsibility. For example:

Assessing the effects of global warming on nitrogen cycling in eastern Washington. Agriculture and Food Research Initiative, US Department of Agriculture. $428,802. P.I**.: J. A. Smith** and Co-P.I.: R. N. Jones. (3/08 – 3/12) **(1, 4, $300,000).**

Note: Please explain why you are listed as an investigator if none of the indicators explain your contribution.

3. Research mentorship: In your CV, list supervision of postdoctoral, Ph.D., Master's, and undergraduate researchers, including completion dates. Also, include the number of graduate committees that you served on.

4. Scholarly presentations and posters: In your CV, list research presentations made at professional meetings and symposia, public or private organizations. Indicate invited presentations, panel participation. Indicate if you served as facilitator or chair of symposia or panel.

5. Research discoveries: In your CV, list patents, releases of unique varieties or germplasm, and development of new technologies, methods or processes, video production, or computer programs.

6. Research awards and recognitions: In your CV, list research awards and recognitions.

7. In your tenure and promotion packet, (Section 4b, Candidate's Contributions and Vision for the Future"), provide a thoughtful and compact statement of the nature and significance of your research and creative scholarship and your contributions.
   a. Provide a brief description of the main goals and approaches of your research or creative scholarship.
   b. Describe research contributions since arriving at WSU and/or last promotion. Describe the quality of research/scholarship using indicators such as impact factor, tier of journal (as recognized by your home department), rejection rates of journal, times cited, reviews of work, and inter- and multi-disciplinary collaborations.
   c. Describe the influence of your research on your professional field and broader society.
   d. Describe your intentions and aspirations regarding future scholarship.

B. Documentation of teaching activities:

The promotion/tenure application must provide evidence of the candidate's performance and not just a simple listing of courses taught. The candidate's accomplishments will be evaluated based upon documentation, which demonstrates that the faculty member has been effective in meeting the teaching evaluation criteria.

Teaching activities and performance must be clearly documented through a defined teaching narrative and the use of University assessment tools. The narrative should contain discussions of (i) goals, (ii) responsibilities, (iii) evaluation, and (iv) results. These elements are briefly described below.

1. Goals: A thoughtful, compact statement about the faculty member's intentions and aspirations in teaching, especially for the near future. This statement should cover the following:
   a. Teaching Principles:
      1) Discuss broad objectives for teaching.
      2) Discuss how the courses align with the degree program goals, or to broader teaching objectives.
      3) Discuss strategies employed for engaging students, promoting exchanges of ideas with students, and/or addressing student's concerns.
   b. Organization and Assessment: Provide syllabi for all courses. Discuss objectives and strategies for assessing student learning during and after a course.
   c. Plans for Improvement: Discuss important feedback from students/colleagues that identify areas where course structure and/or teaching could be improved. Document any adjustments made, or that will be made in the future, based on this feedback.

2. Responsibilities:
   a. Define the percentage of faculty member's appointment devoted to academic programs. (see "Course Delivery Expectations Framework" in Appendix II).
   b. List undergraduate and graduate level courses recently and currently taught, with credit hours and enrollments. Note percentage contribution when instructional duties for a course are shared.
   c. Advising: Provide a summary of major advising activities, including numbers of students advised, internship advising, advising for international or exchange program, etc.

3. Evaluation:
   a. Describe and document how courses are assessed.
   b. Document how course content corresponds to one or more of WSU's Six Goals of the Baccalaureate.
   c. Provide summary data and assessment of student evaluation questionnaires.
   d. Provide peer reports or letters that evaluate teaching.

4. Results:
   1) Teaching Performance and Innovation:

1) Discuss efforts to improve teaching skills through activities such as participating in teaching workshops, peer evaluation of teaching, etc.
2) Describe activities that involve developing curricula. Discuss efforts to provide innovative instruction in the classroom, emphasizing how these teaching efforts differ from traditional teaching styles.
3) Describe extraordinary efforts to work with special groups of students including non-traditional or gifted students, members of underrepresented groups or groups facing special challenges, etc.
4) Discuss how course policies, objectives, procedures are communicated to students. Refer to syllabi as needed.

2) Scholarship:
1) Describe research conducted that contributes to the body of knowledge on teaching and learning.
2) Describe efforts to acquire teaching-centered grants, including grants submitted and received.
3) Describe contributions to the scholarship of teaching. Results may include oral presentations, papers in appropriate journals, books, on-line tutorials on course or syllabus design, development of workshops on course development, curriculum mapping, etc.
4) Describe innovative instructional materials developed, including textbooks, workbooks, visual aids, software, etc.

3) Awards:
1) Describe teaching awards and recognitions received, including an explanation of the prestige and character of each award.
2) Describe noteworthy achievements of students mentored (awards, admission to graduate school, employment, etc).

C. Documentation of Extension Activities:

1. (Optional) Provide a thoughtful and compact statement of the nature and significance of your extension program. This can be includes as part of the 2-page context statement, or as a paragraph in the vita.

2. Extension publications and other educational products:
   a. Within your curriculum vitae, provide a complete list of all publications with complete citations, including abstracts, articles, book chapters, papers in conference proceedings and creative scholarship. (See Section A.1 above for how to document publications.)
   b. Provide a listing of other educational materials (e.g., newsletters, popular press articles) developed.
   c. Provide a listing of other educational media (e.g., web pages, electronic decision aides, distance learning modules) authored.

3. Extension presentations: Provide a listing of all major Extension presentations, seminars, workshops, posters, etc. Also provide a summary of routine Extension presentations and activities (e.g., producer meetings, field days, etc.).

4. Grants and contracts: Provide a summary of Extension grant and contract support. (See section A.2. above for how to document grants and contracts.)

5. Describe your contributions to the scholarship of Extension. Results may include oral presentations, papers in appropriate journals, books, participation in workshops on program development, etc.

6. Extension awards and recognitions: List extension awards and recognitions received.

D. Documentation of Service Activities:

Provide a description of professional service activities, including: a description of services to the department, college, and university, other institution or firm as directed/request by the unit; a description of services to professional groups or associations; and a description of services to county or state governments, communities or other societal groups. A description of honors and awards, including teaching, research or public service awards; and other evidence of recognition, such as lectureships.

Examples of service activities for Research, Extension and Teaching are provided below.

1. Research and Extension:
   a. Professional:
      1) Professional journals (e.g., editing, reviewing).
      2) Professional organizations (e.g., officer, committee member, program chair, review panels, research councils, evaluative committees, or other professional assignments).
      3) Service on grant review panels.
      4) National or regional committees.
   b. University:
      1) Leadership or membership on committees and taskforces.
      2) Describe your professional assistance and mentorship to other faculty and department (e.g., ad hoc review of grant proposals, manuscripts, projects, statistical and computing consulting and media support).
      3) In-class activities: Describe your contributions to teaching, such as guest lecturing.

2. Teaching:
   a. Professional:
      1) Professional teaching journals (e.g., editing, reviewing)
      2) Professional organizations (e.g., officer, committee member, program chair review panels, research councils, evaluative committees, or other professional assignments)
   b. University:
      1) In-class activities

           a) Describe your contributions as a guest lecturer in a course.
           b) Describe your efforts to serve as a peer evaluator for other instructors, including a description of the framework used to provide feedback.

       2) Out-of-class activities
           a) Describe your level of participation in assessment of educational outcomes, such as end-of program assessment, participating in advanced degree exams, screening students for scholarships and other distinctions.
           b) Describe your efforts in developing professional development programs related to teaching.
           c) Describe your efforts to serve as a juror/critic for student work (this could also be an in class activity).
           d) Describe your efforts to prepare nominations for student awards for local, regional and/or national organizations.
           e) Describe your duties and responsibilities as a club advisor.

       3) Committees: Describe your service contributions on committees concerned mainly with instruction.
       4) Recruitment: Describe your level of participation in departmental, college, or university recruiting activities.

   c. Describe contributions as a guest presenter (e.g. workshop speaker) at a public or private events and how this relates to your departmental teaching goals or area of expertise.

E. Administration: (not described in Provost's document)

   1. Research:
      a. Describe role in the administration of research facilities, centers, or related units.

   2. Teaching:
      a. Describe administrative responsibilities while serving as a director or coordinator of a graduate or undergraduate academic program.
      b. Describe involvement in coordinating activities such as internships, study tours, etc.

      Extension: Describe supervision of employees and administration of research and/or extension facilities and programs.