Criteria and Promotion Guidelines for CAHNRS Non-Tenure Track Instructor, Clinical and Research Faculty

I. Introduction

The objective of this document is to provide additional and specific guidance for non-tenure track faculty with instructor, clinical or research faculty appointments in the College of Agricultural, Human and Natural Resource Sciences (CAHNRS). CAHNRS and Washington State University (WSU) value the contributions of non-tenure track faculty. These essential fixed-term faculty appointees hired for up to five years on renewable contracts are not intended to be temporary positions, but rather are designed as an extended career options. A description of specific duties for non-tenure track faculty will be outlined in a fixed-term renewable contract on an individual basis according to the needs of each department. Such contracts will clearly detail responsibilities for these faculty members. This document contains guidelines for the promotion of instructor, clinical, and research faculty within CAHNRS and WSU. These guidelines are supplementary to procedures and policies specified in the WSU Faculty Manual for all new non-tenure track faculty. Instructor, clinical and research faculty already employed at WSU will be grandfathered into existing fixed-term contracts for the duration of that contract. In all matters pertaining to questions of procedure, the WSU Faculty Manual takes precedence.

The primary responsibility of instructor track faculty is teaching undergraduate students within a renewable fixed-term contract. The titles Instructor or Senior Instructor imply the appointment is non-permanent and non-tenure track. Instructors should also participate in service activities at the department, college, university or national level, but they are not required to participate in scholarship, creative work, training or research activities. Instructor appointments may be renewed based upon satisfactory review of prior performance and departmental needs. An Instructor may be promoted to Senior Instructor. To warrant promotion the candidate must have performed in an exceptional way that can be documented in the promotion file.

Clinical and research faculty have primary and secondary responsibilities as defined within a renewable fixed-term contract. The primary responsibility of most clinical faculty will be teaching undergraduate students with a secondary responsibility in research, scholarship, creative work, or training activities; for some clinical faculty, these responsibilities may be distributed differently according to the fixed-term contract and needs of the unit. The primary responsibility of research faculty will be research and scholarship with a secondary responsibility in teaching or service. In order for Research faculty to legally compete for federal grants, a portion (5-10%) of their salary must be covered by non-federal funds. Faculty on the clinical and research tracks are on fixed-term non-tenure appointments for up to five years based on departmental needs and may be reappointed at the discretion of the Chair/Director upon satisfactory review. Clinical assistant professors can be appointed for a maximum of only three years. Fixed term faculty hired on renewable contracts and fixed term faculty holding ranked titles eligible for rehire must be formally included in the annual
review process according to normal university procedures as outlined in the *WSU Faculty Manual*.

II. Criteria and Promotion Process for Instructors

A. General provisions.

As indicated in the *WSU Faculty Manual*, Instructors are non-permanent, fixed-term positions. Only under extraordinary circumstances will a person be considered for promotion prior to the end of his or her fifth year of service in rank, with the promotion, if granted, awarded at the end of the sixth (6) year. The primary responsibility of Instructors is to teach undergraduate courses, although service and advising can also be included in contracts. CAHNRS will evaluate Instructors solely for teaching and service accomplishments.

B. Mentoring for Instructors on multi-year contracts

The department Chair/Director will appoint a mentoring committee for each Instructor within six months of his/her appointment. The mentoring committee, led by an appointed committee Chair, will review accomplishments annually. The committee will summarize accomplishments and recommendations for improvement in a memo to the Chair/Director. In addition to meeting with the mentoring committee at least annually, the Chair/Director will meet annually with the Instructor to review performance quality and to address any needs for progress toward promotion.

C. Evaluation criteria and procedure for promotion to Senior Instructor

Candidates for promotion from Instructor to Senior Instructor are expected to have made substantial and sustained contributions to department/program 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 similar to that specified in the *WSU Faculty Manual* and CAHNRS promotion documents for tenure track faculty. Only under extraordinary circumstances will a person be considered for promotion prior to the end of his or her fifth year of service in rank, with the promotion, if granted, awarded at the end of the sixth (6) year. An early consideration must be approved by the Dean and the Provost in the spring semester. Time in rank is not sufficient by itself to be considered for promotion. A packet with the candidate’s CV, teaching portfolio, and supporting materials such as syllabi and course evaluations shall be circulated to faculty for internal and/or external review, as specified in the guidelines for tenure track faculty in the *WSU Faculty Manual*.

Since the primary responsibility of an Instructor is undergraduate teaching and service, the leading criterion of promotion evaluation is exceptional performance in teaching and high quality participation in service activities. Promotion to Senior Instructor shall include evidence of excellence in teaching similar to that outlined below in greater detail for clinical
track faculty. This would include items such as leadership in the design and delivery of programmatic curriculum, introduction of new and effective teaching innovations, development of new and needed courses, significant improvements in existing courses, engagement in college and university wide programs for effective teaching, consistent and high evaluations by students and peers, engagement and leadership in the University’s Teaching Academy, among other similar types of accomplishments within the area of teaching. Internal WSU signs (college/WSU awards) and recognition of distinction are expected for promotion to Senior Instructor. Also, any service component and the ability to interact effectively with colleagues, students and staff will be given significant consideration. Demonstrated service accomplishments at the department/program, campus, college, university, professional or public level should be in keeping with the specifications of the contracts.

Academic advising of undergraduate students can be a major component of service for Instructors or Senior Instructors in CAHNRS. Service expectations may also include participation in decision-making or advising student organizations, serving on departmental/program committees, undergraduate program policy development, curriculum and policy development, and participation in student recruitment and club activities. Instructors may also perform outreach and public service relevant to the mission of the department/program, and these activities may be evaluated as contributing to promotion. Faculty members promoted to the rank of Senior Instructor may be granted a fixed-term appointment of up to five years based on the needs of the department and at the discretion of the department Chair/Director.

III. Criteria and Promotion Process for Clinical Faculty

A. General provisions

Most clinical track faculty in CAHNRS will have primary expectations for accomplishments in teaching and service with secondary expectations in scholarship, creative work, or research as specified in their fixed-term renewable contract. However, some departments may have clinical faculty with research as the primary expectation and teaching as the secondary expectation as outlined in the fixed-term contract. Faculty who excel in teaching and service are essential to our mission of training highly competent undergraduate students. Most non-tenure track clinical appointments have been developed to provide academic opportunities to faculty committed to teaching and service; for some clinical faculty, these responsibilities may be distributed differently. Scholarship and/or research productivity carry more weight along with teaching and service for promotion from Clinical Associate Professor to Clinical Professor depending upon the assignment as outlined in the fixed term contract. Credit toward the end of their fifth year as a Clinical Assistant Professor may be given to individuals who transition with years of service at WSU in the instructor or research tracks. As indicated in the WSU Faculty Manual, Clinical Assistant Professors are eligible for promotion to Clinical Associate Professor only under extraordinary circumstances will a person be considered for promotion prior to the end of his or her fifth year of service in rank,
with the promotion, if granted, awarded at the end of the sixth (6) year. There is no limit to
the number of times promotion to Clinical Associate or Clinical Full Professor may be
sought. As a required component of the promotion packet, the Chair/Director will obtain at
least four supporting letters; these may be internal or external to WSU, but must be external
to the department/program. While personal and non-professional considerations are not
appropriate in promotion recommendations, a faculty member must interact with students
and colleagues so as to enhance rather than diminish the effectiveness of others. Evidence
of professional behavior in dealing with students and colleagues is an important element
of effective teaching and should be considered in promotion. Evidence might include regular
and timely follow-up with student inquiries and requests, following University policies and
procedures regarding approved student accommodations and absences, making reasonable
efforts to ensure academic integrity, and regular participation in unit discussions and
decisions especially regarding undergraduate education.

B. Mentoring for Clinical Assistant and Associate Professors

The Chair/Director will appoint a mentoring committee for each Clinical Assistant Professor
within six months of appointment. The mentoring committee will review annual
accomplishments. The committee will summarize the Clinical Assistant Professor's
accomplishments, his/her progress toward promotion, and recommendations for
improvement in a memo to the Chair/Director. The Chair/Director will meet annually with the
Clinical Assistant Professor to provide helpful suggestions to improve performance and to
address his/her needs for and progress toward promotion.

C. Evaluation criteria for promotion to Clinical Associate Professor

Most clinical appointments are primarily teaching positions with a secondary expectation for
scholarship, creative work, or research. Although that expectation is secondary, the
candidate must still demonstrate that some portions of his/her work merit dissemination as
new knowledge and include evidence of scholarship, creative work, or research.
Conversely, some clinical appointments may have primary responsibilities to produce
creative work or research, and in those positions the candidate must also demonstrate
excellence in teaching.

1. Teaching

The candidate must demonstrate teaching effectiveness and substantial and sustained
contributions to program teaching needs. All individuals to be considered for promotion are
required to develop and maintain a teaching portfolio. On an annual basis, a faculty member
appointed by the Chair/Director shall attend three or more instructional sessions given by
the Clinical Assistant Professor. Ideally, the two peer evaluation instances shall be for
different classes. If there is a laboratory instruction component of the candidate’s teaching
responsibility, there shall be an evaluation specifically for a laboratory session. The reviewer
shall prepare a report addressing teaching style, effectiveness, and content. This report is to
follow the protocol for teaching assessment articulated by CAHNRS, and is to be shared
with the Chair/Director and the candidate's mentoring committee. This review is required for all Clinical Assistant Professors. Accomplishments in scholarship, creative work, or research that have a disciplinary or pedagogical focus also are considered in the case of clinical faculty who have a primary teaching responsibility. Scholarship, creative work, or research that elevates the quality of learning at WSU can be significant contributions from clinical faculty. Promotion to Clinical Associate Professor shall include evidence of excellence in teaching where teaching is the primary expectation such as consistent and high evaluations by students and peers, leadership within the design and delivery of programmatic curriculum, introduction of effective teaching innovations, development of new and needed courses, significant improvements in existing courses, engagement in college- and university-wide programs for effective teaching, departmental, college, and/or university level program development and delivery, and evidence of student learning and success. For faculty with a primary expectation in teaching, additional evidence of excellence might include engagement and leadership in the University’s Teaching Academy, creation and/or supervision of CAHNRS internships, procurement of internal or external teaching awards, and college/WSU awards) and recognition of distinction.

2. Service

Demonstrated service accomplishments at the department/program, college, or university level, or externally to the professional discipline or public, are necessary for promotion. The mentoring or academic advising of undergraduate students can be a major component of service. Service accomplishments can also include participation in decision-making or administrative leadership, advising student organizations, serving on departmental/program 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, providing professional development opportunities for other faculty, chairing CAHNRS/university level committees and task forces, and other service activities based on the needs of the department.

3. Scholarship, creative work, or research

The candidate must demonstrate effectiveness in teaching scholarship, creative work, or research for consideration for promotion to Clinical Associate Professor. For those whose primary responsibility is teaching, expectations for scholarship may include investigation of pedagogy, creation of original teaching materials or other pedagogical innovations, innovation of experiential learning that are discipline-appropriate, 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 co-chairs, or other evidence of mentoring graduate student research, and mentoring undergraduate or graduate research, including undergraduate Honors College theses. As funding will be an essential element for implementing these scholarly or creative activities, procurement of local and external teaching grants is a distinguishing requirement that separates the instructor and clinical
tracks. For those who also have a primary expectation to produce creative work or research, promotion to Clinical Associate Professor may include production of juried creative works or peer-reviewed manuscripts, nationally recognized contributions to the field, acquisition of internal or external grants, and/or contributions to graduate education.

D. Evaluation criteria for promotion to Clinical Professor

The candidate will be evaluated using the same general criteria as for promotion to Clinical Associate Professor, but expectations for teaching excellence and scholarship, creative work, or research accomplishments are higher. Scholarship must be substantial and sustained since the promotion to Clinical Associate Professor. The scholarship, creative work, or research must make a notable contribution to an academic discipline aligned to the scope of the department/program or to pedagogy. Measures such as annual rate of publication, student/postdoctoral training, extramural funding, service contributions, external teaching awards, and evidence of successful leadership should be considered. The elements of service outlined for promoting to Clinical Associate Professor remain pertinent for promotion to Clinical Professor, with the expectation that the service load will increase upon promotion.

E. Procedures for promotion to Clinical Associate Professor and Clinical Professor

The candidate is responsible for developing material bearing on the criteria identified above (i.e., CV, teaching portfolio, teaching evaluations, supplemental material related to the secondary area of expertise). For those whose primary responsibility is teaching, some letters can be from former students (presuming they are external to the department/program at the time of writing). Candidate portfolios should list all formally approved leaves and may also provide context and descriptions regarding other impediments in teaching or service productivity, such as assumption of substantial administrative tasks. Under normal circumstances, consideration for promotion will be initiated by the Chair/Director. 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 appropriate tenured and clinical faculty. Based on the discussion and recommendations, the Chair/Director will decide whether or not to forward to the Dean a recommendation for promotion evaluation and the supporting documentation. 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. 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 5 years may be provided in such cases. 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 5 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 5 years.
IV. Criteria and Promotion Process for Research Faculty

Research track faculty will have an appointment in one of the units of CAHNRS but receive funding for their position from an outside source, with approximately 5% of their funding being from nonfederal sources to support grant development activities. These individuals are affiliated with a CAHNRS unit largely to pursue research, although participation in modest teaching and service efforts may be part of a position description which may include periodic teaching assignments. Research faculty are allowed to use most common unit facilities and may have access to some WSU resources; thus, Research faculty may be asked to participate in research-related or service duties in CAHNRS commensurate with their use of facilities.

Research faculty appointments are not tenure track and have no implications for tenure advancement. Research faculty can be appointed by the Chair/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

Research faculty are often associated with a research laboratory or frequently conduct research as part of an established team. In those cases, the principal investigator of that laboratory should assume a mentoring role for the Research faculty member. In all cases, the Chair/Director shall appoint a mentoring committee for Research faculty comprised of tenure track faculty and/or Research faculty at higher rank and that committee shall produce an annual report of progress and accomplishments for the Research faculty and Chair/Director.

B. Evaluation criteria for promotion to Research Associate Professor

Candidates for promotion to Research Associate Professor are expected to have met criteria that include: evidence of research productivity as indicated by a substantial body of peer-reviewed publications in at least major disciplinary journals, demonstrated leadership on research projects as evidenced by participation as Principal Investigator/Co-Principal Investigator on funded grants, presentations at disciplinary professional meetings at the national (and international) level, received invitations to present at professional meetings or at other institutions, evidence that research and scholarly activity has influenced the discipline where metrics such as the H-index and judgments of outside reviewers will be used in this evaluation, established a sustained research program with sufficient funding to support research needs including training and support of graduate students. In addition, consideration should be given to service contributions to the unit, 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, mentoring and advising of undergraduate and graduate
students, demonstrated success in teaching and/or mentoring are also expectations if these roles were part of the agreement for the research position.

C. Evaluation criteria for promotion to Research Professor

Candidates for promotion to Research Professor are expected to sustain productivity outlined for Research Associate Professor in addition to developing an independent research program following promotion to Research Associate Professor that addresses areas of research important in the disciplines represented within the CAHNRS unit. The candidate must show evidence of sustained research productivity that includes a substantial body of peer-reviewed publications in high-quality journals and sustained externally funded research consistent with establishing a strong national/ international reputation. Other contributions may include: 1) demonstrated sustained success in teaching and mentoring of graduate and/or undergraduate students; 2) participation in service to the unit, CAHNRS, WSU, the professional discipline or the public and made significant contributions through those efforts consistent; or 3) maintenance of 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 Professor or Research Professor shall be initiated at the discretion of the Chair/Director. A promotion packet containing the CV, example publications, service record, and other relevant materials shall be circulated to faculty at the appropriate level (i.e. to all Research Associate Professors, Associate and Full Professors in the case of promotion to Research Associate, and to all Research Professors and Full Professors in the case of promotion to Research Professor). At least five external letters should be solicited from faculty in similar positions and/or tenure track faculty at equivalent universities, particularly land grant institutions with a veterinary or professional school. The timeline for this should mirror that of the analogous promotion for tenure track faculty with teaching and research split appointments.