DEPARTMENT OF PLANT SCIENCES

PROCEDURES AND GUIDELINES FOR:

-ANNUAL EVALUATION/POSITION DESCRIPTIONS

-THIRD YEAR REVIEW

-TENURE

-PROMOTION

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Approved by Plant Sciences Faculty
May 17, 2018

This document outlines procedures for annual evaluations, third-year reviews, tenure, and promotion for faculty in the Department of Plant Sciences (PLSC). These procedures are consistent with the University of Idaho and the College of Agricultural and Life Sciences policies and guidelines, but are designed for faculty members in the Department. The following sections of the UI Faculty-Staff Handbook (FSH) provide more complete information on the university guidelines:

Section 1565 Academic Rank and Responsibilities
Section 3050 Position Descriptions
Section 3560 Faculty Promotions
Section 3520 Faculty Tenure
Section 3570 Professional Portfolio
Section 3320 Annual Performance Evaluations

ANNUAL EVALUATIONS (see also FSH Section 3320)

Procedures
The Annual Evaluation is based on the faculty member's Position Description (PD) and Annual Activity Report (AAR). The AAR for the year past is submitted simultaneously with an updated curriculum vitae, and a revised PD if job responsibilities will change dramatically. These documents go to the department and associate department heads. The department and associate department heads will review the AAR and corresponding PD. The faculty member and department head or associate department head then meet to discuss the faculty member's evaluation and goals for the next year. The department administrator will then write a narrative summary of the faculty member's productivity relative to written goals and departmental expectations (as outlined below). Departmental evaluation forms are finalized and sent to the faculty member for signature and to be marked as agreeing or disagreeing with the evaluation. Disagreements may be discussed with the department head. Evaluations are sent to the college in late January for discussion with the dean and associate deans during February and the college evaluations are added to the forms. If the college evaluation does not eliminate a disagreement, the faculty member has the right to discuss the difference of opinion with the dean.

ANNUAL ACTIVITY REPORT AND POSITION DESCRIPTION GUIDELINES FOR DEPARTMENT OF PLANT SCIENCES
Definitions and Forms
   1. The PLSC Annual Activity Report form can be found on the on the departmental web page at: http://www.uidaho.edu/cals/plant-sciences.
   2. Position Descriptions are discussed in the Faculty-Staff Handbook under section 3050.
   4. Evaluation procedures are defined in the Faculty-Staff Handbook under section 3320.

Reporting/Planning Period
The reporting/planning period is 12 months. In PLSC the standard reporting period is from Jan. 1 to Dec. 31. Submit an AAR simultaneously with an updated curriculum vitae, and a revised PD if job responsibilities will change dramatically, to the department and associate department heads electronically by mid-December. If activities change during the year from what was planned, you can and should submit an amended PD.

General Information

1. Faculty are evaluated based on the AAR and PD. The AAR is designed to document activities for the past year, as well as outline accomplishments against stated goals written in the previous year AAR. The AAR should also contain goals for the coming year.
2. Be brief on the AAR, summarize major activities, time commitments, accomplishments and their significance. List goals for the coming year and link your activities to goals in the UI Strategic Plan.
3. Headings on the AAR give guidance as to what should be reported in each section. If an activity could be reported in two locations, we generally recommend recording it in the activity area where you have the larger portion of your appointment.
4. In the "Est. Percentage of Time:" line, please enter the annual percentage of time immediately after the heading.
5. If there is no planned activity in an area on the AAR Form, enter 0 time in the appropriate spaces.

I. Teaching and Advising (see FSH 1565 C-1, and CALS By-laws for performance expectations, and criteria for tenure, promotion and annual evaluation III-A)

Teaching – Report all teaching activities and work on course or curriculum development.

1. For lecture classes on campus we generally recommend a maximum of 12% time per credit during the semester (= 4% per year). This can be increased to 18% per credit per semester for lab class credits or if teaching at a distance, or to 21% per credit per semester the first time a course is taught.
2. 500, 599, 600, 699 credits cannot be counted toward teaching load, as graduate thesis advising is credited on a per advisee basis, rather than per credit (see below).
3. Special topics courses, internship credits and directed study will not be a part of the teaching load calculation based upon the credits associated with them, but rather based upon time commitment of the faculty member. This will be negotiated with the department head on a semester to semester basis.
4. Other factors that can impact teaching %FTE (shall be approved by department head during annual evaluation): Major revision of course; web assisted; development of teaching materials that accelerate learning or student learning experience; level of course; size of course; use of teaching assistants; teaching multiple sections of the same course; off-site teaching; trainings; workshops.
5. Course development includes all activities necessary to organize, prepare and update courses you teach, e.g. writing lectures, converting lectures to PowerPoint, writing a lab manual, writing exams, grading exams and term papers, etc.
6. Curriculum development would involve work with a group of teaching faculty to revise a curriculum to increase teaching efficiency and/or curriculum relevance.
7. Include any awards or recognition received that are related to teaching.

Annual Expectations in Teaching

Percent Teaching Appointment	100	75	50	25	0
Credits taught** (excluding 500 and 600 research and thesis/dissertation credits)	25	18.6	12.5	6.2	0
Student learning outcomes (SLO)	>75% of students achieve 75% of course SLO***				
Student assessment of instruction	Student evaluations of teaching performance should be 3 or greater (4 point scale)				
Administrative assessment of teaching	Administrative assessment of teaching performance should be satisfactory				
Evidence of teaching competence may include (Faculty may select and document one or more of these criteria.)	- use of undergraduate research activities - use of distance teaching - documented teaching excellence - other				

**Based on 1 credit = 4% teaching on an annual basis; time commitment per credit may be adjusted as in annual evaluation criteria, e.g. 6% per credit of a lab class without a TA
*** Footnote on student learning outcomes

Advising – Report interactions with students outside a formal classroom setting, e.g., advising of students about courses and curricula, mentoring students in research, serving on graduate committees, and advising student clubs. Student recruiting and retention efforts should be reported under University Service.

1. We recommend 1% per graduate student for whom you are the major professor.
2. We recommend 0.5% per graduate student committee membership.
3. We recommend a maximum of 0.5% per undergraduate you advise.
4. We recognize that mentoring situations are highly variable in the time they require, so time allocation will be decided on a case-by-case basis.
5. All faculty with research appointments should be involved in advising and mentoring masters and doctoral level graduate students.
6. Faculty should provide competent academic advising and career mentoring.
7. Include any awards or recognition received that are related to advising.

II. Scholarship and Creative Activities (see FSH 1565 C-2 and CALS By-laws for performance expectations, and criteria for tenure, promotion and annual evaluation III-B)

1. Scholarly activities and products must be peer reviewed, validated, and documented.
2. Scholarship of Teaching and Learning includes planned textbooks and pedagogical research, publications and professional presentations.
3. Scholarship of Discovery involves the planned discovery of new knowledge.
4. Scholarship of Application and Integration involves the planned further development and use of previously known information, including scholarly activities in Extension.
5. Give a concise account of your scholarly activities, including their significance. A brief context statement may be appropriate.
6. Supply information on grants, publications and presentations by subheadings.
7. Include information about editorial service and peer reviews of manuscripts and/or proposals.
8. Provide information about professional development activities intended to broaden or redirect your expertise in line with the departmental, college and university strategic plan. Include

information about in-service training, sabbatical activities, consulting, etc. that enhance your capabilities.
9. Each discipline has its own norms and values related to expectations of quality refereed publications. The definition of "quality" is at the discretion of each department.
10. PLSC requires at least two high quality refereed publications per 100% (1.0 FTE) research appointment per year in which a major contribution was made. Generally, credit is given only when papers are "Accepted", "In Press" or published with journal citation. An exception can be made for an assistant professor during the first two years in a tenure track appointment for the "Submitted" category when based on stated annual goals/objectives in the AAR.
11. In special circumstances in which publication targets may not be achieved but the unit administrator confirms that satisfactory progress is being met, a 3-year rolling average may be used to establish acceptable scholarly progress. In this case, annual evaluations must include a summary of publications during the prior three year evaluation periods.
12. Quality involves three factors which must be documented in the narrative evaluation: creativity or originality of research; quality of publication outlet; impact of work.
13. An Impact Factor/Index system is useful and should be cited by the faculty member, but as a stand-alone single indicator of quality is not adequate.
14. Timely submission of required reports, e.g., CRIS, is expected.

Annual Expectations in Scholarship

Percent Research Appointment	100	75	50	25	0
Publications (refereed journal)*	2	1.5	1	0.5	0
Presentations at professional meetings**	3	2.25	1.5	0.75	0

*Based on 1 refereed publication for every 50% research appointment, journal articles that are in press will be counted.
**Presentations include a combination of position-appropriate international, national, regional and state/local presentations.

III. Outreach and Extension (See FSH 1565 C-3, D-4 and CALS By-laws for performance expectations, and criteria for tenure, promotion and annual evaluation III-C)
Extension
1. Describe program objectives, publications and presentations.
2. Scholarly activities included as part of an extension appointment should be reported under Scholarship of Application and Integrations for consistency with the university format. We expect 20% of a specialist's extension time to be committed to scholarship. In consultation with the department head, you can increase the amount of scholarship on the PD to accommodate this way of reporting these activities.
3. Include any awards or recognition received that are related to extension responsibilities.
4. Evidence of defined Extension program(s), which identify major clientele needs, problems, or issues through input from formal advisory committees and review of current literature. Extension programs will typically be multifaceted, including several of the following activities/products:
   - Peer-reviewed products for target audience(s)
   - Development or modification of teaching materials or curricula
   - Development of educational websites and videos

- Development of social media and other online resources
- Demonstration trials, field days, workshops, or tours
- Presentations at workshops, seminars, or short courses
- Popular press, newsletter, or newspaper articles
- Radio or television spots

5. Evidence of clientele reached (with consideration to the potential target audience reached) and respective reporting in the annual extension reporting system.
6. Programming inputs, outputs, outcomes and impacts reported in the annual extension reporting system (i.e., a completed annual extension reporting system report).
7. Clientele and peer evaluations, if applicable, must be 3 or higher on the 5 point, scale on the Participant Extension Teaching Evaluation form and the Peer Extension Teaching Evaluation form or equivalent.
8. Positive working relationships with stakeholder groups
9. Active participation in and significant contributions to at least one (1) but not more than three (3) Topic Team(s)
10. Serve on and contribute to Programs of Distinction, as relevant to expertise.
11. For specialists, evidence of in-service training and teamwork with appropriate County and Area Extension Educators and staff or respective key clientele groups; routine updating of Extension Educators in subject matter area of expertise by conference call, video conference, social media, emails, newsletters, etc.; and collect data and report on multi-county impact of Extension programs.

Annual Expectations in Extension

Percent Extension Appointment	100	75	50	25	0
Publications (peer reviewed-publications such as PNW, CIS or other reviewed state or regional articles, *reviewed on-line publications*)*	2	1.5	1	0.5	0
Presentations to clientele and Popular Publications (newsletters, newspaper articles, etc.) on an appropriate diversity of relevant topics*	30	22.5	15	7.5	0

*We recognize not all presentations and publications require equal time and intellectual investment. Variables we recognize include: depth, scope, duration, novelty, and urgency of the activity.

Outreach
This category is for activities with clientele that fall outside an assigned Extension responsibility recorded in the AAR, or for faculty do not have an Extension appointment. Examples would be:
1. Presentations to growers to report the results of applied research
2. Presentations to primary and secondary school classes and civic groups
3. Popular publications and web pages
4. Service, e.g., identifying disease/insect/weed specimens for clientele, judging at a fair
5. Include any awards or recognition received that are related to outreach activities.

IV. University Service and Leadership (see FSH 1565 C-4 and CALS By-laws for performance expectations, and criteria for tenure, promotion and annual evaluation III-D)

University service and leadership involves anticipated assigned administrative responsibilities within the university. Responsibilities and accomplishments should be reported in a narrative. Advancement includes activities intended to generate financial support for departmental, college or university programs. Please report planned contacts, discussions with potential donors. Other examples of service would include time dedicated to running a service laboratory or administering an externally funded program. In evaluating service and leadership, it is also appropriate to consider factors that may include, but not be limited to, collegiality, fostering a climate of mutual respect, professional integrity, compliance with University policies, and willingness to accept and cooperate in assignments (FSH 1565 C-4).

Service should rarely constitute more than 5% (with a maximum of 10% under special circumstances) of a faculty member's appointment. As a faculty member proceeds through professorial rank, it is anticipated that service activity will generally increase. An exception to the maximum 5 to 10% service appointment would be possible in specific, short-term situations, e.g. serving as president of a professional society or editor of a professional journal. Such exceptions require administrative approval. Without prior administrative approval, the additional service commitment will be viewed as a voluntary overload on the part of a faculty member. Under no circumstances are service activities or accomplishments considered as replacement for scholarly accomplishments.

THIRD-YEAR REVIEW, PROMOTION AND TENURE

CRITERIA FOR GRANTING TENURE: (also see FSH Section 1565)

A. Potential as well as previous performance will be considered in the granting of tenure. The candidate must demonstrate a sustained level of performance in all responsibilities defined in the position description(s). Performance will be judged on accomplishments in relation to the candidate's position description(s) and the candidate's specified responsibilities in teaching, advising, research, extension, service, or international activities of the college. Performance will be according to the college's and department's performance expectations.

B. The candidate for tenure must provide evidence of continuous and effective pursuit of scholarship and professional development appropriate to his or her position description(s). Collaborative scholarship will be evaluated according to the candidate's contribution to the collaborative effort. When work that is the product of joint effort is presented as evidence of scholarship, clarification of the candidate's role in the joint effort should be documented. Work-in-progress will be considered, but the status must be clearly identified in the curriculum vitae.

C. In judging the suitability of the candidate for tenure, it is also appropriate to consider collegiality, professional integrity, and willingness to accept and cooperate in assignments.

CRITERIA FOR APPOINTMENT AND PROMOTION IN RANK: (also see FSH Section 1565 D-1 through D-4 and D-9)

Instructor

Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the unit administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by unit committees. Instructors are expected to assist in the general work of the unit and to make suggestions for innovations and improvements.

Senior Instructor

Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of re-appointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature. No more than 15 percent of the positions in any unit or similar unit may be held by senior instructors; however, each unit may appoint one person to this rank without regard to this limitation.

Assistant Clinical Professor

Appointment to this rank is based on demonstrated knowledge and relevant experience, academic degrees, scholarly contributions, or other professional accomplishments. Individuals appointed to this rank must show promise of excellence in all areas of their appointment as outlined on their position description. These areas may include: teaching, scholarship, and service. Clinical Assistant Professor is a non-tenure track position (FSH 1565 D-9) but is eligible for promotion to the rank of Clinical Associate Professor (FSH 3560 D-2).

Evidence of performance expectations for teaching and advising, scholarship, and service and learning can be found in Section III of the College of Agricultural and Life Sciences Faculty Performance Expectations on page 4.

Assistant Professor

Appointment of this rank requires the doctorate or equivalent. In some situations, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential research ability and effective teaching is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank may have charge of instruction in assigned classes or laboratories and independent or shared responsibilities in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate an ability for conducting and directing scholarly activities.

Associate Clinical Professor

Appointment to the rank of Associate Clinical Professor requires individuals to have an established record of sustained success in all areas of their appointment as outlined on their position description. Evidence of performance expectations for teaching and advising, scholarship, and service and learning can be found in Section III of the College of Agricultural and Life Sciences Faculty Performance Expectations on page 4. Clinical Associate Professor is a non-tenure track position (FSH 1565 D-9) but is eligible for promotion to the rank of Clinical Professor (FSH 3560 D-2).

Associate Professor

Appointment to this rank requires the doctorate or equivalent. Associate professors must have demonstrated maturity and conclusive evidence of success as a teacher or research worker in a domestic or international context before appointment. An appointee to this rank should have demonstrated the ability to conceive, initiate, organize, and direct research in his or her special field that has resulted in quality publications. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities by both colleagues and graduate students.

Clinical Professor

Appointment to the rank of Clinical Professor requires individuals to have extensive relevant experience, intellectual and academic maturity, and an established record of sustained success in all areas of their appointment as outlined on their position description. Evidence of performance expectations for teaching and advising, scholarship, and service and learning can be found in Section III of the College of Agricultural and Life Sciences Faculty Performance Expectations on page 4.

Professor

Appointment to this requires the doctorate or equivalent. A professor should have intellectual and academic maturity, demonstrated ability to organize, carry out, and direct significant creative research in his or her major field, and demonstrated competence in teaching and/or extension in a domestic or international context. Professors should have several major quality publications or contributions of a professional nature to their credit and evidence of continuing scholarly activity. Professors are expected to play a major role of leadership in the development of academic policies.

TIMELINE FOR THIRD-YEAR REVIEW (also see FSH Section 3520 H-3)

(1)   Notification received from the Provost's office identifying faculty considered for third-year review (**January 2**).

(2)   Faculty member is notified by departmental administration and asked to provide a professional portfolio, current curriculum vitae, faculty position descriptions for the three-year period, annual activity reports for the three-year period and additional information as desired (**January 2**).

(3)   Third-Year Review Committee is appointed by the department head and committee membership communicated to the faculty member being reviewed. The names of at least two reviewers are suggested by candidate. Copies of candidate files are made available to members of the committee (**January 15**). The committee will consist of, at least:

      a.   2 tenured faculty—PLSC
      b.   1 non-tenured faculty—PLSC
      c.   1 faculty—external
      d.   1 student for teaching faculty
      e.   1 county faculty for extension faculty

At least one member of the faculty's Mentoring Committee will be appointed to the Third Year Review Committee.

(4)   Department head meets with Third Year Review Committee (**February 15**). The committee:

   (a) Assesses candidate's productivity and progress
   (b) If necessary suggests areas of improvement
   (c) Determines if candidate is meeting departmental expectations for consideration for tenure and promotion
   (d) Prepares a written report and submits to departmental administration summarizing the faculty member's activities and specifically commenting on his/her progress towards tenure.

(5)   Department head meets with candidate, reviews the committee report and provides an assessment and written recommendations for improvement, if necessary. The faculty member will be given a copy of the committee's report (**February 25**).

(6)   Department head forwards the assessment and committee report to college administration (**March 1**).

Expectations are that the faculty member will be showing good progress toward establishing a productive and effective program in their areas of responsibility. The program will be assessed and suggestions regarding possible future directions for the program will be made. Each candidate will be assessed on their progress toward tenure and promotion.

TIMELINE FOR TENURE AND PROMOTION (also see FSH sections 3520 Tenure and 3560 Promotion)

(1)   Notification received from the CALS Dean's Office identifying faculty who must be considered for tenure (**March 1**).

(2)   Faculty to be considered for tenure are notified by departmental administration and asked to submit a professional portfolio, and an updated curriculum vitae, to provide names and addresses for peer review letters, and prepare a seminar (**April 1**).

(3)   Departmental administration request nominations of faculty for early consideration from tenured faculty members and nominated candidates notified by departmental administration as prescribed in No. 2 (**May 1**).

(4)   Departmental administration requests an agreement to do an evaluation of the performance of candidate from three to five appropriate external reviewers. The names of at least two reviewers are suggested by candidate (**May 1**).

(5)   Candidate submits required documentation (**June 1**). Files including faculty position descriptions and annual activity reports for the relevant period, third year review report, summary scores of student evaluations, peer evaluation of teaching forms, plus documents submitted by candidate are established in department office. (**June 8**)

(6)   The complete documentation is send to the external reviewers with a return of their report by August 1 (**June 8**).

(7) Tenure Recommending Committee is established by departmental administration and committee membership is announced for each individual. (**July 15**). The committee will consist of, at least:

2 tenured faculty – PLSC	1 student for teaching faculty – OR –
1 non-tenured faculty – PLSC	1 county faculty for extension faculty
1 tenured faculty – external	

At least one member of the candidate's Mentoring Committee will be appointed to the Tenure Recommending Committee.

(8) The candidate presents a seminar at the August Faculty Meeting (**early August**). The complete documentation including external reviews, are made available to the faculty at the August Faculty Meeting.

(9) Tenure-recommending committee meets (**after seminar August**) and makes recommendations to department head. Tenure recommending committee members will, after appropriate discussion, vote by secret ballot. Each member shall sign the ballot to validate his/her vote. The committee chairperson shall report the results on the Tenure Recommendation Form and prepare a narrative. Requirements of confidentiality are met by ballots being submitted to the department head (**August 15**).

(10) Department administration meets with faculty to discuss each candidate (**late August**).

(11) After the Departmental meeting in late August the tenured Plant Sciences faculty vote on each candidate and ballots are returned to the department head (**September 1**).

(12) Department head records department votes, and prepares a letter of recommendation/denial for each candidate, and forwards the materials (Form AAP/T01 and Report on Faculty Tenure from Section 3520 of the Faculty-Staff Handbook) to college administration. (**September 8**).

(13) The findings of the department faculty and administrator are provided to the candidate via written correspondence (**September 8**). The candidate may respond in writing to clarify any issues (**September 15**). Any such letter from candidate is forwarded with the rest of the candidate's materials to the college.

TIMELINE FOR PROMOTION (also see FSH section 3560 Promotion)

(1) Notification received from CALS Dean's Office identifying faculty who must be considered for promotion (**March 1**).

(2) Promotion candidates are notified by department administration and asked to submit a professional portfolio and an updated curriculum vitae, to furnish names and addresses for peer review letters, and prepare a seminar (April **1**).

(3) For faculty members who received years of credit toward promotion and/or tenure:
- An assistant professor who received years of credit toward tenure and promotion at hiring has the option to defer consideration, until they begin their **sixth full year of service; mandatory consideration for both promotion and tenure.**

- A faculty member in a tenure track position who meets the criterion of FSH 3520 F-9 must follow the process to request an extension of the probationary period for tenure.

- The faculty member must request the extension from the Provost in writing by June 1st before the review process begins and must include appropriate documentation of the childbirth, adoption, or other circumstance.

- Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. The provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.

(4) For associate professors:

- An associate professor hired without tenure is considered for tenure before the end of her/his **fourth full year of service.**

- An associate professor with tenure is considered for promotion before the end of her/his seventh full year of service.

- In the event an associate professor has been considered but not promoted, the associate professor should be considered <u>again</u> within five years. An associate professor may delay consideration for promotion with the concurrence of the unit administrator and dean. If a **delay** is permitted, your record will be set for consideration again before the end of your next five years of service as described by policy.

(5) Departmental administration requests nominations from faculty for early consideration and nominated candidates notified by departmental administration as prescribed in No. 2 (**April 1**).
  (a) full professors can nominate assistant and associate professors
  (b) associate professors can nominate assistant professors

(6) Departmental administration requests an agreement to do an evaluation of the performance of candidate from three to five appropriate reviewers. The names of at least two reviewers are suggested by candidate (**May 1**).

(7) Candidate submits required documentation (**June 1**). Files including faculty position descriptions and annual activity reports for the relevant period, summary scores of student evaluations, peer evaluation of teaching forms, plus documents submitted by candidate are established in department office and appropriate off-campus locations for faculty access and sent to external reviewers (**June 8**).

(8) Promotion Recommending Committee is established by departmental administration and committee membership is announced for each individual. Copies of candidate files are made available to members of the committee (**July 15**). The committee will consist of, at least:

2 faculty w/higher rank – PLSC	1 student for teaching faculty – OR –
1 faculty w/same rank – PLSC	1 county faculty for extension faculty
1 faculty w/higher rank – external	

  At least one member of the candidate's Mentoring Committee will be appointed to the Promotion Recommending Committee.

(9) Candidate presents a seminar at the August Faculty Meeting (**early August**).

(10) Promotion-recommending committee meets (**after seminar in August**) and makes recommendations to department head. Promotion recommending committee members will, after

appropriate discussion, vote by secret ballot. Each member shall sign the ballot to validate their vote. The committee chairperson shall report the tally on the Promotion Recommendation Form and prepare a narrative. Requirements of confidentiality are met by ballots being submitted to the department head (**August 15**).

(11) Department administration meets with faculty to discuss candidates (**late August**).
(12) Plant Sciences faculty votes on candidate (**late August**).
    (a)   full professors vote on assistant and associate professors
    (b)   associate professors vote on assistant professors

(13) Department head counts ballots and records department votes, prepares letter of recommendation/denial for each candidate and forwards materials to college administration (**September 8**).
(14) The findings of the department faculty and administrator are provided to the candidate via written correspondence (**September 8**). The candidate may respond in writing to clarify any issues (**September 15**). Any such letter from candidate is forwarded with the rest of the candidate's materials to the college.

PROMOTION AND TENURE GUIDELINES

Promotion from Assistant Professor to Associate Professor and Granting of Tenure

The expectations/requirements for the granting of tenure in the Department of Plant Sciences and promotion from Assistant Professor to Associate Professor with Tenure at the University of Idaho will be based primarily on the guidelines set out in the Faculty Staff Handbook (FSH sections 3520 Tenure and 3560 Promotion) and in these guidelines which are an extension of the annual evaluation criteria for the department. Guidelines regarding productivity for Teaching, Scholarship, Extension and other activities are shown below in table form. These values are extrapolated from the criteria for annual evaluations in PLSC and reflect production over five years as an assistant professor. Expectations for each area will vary depending on the percent appointment listed in the candidate's position description.

The numbers in each table should be considered as general targets since each position is different and quality considerations will be included. Thus, simply achieving the target numbers does not assure attaining promotion and tenure. Significant deviation from these target goals would be acceptable if documented in the annual position description and evaluation of the candidate. To be granted tenure and to be promoted it is expected that the candidate will meet expectations by achieving all the objectives in each area of their job description.

Teaching Guidelines for Tenure and Promotion to Associate Professor

Percent Teaching Appointment	100	75	50	25	0
Credits taught** (excluding 500 and 600 research and thesis/dissertation credits)	100	75	50	25	0
Student learning outcomes (SLO)	>75% of students achieve 75% of course SLO***				
Student assessment of instruction	Student evaluations of teaching performance should be 3 or greater (4 point scale)				
Administrative assessment of teaching	Administrative assessment of teaching performance should be satisfactory				
Evidence of teaching competence may include (Faculty may select and document one or more of these criteria.)	- use of undergraduate research activities - use of distance teaching - documented teaching excellence - other				

**Based on 1 credit = 4% teaching on an annual basis multiplied by 5 years; time commitment per credit may be adjusted as in annual evaluation criteria, e.g. 6% per credit of a lab class without a TA
*** Footnote on student learning outcomes

Advising Guidelines for Tenure and Promotion to Associate Professor

Effective advising that considers students' career goals and achieves timely graduation. All faculty with research appointments should be involved in advising and mentoring masters and doctoral level graduate students. Faculty should provide competent academic advising and career mentoring.

Scholarship Guidelines for Tenure and Promotion to Associate Professor
Acquisition of Extramural Support

While grantsmanship is not a criterion for promotion in the Faculty Staff Handbook, there is an expectation that funding will be secured by the candidate to support productive research and extension programming. Successfully competing for a national competitive grant, while not required for promotion, will reflect favorably during promotion considerations.

Productivity

Percent Research Appointment	100	75	50	25	0
Publications (refereed journal)*	10	7.5	5	2.5	0
Presentations at professional meetings**	15	11.25	7.5	3.75	0

*Based on 1 refereed publication for every 50% research appointment multiplied by 5 years, journal articles that are in press will be counted.
**Presentations include a combination of position-appropriate international, national, regional and state/local presentations over the 5 year period.

We recognize that the number of publications produced is influenced by the nature of the research, e.g., long-term projects are slower to yield publications. We also consider the quality of the research, e.g., creativity and significance of the impact of the work.

Timely submission of required reports, e.g., CRIS, is expected.

Extension Guidelines for Tenure and Promotion to Associate Professor

Program Planning

Programs are planned using the Logic Model to address appropriate issues, needs and opportunities resulting in measurable outcomes for individual programs. Innovation and creativity will be recognized, as will maintenance of current programs. See PLSC Annual Evaluation Criteria for additional details.

Program Delivery

Program develops and delivers information and educational programming based on the latest research/knowledge bases and are designed appropriately for target audience(s). Innovation and creativity will be recognized, as will maintenance of current programs. See PLSC Annual Evaluation Criteria for additional details.

Programming Outcomes and Evaluation

Programs are evaluated to document learning, outcomes and potential impact. Follow-up evaluations are done to document application of learned techniques by participants. Timely submission of required reports, e.g., CALS PLAN, are expected. See PLSC Annual Evaluation Criteria for additional details.

Engagement

The faculty member is engaged with clientele, e.g., serving on local or industry committees, boards of directors, elected or appointed offices in citizen organizations, commodity sector associations, etc. Engagement will be recognized in evaluations of faculty with extension appointments. See PLSC Annual Evaluation Criteria for additional details.

Productivity

Percent Extension Appointment	100	75	50	25	0
Publications (peer reviewed-publications such as PNW, CIS or other reviewed state or regional articles, *reviewed on-line publications*)*	10	7.5	5	2.5	0
Presentations to clientele and Popular Publications (newsletters, newspaper articles, etc.) on an appropriate diversity of relevant topics*	150	112.5	75	37.5	0

*We recognize not all presentations and publications require equal time and intellectual investment. Numbers in the tables represent cumulative activity across 5 years. Variables we recognize include: depth, scope, duration, novelty, and urgency of the activity.

University Service Guidelines for Tenure and Promotion to Associate Professor

Faculty members will be active in extramural and university service, typically contributing up to 5% of their time to these efforts. See PLC Annual Evaluation Criteria for additional details.

The unit administrator should consider the merit and the duration of activity in terms of its impact on the department and/or college. Under no circumstances are service activities or accomplishments considered as replacement for scholarly accomplishments. In evaluating service and leadership, it is also appropriate to consider factors that may include, but not be limited to, collegiality, fostering a climate of mutual respect, professional integrity, compliance with University policies, and willingness to accept and cooperate in assignments (FSH 1565 C-4). Faculty members are encouraged, but not required to participate in advancement efforts, i.e., fundraising. See PLSC evaluation criteria for additional details.

Promotion from Associate Professor to Professor

The requirements for promotion to the rank of professor the Department of Plant Sciences will be based primarily on the guidelines set out in the Faculty Staff Handbook (FSH sections 3520 Tenure and 3560 Promotion). Guidelines regarding productivity for Teaching, Scholarship, Extension and other activities are shown below in table form. These values are extrapolated from the criteria for annual evaluations in PLSC and reflect production over six years as an associate professor. Expectations for each area will vary depending on the percent appointment listed in the candidate's position description.

The numbers in each table should be considered as general targets since each position is different. Significant deviation from these target goals would be acceptable if documented in the annual position description and evaluation of the candidate. To be promoted it is expected that the candidate will meet expectations by achieving all the objectives in each area of their job description.

For promotion to the rank of professor the weight given to an established national and/or international reputation receives greater emphasis than during consideration for promotion to associate professor.

Teaching Guidelines for Promotion to Professor

Percent Teaching Appointment	100	75	50	25	0
Credits taught** (excluding 500 and 600 research and thesis/dissertation credits)	150	112.5	75	37.5	0
Student learning outcomes (SLO)	>75% of students achieve 75% of course SLO***				
Student assessment of instruction	Student evaluations of teaching performance should be 3 or greater (4 point scale)				
Administrative assessment of teaching	Administrative assessment of teaching performance should be satisfactory				
Evidence of teaching competence may include (Faculty select and document one or more of these criteria.)	- use of undergraduate research activities - use of distance teaching - documented teaching excellence - other				

**Based on 1 credit = 4% teaching on an annual bases multiplied by 6 years, time commitment per credit may be adjusted as in PLSC annual evaluation criteria, e.g., 6% per credit of a lab class without a TA

***Footnote on student learning outcomes

Advising Guidelines for Promotion to Professor

Effective advising that considers students' career goals and achieves timely graduation. All faculty with research appointments should be involved in advising and mentoring masters and doctoral level graduate students. Faculty should provide competent academic advising and career mentoring.

Scholarship Guidelines for Promotion to Professor

Acquisition of Extramural Support

While grantsmanship is not a criterion for promotion in the Faculty Staff Handbook, there is an expectation that funding will be secured by the candidate to support productive research and extension programming. Successfully competing for a national competitive grant, while not required for promotion, will reflect favorably during promotion considerations.

Productivity

Percent Research Appointment	100	75	50	25	0
Publications (refereed journal)*	12	9	6	3	0
Presentations at professional meetings**	18	13.5	9	4.5	0

*Based on 1 refereed publication for every 50% research appointment multiplied by 6 years, journal articles that are in press will be counted.

**Presentations include a combination of position-appropriate international, national, regional and state/local presentations over the 6 year period.

We recognize that the number of publications produced is influenced by the nature of the research, e.g., long-term projects are slower to yield publications. We also consider the quality of the research, e.g., creativity and significance of the impact of the work.

Timely submission of required reports, e.g., CRIS, is expected.

Extension Guidelines for Promotion to Professor

Program Planning

Programs are planned using the Logic Model to address appropriate issues, needs and opportunities resulting in measurable outcomes for individual programs. Innovation and creativity will be recognized, as will maintenance of current programs. See PLSC Annual Evaluation Criteria for additional details.

Program Delivery

Program develops and delivers information and educational programming based on the latest research/knowledge bases and are designed appropriately for target audience(s). Innovation and creativity will be recognized, as will maintenance of current programs. See PLSC Annual Evaluation Criteria for additional details.

Programming Outcomes and Evaluation

Programs are evaluated to document learning, outcomes and potential impact. Follow-up evaluations are done to document application of learned techniques by participants. Timely submission of required reports, e.g., CALS PLAN, are expected. See PLSC Annual Evaluation Criteria for additional details.

Engagement

The faculty member is engaged with clientele, e.g., serving on local or industry committees, boards of directors, elected or appointed offices in citizen organizations, commodity sector associations, etc. Engagement will be recognized in evaluations of faculty with extension appointments. See PLSC Annual Evaluation Criteria for additional details.

Productivity

Percent Extension Appointment	100	75	50	25	0
Publications (peer reviewed-publications such as PNW, CIS or other reviewed state or regional articles, *reviewed on-line publications*)*	12	9	6	3	0
Presentations to clientele and Popular Publications (newsletters, newspaper articles, etc.) on an appropriate diversity of relevant topics*	150	112.5	75	37.5	0

*We recognize not all presentations and publications require equal time and intellectual investment. Numbers in the tables represent cumulative activity across 6 years. Variables we recognize include: depth, scope, duration, novelty, and urgency of the activity.

University Service Guidelines for Promotion to Professor

Faculty members will be active in extramural and university service, typically contributing up to 5% of their time to these efforts. See PLC Annual Evaluation Criteria for additional details.

The unit administrator should consider the merit and the duration of activity in terms of its impact on the department and/or college. Under no circumstances are service activities or accomplishments considered as replacement for scholarly accomplishments. In evaluating service and leadership, it is also appropriate to consider factors that may include, but not be limited to, collegiality, fostering a climate of mutual respect, professional integrity, compliance with University policies, and willingness to accept and cooperate in assignments (FSH 1565 C-4). Faculty members are encouraged, but not required to participate in advancement efforts, i.e.*,* fundraising. See PLSC evaluation criteria for additional details.

PACKETS: these present the faculty member's Third-year Review or Promotion and Tenure Credentials

The order of materials should be:

a) Departmental and college criteria (should be updated as per FSH Section 1565)
b) Fully completed form Report of Evaluation and Recommendation for Promotion in Faculty Rank, (FSH Section 3560)
c) Memorandum reporting the dean's recommendation
d) Memorandum reporting the department head's recommendation
e) Peer review documentation (i.e., letters, a summary paragraph on the qualifications of the peer reviewer, and indication of any professional relationship with the candidate)
f) Standard curriculum vitae
g) Current position descriptions (since last review)
h) Copies of the Annual Performance Evaluations (FSH 3320, Form 1) since the last review
i) Copy of the third year review letters (for promotion to associate professor candidates)

j) Summary of teaching evaluations since last review. Include information on class sizes, comparison with departmental averages, etc.
k) Professional portfolio— Context statement and evidence of effective teaching, service and scholarship (12-page limit, FSH 3570)

GUIDELINES FOR THE PREPARATION OF THE PROFESSIONAL PORTFOLIO

Maximum length is 12 pages. Appendices, e.g., teaching portfolio, papers, etc. can be added. See Faculty Staff Handbook for further details (FSH Section 3570)

Executive summary

A one-page summary of the highlights of the professional portfolio

Context Statement:

The purpose of the context statement is to give the reviewer an understanding of the individual's program, responsibilities, and facilities and how the individual's program fit in with his/her job description and the department's, college's and university's objectives and goals. Depending on the individual's appointment the context statement should include:

Description of goals

An initial statement can be made that describes the individual's job responsibilities and his/her professional goals in research, teaching, and/or extension. Goals can be interwoven into the descriptions of the various areas related to the position description.

Description of scholarship

This should include overall summary of research activities and brief descriptions of the various aspects of the research program. How the scholarship relates to the objectives and goals of the department, college and university should also be included. Comment can be made on resources available to give the reviewer a better understanding of the program. Statements regarding research philosophy can be included, but should be fully developed in the following personal philosophy statement.

Description of teaching

This area should address teaching responsibilities at the undergraduate and graduate level. How these responsibilities relate to the mission of the department, college, and university should be mentioned. Frequency of courses and average class size can be included to give the reviewer a clearer picture of the teaching responsibilities of the individual. Advising at the undergraduate and graduate level, if part of the individual's responsibilities, should be included in the teaching section. Approach to advising and the number of advisees should be part of the description of these responsibilities. Any outreach or distance education/teaching can be briefly described here. Statements regarding teaching philosophy can be included, but should be fully developed in the following personal philosophy statement.

Description of extension

This area should address the approach taken by the individual in handling his/her extension responsibilities. The areas the individual is responsible for and the clientele served should be addressed in this section. The impact of extension activities on clientele and how their activities

address the goals of the department, college and university as stated in their context statements. Statements regarding extension philosophy can be included, but should be fully developed in the following personal philosophy statement.

Personal Philosophy Statement

The purpose of the personal philosophy statement is to give reviewers an understanding of the individual's philosophy and approach to scholarship, teaching and extension, as appropriate for the individual's position description. This should include specific approaches, e.g., essay exams to stimulate integrative thinking or efforts to improve students' critical thinking. Broader concepts, e.g., demonstrating the relationship between testing hypotheses and developing theories are also appropriate. These should be presented in the context of a unifying philosophy that binds the activities into a coherent package. The individual should also show how their philosophies on their areas of responsibility relate to the overall mission of the department, college and university. Evidence that the philosophy has been incorporated into professional activities is beneficial.

Evidence of professional activities, including scholarship

This should not be a reiteration of information included in the individual's CV. Succinct use of information also included in the CV is appropriate to set the context for additional information. This section could include information on service activities and demonstrations of scholarly ability that do not fit in standard categories on the CV, e.g., success of students following graduation.

Evidence of professional growth

The goal is to demonstrate professional development and establishment of a sound professional reputation. Some evidence usually included in Annual Activity Reports would be appropriate here, e.g., attendance/participation in professional workshops, invited presentations or collaborations, etc.

Other information

This section will be highly variable and personal. It will contain other information the individual feels is relevant to assessing their professional activities. Suggested possibilities would be specific mention of especially significant papers, teaching evaluations, special projects, etc., that do not fit neatly into other categories.