

**COLLEGE OF NATURAL RESOURCES
ANNUAL PERFORMANCE EXPECTATIONS
AND GUIDELINES FOR TENURE & PROMOTION
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I. INTRODUCTION

A. Purpose

These guidelines identify the criteria and associated performance expectations that are used for annual evaluations, and promotion and tenure considerations of faculty members in the College of Natural Resources (CNR). They are intended (1) to clarify the relationships between annual evaluations and tenure and promotions considerations, (2) to allow administrators and candidates to gauge progress toward tenure and promotion, (3) to encourage tenure-track faculty members to make informed professional decisions that will enhance long-term career development, and (4) to explain our process to outside peer reviewers. These guidelines have been adopted by the faculties of the departments of Forest, Rangeland, & Fire Sciences, Fish & Wildlife Sciences, and Conservation Social Sciences (*Natural Resources & Society – name pending*).

B. Implementation

The annual performance expectations presented in this document will apply fully to all CNR faculty members beginning Fall 2015. Candidates being considered for Tenure and Promotion between Fall 2015 and Spring 2017 can choose whether to follow the October 2005 or the March 2015 college guidelines. Beginning Fall 2017, all candidates for Tenure and Promotion will be considered under the March 2015 guidelines.

C. Relationship to University Requirements

Tenure and promotion at the University of Idaho are governed by SBOE policies and procedures and by the most current version of the Faculty-Staff Handbook, hereafter FSH. The current versions of these documents should be consulted, as they are subject to revision (see: <http://www.idahoboardofed.org/policies/index.asp> and <http://www.webs.uidaho.edu/fsh/>).

A candidate will be evaluated for tenure and promotion based on performance relative to his/her individual annual position descriptions and annual performance evaluations for Effective Teaching, Scholarship, Advising, Extramural and/or University Service, and/or Extension/Outreach. These categories are defined in compliance with the Faculty-Staff Handbook (hereafter FSH) and discussed in more detail in the Section II of this document.

The University Faculty-Staff Handbook, especially Chapter 3 and the following specific sections, pertains to annual evaluations, and tenure and promotion procedures:

- Section 1565, Academic Ranks and Responsibilities
- Section 3050, Position Descriptions
- Section 3120, Faculty Obligations During Period of Appointment
- Section 3140, Performance Expectations for Faculty
- Section 3320, Annual & Periodic Performance Evaluation
- Section 3420, Faculty Salaries
- Section 3520, Faculty Tenure
- Section 3560, Faculty Promotions

Specific CNR expectations for annual performance evaluations are presented in Section III and guidelines for promotion and tenure are presented Section IV of this document.

D. Definitions

Candidate faculty member or candidate refers to the university faculty member being evaluated for annual performance or for tenure and/or promotion in CNR.

Criteria for tenure and promotion refers to the broad categories (not specific requirements) used by departments/colleges to evaluate a candidate's performance as required by the University (See FSH 3520, 3560). These criteria are: 1) Teaching and Advising, 2) Scholarship and Creative Activities, 3) Outreach and Extension, and 4) University Service and Leadership.

Evaluator, normally a Department Head, is the person who is assigned by the Dean to evaluate a particular faculty member's annual performance and monitors his/her progress toward tenure and promotion. The evaluator is involved in preparing and filing annual position descriptions for, and mentoring their assigned faculty. The Dean also evaluates faculty performance and progress toward tenure promotion.

Performance Expectations refers to the expected level of performance or achievement in each position description evaluation category. All faculty members are responsible for providing evidence to the evaluator of their achievements and progress relative to the performance expectations and criteria for annual evaluations, promotions and tenure. Evaluators can ask for additional evidence if they feel the information already provided is inadequate. Evidence is normally written and consists of data or other information that show progress, achievement, and/or how performance expectations were met. "Meeting" or "exceeding" expected performance in each of the tenure and promotion categories serves as the basis for assigning annual evaluation ratings and determining a candidate faculty member's progress toward tenure and higher faculty ranks.

Although the granting of promotion and/or tenure is based on department, college and university level reviews, a candidate who has met or exceeded the expectations outlined in his/her position description should be well-positioned for promotion and/or tenure.

Professional Portfolio as per the Faculty-Staff Handbook (3570): Evidence of effective teaching, scholarship and creative activities, outreach and extension, and organizational leadership (FSH 1565 C) is to be provided in a professional portfolio submitted by the faculty member for the third year review (FSH 1565 G-4) and when under consideration for tenure and promotion. The professional portfolio should be designed to complement the faculty member's current curriculum vitae and position descriptions. For evaluative purposes, faculty members may also submit a portfolio on an annual basis. The professional portfolio should address all aspects of the faculty member's responsibilities as defined in their position description (FSH 3050). The preparation of a portfolio encourages one's growth and development in all relevant areas. Through the collection and organization of a variety of materials in combination with self-reflection, one gains an overview of one's responsibilities as a member of the academic community. An individual faculty member understands best what he or she does and the portfolio explains the nature of the faculty member's activities so that others will understand them fully for purposes of assessment. The format and method of presentation of the professional portfolio is a matter of faculty choice, samples are available on the Provost website.

Please see FSH 3570 and the Provost's Office website for guidance on professional portfolios and assembling promotion and tenure packets. <http://www.uidaho.edu/provost/policyguidelines/tenure>

Position Description Evaluation Categories: The Annual Performance Evaluation

Form 1: Evaluation of Faculty (FSH 3050) describes the responsibilities assigned to a faculty member. The categories are (1) Teaching and Advising; (2) Scholarship and Creative Activities; (3) Outreach and Extension, and (4) University Service and Leadership.

Relevant period of evaluation:

(1) for annual evaluation - normally a 12-month period;

(2) for tenure – usually after at least four full years of service, and in no case later than during the faculty member's sixth full academic year of employment at the institution (see SBOE Policy and Procedures Section II, G,6,b,2)

(3) for promotion – the following information is excerpted from the FSH, Section 3560 D1-5. Refer to that section for more detailed information and recent changes.

D-1. Instructors. Instructors are considered for promotion before the end of the third (in exceptional cases, the fourth) year of full-time service in this rank. As per FSH 3560 and FSH 3570, instructors who do not seek promotion shall be reviewed at the end of their third year and at a minimum of every five years thereafter. Part-time service is not considered in determining the time for mandatory consideration for promotion. Periods of full-time service need not be consecutive; however, if there is an interruption of more than three years' duration in an instructor's full-time service, the instructor and the unit administrator may agree on an adjustment in the amount of full-time service that must be completed before consideration must be given to the instructor's promotion, such adjustment being subject to approval by the provost.

D-2. Assistant Professors. Assistant professors are considered for promotion before the end of their sixth year in that rank. When an assistant professor has been considered for promotion and not promoted, he or she will be considered again no less frequently than at five-year intervals. The review may be delayed upon the request of the assistant professor and the concurrence of the department administrator and the dean.

D-3. Associate Professors. Associate professors are considered for promotion before the end of their seventh year in that rank. When an associate professor has been

considered for promotion and not promoted, he or she should be considered again within five years. The review may be delayed upon the request of the associate professor and the concurrence of the department administrator and the dean.

D-4. Early Consideration for Promotion. In addition to those whose consideration is mandated by this schedule, any faculty member may be considered for promotion at an earlier time if nominated for consideration by a faculty member of the recommending unit whose rank is higher than that of the nominee. A faculty member may request consideration of himself or herself for promotion but such a request does not require that the evaluation and recommendation process be carried out.

D-5. Credit for Prior Service. In cases involving prior equivalent service, promotion may be considered following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years.

(4) for post-tenure review - the evaluation period is normally five years.

II. CNR CRITERIA AND PERFORMANCE EXPECTATIONS

A. Teaching and Advising

Teaching is one of the primary missions of the College of Natural Resources (CNR) and the University of Idaho. To this end, high quality instruction is expected at all levels - undergraduate and graduate courses. Faculty members are expected to establish a teaching program commensurate with their position description. The design and delivery of twelve formal course credits per semester is considered a 100% on-campus teaching load in CNR. This criterion may also include the design, delivery, and improvement of courses and seminars, either on- or off-campus, or via distance education, and providing technical consulting for faculty and students in an area of expertise (e.g. GIS, statistics, theory, research methods, and so on). Teaching also includes mentoring undergraduate and graduate students in scholarship (FSH 1565 C-1).

Excellent teachers exhibit the following characteristics: 1) a command of their subject matter; 2) a command of teaching pedagogy and styles, 3) the ability to organize content and impart it with vigor and logic; 4) the ability to apply knowledge to real-world problems; 5) a capacity to develop student awareness of the relationship of the subject to other fields of knowledge; 6) the enthusiasm to vitalize learning and teaching; and 7) the ability to arouse curiosity in students and to stimulate students to do creative work. Professional development and important activities such as staying current in areas of instruction, acquiring new knowledge about teaching pedagogy and methods, and attending professional activities designed to improve teaching, are also expected.

Effective teaching for the relevant period of evaluation should be documented in a candidate's vitae, professional portfolio, and/or other provided materials and may include: 1) self-evaluation; 2) the informed judgment of colleagues through peer review of course syllabi or class visitation; 3) the performance of students in sequential courses or student's successful application of their learning; 4) valid, reliable, and trustworthy assessment of classroom instruction by students; 5) alumni commentary on instruction after having employment experience; 6) the designated evaluator's commentary on instructional materials submitted during annual performance reviews showing innovative teaching and/or significant course updating and redesign; and 7) recognition received via teaching awards, especially those awarded based on peer review. See Table 2 for a summary of suggested documentation.

The typical CNR faculty member's position currently includes a 40% allocation for teaching. See Section III, for examples of the kinds of specific teaching activities and quality of performance expected for a 40% Teaching Model. These descriptions and expectations should be refined (activities added or dropped or changed) through mutual agreement between the evaluator and faculty member as they develop an annual position description for the faculty member. If a new expectation is added to a faculty member's job description, the level of effort to accomplish it well should be taken into consideration. The agreement should be documented in writing and specify performance expectations.

Advising students, faculty, and/or staff is also an important part of a faculty member's responsibilities. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with

students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying summer employment opportunities, (5) facilitating undergraduate and graduate students' participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Where feasible, undergraduate and graduate advising should include an evaluation of the candidate faculty member by those advised.

Advising also includes attendance at sessions (e.g., workshops, training courses) sponsored by the University, college, department, or professional organizations to enhance a faculty member's capacity to advise. Advising performance may be documented by in a candidate's vitae, professional portfolio, or other provided materials and may include: (1) self-evaluation, (2) the evaluation of peers or professionals in the department or college; (3) undergraduate or graduate student advisees' evaluations of the candidate professor; (4) level of activity and accomplishment of student organizations advised; (5) evaluations of persons being mentored by the candidate; (6) number of undergraduate and graduate students guided to completion; and (7) receiving awards for advising, especially those involving peer evaluation.

A typical CNR faculty member's position description includes a 10% allocation to advising. Section III, page 15 provides examples of the kinds of specific advising duties and performance expected for a 10% Advising position description. As noted elsewhere, these descriptions and performance expectations should be refined through mutual, written agreement between the evaluator and faculty member as they jointly develop an annual position description for the faculty member.

B. Scholarship and Creative Activities

All faculty members holding professorial ranks have a responsibility to participate in the university's scholarship mission, which should be reflected in their position descriptions. Four different categories of scholarship are recognized at the University of Idaho. Scholarship is creative intellectual work characterized by originality and critical thought in teaching and learning, discovery, application/integration or artistic creativity. Quality scholarly work involves clear goals, creativity and innovation in conception, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique. Regular dissemination of scholarly activities is required of all faculty members.

Faculty members are expected to:

- establish a scholarship program
- advise and mentor graduate students
- publish research results in refereed journals and other outlets appropriate to the scholarship, and
- present the results of inquiry at conferences, meetings, symposia and other scholarly gatherings.

Distribution of scholarly work via mass media, books, refereed journals, refereed proceedings, or refereed digital media demonstrates quality and significance. Additional publications are also encouraged (e.g. non-refereed but peer reviewed conference and symposia proceedings, station papers, extension papers, and project reports), but

normally a refereed³ publication is given more weight than a peer-reviewed⁴ publication. Professional development and improvement activities, such as staying current in the primary literature, acquiring new knowledge (content or research methodologies), and attending scientific conferences and symposia, are also expected.

A typical CNR faculty member's position description may include a 40% allocation to scholarship. Section III, provides examples of the kinds and quality of specific scholarship performance that may be expected from faculty with a 40% Scholarship position description. As noted elsewhere, these descriptions and performance expectations should be refined through mutual, written agreement between the evaluator and faculty member as they jointly develop an annual position description for the faculty member.

NOTE: Providing peer review of others' scholarly work is categorized as "service."

³ A refereed publication has been reviewed by impartial, outside reviewers and accepted for publication, where the manuscript could have been rejected based on the quality of the research.

⁴ A peer reviewed publication has typically been reviewed by peers who may or may not have had the power to reject a manuscript based on the quality of the research.

Multiple types of scholarship are recognized at the University of Idaho. Most relevant to faculty members in the College of Natural Resources are the following:

1. Scholarship in discovery (FSH 1565C-2c). Faculty members in CNR typically focus their scholarship on the scholarship of discovery, which involves the generation and interpretation of new knowledge through research and the publication of refereed articles in scholarly journals. Such scholarship is considered critical for tenure and promotion. Scholarship in discovery may also include: (1) publication of books, digital media, peer reviewed articles and reviews, patents or other works of a scholarly nature; (2) directing and guiding graduate students to completion of graduate degrees⁵; (3) securing and carrying out grants; and (4) receiving awards or fellowships.

Scholarship in discovery should be documented in a candidate's vitae, professional portfolio, or other provided materials and may include: (1) self-evaluation; (2) the evaluation by other professionals in the discipline or research area; (3) the candidate's success in guiding graduate students to completion; (4) the quality of outlines, texts, or other facsimiles of research oriented presentations at scholarly or professional meetings; (5) the quality of scholarship as evidenced by testimony of outside peer reviewers, citation rates, and evidence of application, (6) quantity of refereed publications and other creative scholarly works; and (7) the impact of scholarly work on science infrastructure, society, clientele groups, and/or professional practice; (8) invited engagements to present scholarly findings, chairing sessions at a conference or membership on an official committee related to inquiry, or delivery of programs for other scholars or students. See Table 1 for a summary of suggested documentation.

2. Scholarship in teaching and learning (FSH 1565C-2a) involves innovation in teaching methods and strategies, including but not limited to innovations in computer-aided education, distance learning methods, or other new delivery and/or active teaching and learning methods. Documentation may include: (1) publications in refereed journals, books, or digital media; (2) delivering presentations at professional meetings whose focus is on pedagogy and education; (3) securing and implementing grants related to teaching; and (4) receiving awards or fellowships related to teaching.

Scholarship in teaching should be documented in a candidate's vitae, professional portfolio, or other provided materials and may include: (1) self-evaluation; (2) the quality and quantity of published refereed manuscripts concerning pedagogical issues of interest (e.g., education theory, evaluation of learning outcomes, the practice of teaching); (3) the evaluation by other teaching professionals; and (4) the quality of outlines, texts, or other facsimiles of pedagogically oriented presentations at scholarly or professional meetings. See Table 1 for a summary of suggested documentation.

3. Scholarship in integration (FSH 1565C-2d) is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Scholarship in integration should be documented in a candidate's vitae, professional portfolio. The scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner (FSH 1565C2d).

C. Scholarship of Outreach/Application/Engagement (FSH1565 C-2e) Extension and outreach are essential components of the University of Idaho's land grant mission. Extension activities at the University of Idaho include the USDA's Cooperative Extension System as well as all other extension efforts, especially those to Idaho's businesses and communities.

Faculty with an extension responsibility work collaboratively with clients to address key issues and solve priority problems. Extension education includes teaching, training, volunteer development, consultation, and information dissemination along with technology transfer to professional and non-professional groups through the formal university cooperative extension system or other networks (e.g. mass media, internet, speaking engagements, school systems, and professional organizations). Extension faculty (1) teach non-credit classes and offer professional development credit classes, workshops and short courses to varied audiences; (2) recruit, train and supervise paraprofessionals and volunteers; (3) provide consultation to individuals, businesses, and other professionals; (4) provide research based information through mass media, internet, speaking engagements, school systems, and professional organizations, and (5) actively participate in groups or official committees that are responsive to Idaho and its business and community needs, which may involve connections to regions, the nation and other countries throughout the world. The role of extension faculty also includes that of facilitator in problem-solving and decision-making, a learning process not bound to classroom traditions.

Extension activities may be documented in a candidate's vitae, professional portfolio, or other provided materials and may include: (1) summaries of evaluations of clients' evaluations of extension/outreach service quality, (2) numbers and types of audiences impacted as well as measures of significance to the discipline/profession, state, nation, region and/or world; formal program evaluation and documented impact in peer reviewed publications; (4) professional or extension publications (peer reviewed numbered CIS, Extension Bulletins, etc) and presentations in printed or digital form; and (5) receiving extension/outreach awards, especially those involving peer evaluation.

For faculty members who are not officially part of the Extension System, outreach activities may be in-person or virtual, and may include activities that involve communicating information to diverse audiences. Please see FSH 1565C-3 for more information on outreach activities.

D. University Service and Leadership

Service is an essential component of the University of Idaho's land grant mission. Both extramural and university service are the responsibility of faculty members in all units. Service by members of the faculty to the community, state, nation, and world both in their special capacities as scholars and in areas beyond those special capacities, when the work done is at a sufficiently high level and quality, should likewise be recognized.

Within the University, service includes participation in department, college and university committees and any involvement in aspects of university governance and citizenship. University, college and department committee leadership roles are seen as more

demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the administration of the university and in the formulation of its policies, recognition should therefore be given to candidate faculty members who participate effectively and imaginatively in faculty and university governance.

Extramural service includes participation in professional and scientific organizations both as an elected office holder, a committee member and/or as an active member; serving as a reviewer for scientific or trade journals; consulting with individuals, businesses, agencies, and non-governmental organizations; representing the University/college or your discipline on governmental, non-governmental or private sector bodies; and building collaborative programs locally, regionally, statewide, nationally or internationally to address natural resource and environmental issues.

Extramural and university service may be documented in a candidate's vitae, professional portfolio, or other provided materials and may include: (1) summaries of evaluations of clients' views of service quality, (2) numbers and types of audiences impacted as well as measures of significance to the discipline/profession, state, nation, region and/or world; (3) letters of support from clientele to whom your service is offered; (4) serving as a chairperson or a member of university, college, or departmental committees; (5) serving in a leadership role of a professional or scientific organization as an officer, a committee member or in some other significant role; (6) professional service oriented projects/outputs (e.g., consulting style report, community analysis, analyzed results of survey research, financial feasibility analysis, field based natural resource consulting); and (7) receiving service awards, especially those involving peer evaluation. See Table 2 for a summary of suggested documentation.

A typical CNR faculty member's position description may include a 10% allocation to Service activities. Section III, provides examples of the kinds and quality of performance expected for a 10% Extramural and University Service position description. As noted elsewhere, these descriptions and performance expectations should be refined through mutual, written agreement between the evaluator and faculty member as they jointly develop an annual position description for the faculty member.

E. Unit Administration see FSH [1565 B-10](#)): FSH [1420 E](#) describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. Please see 1565C-4b for more information.

Table 1. Materials appropriate for documenting performance in the three categories considered in the University of Idaho tenure and promotion decisions.(Referenced sections of University and book are shown in parentheses).

- 1. Teaching and Advising (FSH 1565 C-1)**
 - a. Self-developed portfolio
 - b. Informed judgments of colleagues
 - c. Documentation of performance of students in sequential courses
 - d. Qualified student opinion from student evaluations
 - e. Evaluations of informal and formal advising

- 2. Scholarship and Creative Activities (FSH 1565 C-2ac, d, and e)**
 - a. Scholarship in Teaching and Learning (FSH 1565 C-2a)
 - i. Publications and/or professional presentations of a pedagogical nature
 - ii. Publication of education textbooks, manuals or software

 - b. Scholarship in Discovery (FSH 1565 C-2c)
 - i. Publications in refereed journals
 - ii. Preparation and publication of scholarly books, peer-reviewed articles and reviews
 - iii. Activities/outputs that effectively integrate research within and across disciplines
 - iv. Synthesizing existing knowledge and/or research to develop new interpretations
 - v. Individual and collaborative efforts in securing and carrying out grants
 - vi. Membership on boards & commissions devoted to inquiry
 - vii. Activities that support the mission of the University research centers

 - c. Scholarship in /Integration (FSH 1565 C-2d)
 - i. Publications in refereed journals
 - ii. Preparation and publication of scholarly books, peer-reviewed articles and reviews
 - iii. Activities/outputs that effectively integrate research within and across disciplines
 - iv. Synthesizing existing knowledge and/or research to develop new interpretations
 - v. Individual and collaborative efforts in securing and carrying out grants
 - vi. Membership on boards & commissions devoted to inquiry
 - vii. Activities that support the mission of the University research centers

 - d. Scholarship in Outreach/Application/Engagement
 Faculty member provides documentation as appropriate for extension appointments (FSH1565 C2e and C-3)

- 3. Outreach and Extension (FSH 1565 C-3)**
 - i. Documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs;
 - ii. Numbers of individuals and types of audiences affected;
 - iii. Evaluation by participants in outreach activities;
 - iv. Other measures of significance to the discipline/profession, state, nation, region and/or world;
 - v. Quantity and quality of peer reviewed outreach publications and other mass-media outlets;
 - vi. Formal evaluation and documentation of the program's effects on participants and stakeholders;
 - vii. Awards, particularly those involving peer evaluation;
 - viii. Service in a leadership role of a professional or scientific organization as an officer or other significant position; and
 - ix. Other evidence of professional service oriented projects/outputs.

4. University Service and Leadership (FSH 1565 C-4)

- a. Description of service on department and university committees
- b. Evidence of student recruitment
- c. Description of mentoring of new faculty
- d. Documentation of informal professional presentations to local and regional groups
- e. Reviews of manuscripts, books, professional journal articles
- f. Service as an officer in a professional organization
- g. Documentation of contributions to faculty member's administrative unit

5. Administration

FSH Section 1565 does not list "administration" as a category to be considered in Tenure and Promotions deliberations. Administration is accounted for insofar as expectations are proportionally adjusted in teaching, scholarship and service.

III. PERFORMANCE EXPECTATIONS FOR ANNUAL EVALUATIONS

The following lists include activities, accomplishments and levels of performance that may be expected of a faculty member relative to the position description. Combinations and levels of expected performance will vary among different faculty members and from year to year. Workload adjustments are subject to mutual agreement between faculty and evaluators. The University of Idaho's workload guidelines specify 12 credit hours per semester as a 100% teaching load.

Note that faculty ARE NOT expected to achieve all of the items on each list during any particular evaluation period, nor necessarily during their careers.

The following descriptions are designed around a "typical" CNR position description. Performance expectations for a specific faculty member will be prorated according to actual percentages on the position description. A typical position description model in the College of Natural Resources (CNR) is 40% Teaching, 10% Advising, 40% Scholarship and 10% Service. Faculty members in CNR typically focus their scholarship activities in the area of Discovery (FSH1565 C-2c), at the University of Idaho and the College of Natural Resources also recognize scholarship in other areas (FSH 1565C-2a,b,d,e).

A. Teaching and Advising (FSH 1565 C-1)

A typical position description for faculty members in the College of Natural Resources allocates approximately 40% to teaching.

- a. Performance expectations for a 40% teaching model (24 credits per academic year equates to 100% teaching assignment)
 - i. Faculty member effectively teaches courses assigned in position description, ~ 9.5 credits per academic year. Measures of effectiveness may include:
 1. Students who complete the courses demonstrate competency in the subject matter
 2. Courses are smoothly functioning parts of the University's degree programs.
 3. Teaching is relatively free of instructor-caused friction and problems requiring intervention or inordinate time of supervisor.
 4. Departures from this teaching model should be explained on the position description and materials submitted for annual evaluations.
- b. Evaluation of performance in teaching may also take into account:
 - i. Providing technical consulting for faculty and students in area of expertise (e.g. GIS, statistics, theory, research methods, and so on)
 - ii. Use of promising innovative teaching methods
 - iii. Use of student feedback to improve student learning
 - iv. Major changes or redesign of courses
 - v. Integration of computer-aided technology to enhance student learning
 - vi. Team teaching
 - vii. Teaching University or CNR Core classes
 - viii. Guest lectures

- ix. Use of field activities or laboratory experiences and exercises to enhance learning opportunities
- x. Developing or maintaining an effective course website
- xi. Involvement in curriculum design
- xii. Serving on graduate committees as a committee member
- xiii. Numerical scores and comments from many students on student teaching evaluations
- xiv. Student outputs demonstrate the desired level of learning
- xv. Positive peer evaluations of teaching
- xvi. Updates of course outlines/syllabi that demonstrate the integration of recent thinking and content in courses
- xvii. Students are prepared for sequential courses, as documented by peers or based on student performance
- xviii. Teaching an existing course for the first time
- xix. Redesign of an existing course or designing a new course
- xx. Using active learning, service learning and/or critical thinking exercises
- xxi. Using writing exercises to enhance understanding and communication skills
- xxii. Mentoring undergraduate student research
- xxiii. Participating in critiques or evaluating student projects or posters in other faculty members' classes
- xxiv. Serving as an advisor for senior thesis students
- xxv. Submitting/securing a grant for teaching enhancement

A typical position description for a faculty member in the College of Natural Resources allocates approximately 10% to Advising.

- a. Performance expectations for a typical 10% advising model
 - i. Effectively advising (usually) 5-10 undergraduates and 1-3 research-based or course-based graduate students in course selection, course scheduling, solving academic problems, identifying summer employment opportunities, planning for a career, etc.
- b. Activities such as the following may be used as indicators of performance that exceeds expectations
 - i. Facilitating undergraduate or graduate students' attendance or participation in professional meetings
 - ii. Advising other faculty members' graduate students in your area of expertise
(e.g. GIS, Statistics, theory, research methods)
 - iii. Serving as an advisor for a student organization
 - iv. Attending advising training sessions
 - v. Conducting an advisor training session

B. Scholarship and Creative Activities (FSH 1565 C-2)

A typical position description for faculty in the College of Natural Resources may allocate approximately 40% of the position to Scholarship. The University of Idaho and the College of Natural Resources recognize four types of Scholarship: Scholarship in Discovery, Scholarship in Teaching, Scholarship in Artistic Creativity, and Scholarship in

Application/Integration. In general, faculty members in CNR focus most of their Scholarship efforts on Scholarship in Discovery. Scholarship in Application/Integration is also discussed below.

1 Scholarship in Discovery, Integration and/or Teaching and Learning (FSH 1565 C-2a,c, d)

- i. Performance expectations for a 40% scholarship in discovery model includes:
 1. Maintaining a three-year running average of at least one research- based refereed journal article per year. (Adjustments should be made for new or continuing faculty who are beginning new research programs)
 2. Maintaining a research program that includes the education and completion of graduate students

- ii. Evaluation of performance in scholarship that exceeds expectation should include several of the following indicators:
 1. Completing 1 research-based Masters student (i.e. each student completed in an evaluation year is considered separately)
 2. Completing 1 Doctoral student (i.e. each student completed in an evaluation year is considered separately)
 3. Publishing a textbook, manual, or educational software
 4. Publishing articles in high-impact journals in one's discipline
 5. Publishing articles in high-prestige journals of broad readership
 6. Published articles are highly cited
 7. Jointly publishing a refereed article with a graduate student featuring that student's work
 8. Submitting a research proposal to an open, competitive granting process
 9. Submitting a collaborative research proposal including researchers outside home department to an open competitive process
 10. Securing and/or managing at least one grant that provides support for a graduate student or post-doctoral collaborator
 11. Presenting or collaborating on at least one paper or poster at a research conference or symposium
 12. Giving a major invited keynote presentation, leading a major panel at a research conference, or presenting a research lecture at another university
 13. Initiating an unsponsored research project or obtaining research funding from non-competitive sources
 14. Actively contributing to one of the University Research Centers via obtaining a grant, jointly developing a research proposal or serving on its policy/planning committee

2. Scholarship in Outreach/Application/Engagement (FSH 1565 C-2e)

Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation, and/or in-depth program evaluation.

Scholarship in extension includes application/integration/engagement methods designed to identify key issues, solve priority problems and disseminate information to bring about

client and/or community change. It also includes formally evaluating program outcomes and impact.

- i. Performance expectations for a 20% scholarship in extension model includes one peer reviewed extension publication (numbered CIS, Extension Bulletin, or similar) per year

Evaluation of performance in scholarship in extension that exceeds expectation should include, but not limited to, several of the following indicators:

- a. program development or improvement, and formal evaluations of program outcomes and impacts;
- b. curriculum design; and
- c. innovation in extension teaching strategies.

Scholarship in extension may result in published manuscripts or peer reviewed extension publications (CIS Extension bulletins, etc) describing the process of designing and implementing extension programs and/or curricula to bring about change behavior, conditions, practices, etc., and/or presentations of extension educational methods and practices to public and professional groups.

C. Outreach and Extension

A typical position description for a faculty member in the College of Natural Resources does not include extension. However, if it did include extension, the following activities might be assessed:

Extension specialists are expected to:

- i. Develop or coordinate district or statewide extension programs in a discipline;
- ii. Plan, implement, and evaluate demonstrations of research-based information such as field plots or trials;
- iii. Develop and deliver high quality district or statewide interdisciplinary programs to stakeholders (e.g., continuing education courses and workshops, field demonstrations, etc.) ;
- iv. Keep Extension Educators updated on current research (i.e. in-service trainings, workshops, webinars, conference calls, etc) and serve as co-leaders on Topic Teams in appropriate discipline;
- v. Build coalitions and develop collaborative programs statewide with communities, commodities groups or agencies to address long-range problems;
- vi. Make invited presentations to decision makers, clientele groups, and professional organizations;
- vii. Author College of Agriculture and regional publications (CIS, Extension Bulletins, etc); and
- viii. Publish in trade journals, training manuals, proceedings, handbooks, magazines, newsletters, refereed journals and mass media or via internet targeted at lay or professional audiences to promote the understanding of disciplinary or interdisciplinary knowledge, technological ideas, or ethics related to one's area of expertise.

D. University Service and Leadership (FSH 1565 C-4)

A typical position description for a faculty member in the College of Natural Resources allocates approximately 10% to Service. The broad category of Service includes service to the department, college, and/or the university, and to the profession, the community and/or the citizens of the state

- a. Performance expectations for a typical 10% service model
 - i. Regularly attending department and college or interdisciplinary faculty meetings
 - ii. Serving on at least one Departmental, College or University Committee
 - iii. Reviewing one or more papers for professional or refereed journals or magazines
- b. Activities such as the following may be used as indicators of performance that exceeds expectations
 - i. Serving as a University, College or Department representative on governmental, non-governmental or private sector advisory boards
 - ii. Providing and documenting consultations to individuals, businesses and other professionals
 - iii. Significant involvement in curriculum design or re-design (different from individual course design) or management of an interdisciplinary curriculum (e.g. ECB, MNR)
 - iv. Serving as an editor or associate editor for a journal
 - v. Serving on an international, national, state, regional or university review panel to evaluate research proposals; applications of research; or some other assignment involving the rendering of scientific judgment involving inquiry/research
 - vi. Serving on or leading additional department, college and/or University of Idaho committees

IV. CRITERIA FOR PROMOTION AND TENURE

Faculty members are expected to strive for excellence in all aspects of their university functions. The time allocated for effective teaching, scholarship and service will vary with an individual's annual position description, an individual faculty member's interests and the needs of the department and college. The annual proportion of a candidate faculty member's time allocated to these functions must be considered in the evaluation of tenure and promotion.

It is the evaluator's responsibility to inform the faculty member of her/his annual performance as well as overall progress toward tenure and promotion as part of the annual performance evaluation process. This progress should be documented in writing and included on or as an attachment to the annual performance evaluation form. If significant issues are raised in the annual evaluations or third-year review, responses to those issues should be documented (see FSH 3520 H-3).

A. Tenure

The granting of tenure reflects and recognizes a candidate's potential long-range contributions to the department, college and university, as evidenced by professional performance and growth. In addition, tenure ensures the academic freedom that is essential to an atmosphere conducive to the free search for and creation of knowledge, and the attainment of excellence in the university. Tenure should be granted to faculty members of such character, instructional and scholarly ability, and potential for long-term performance that the university can justifiably employ them for the rest of their academic careers. The granting of tenure should be even more significant than promotion in academic rank, and is exercised only after careful consideration of the candidate's scholarly qualifications and capacity for effective continued performance over a career.

Demonstration of scholarly qualifications must equal or exceed the criteria specified for promotion to an Associate Professor. The three tenure criteria are effective teaching, scholarship and service. In judging the qualifications of the candidate for granting of tenure, it is also appropriate to consider certain personal qualities, such as willingness to accept and cooperate in assignments, professional integrity as evidenced by the performance of duties, and the demonstrated breadth and depth of commitment to the department's, college's and university's goals and missions.

B. Promotion to Associate Professor

The associate professor candidate should have a record of achievement in teaching, scholarship, or service that establishes the individual as a leader or emerging leader in the field or profession. Promotion to associate professor does not automatically grant tenure. Tenure may accompany a promotion, but the decision on tenure will be made separately from the promotion decision.

For the period under consideration, a faculty member with a position allocation of 40% in scholarship who is being considered for promotion to Associate Professor should typically have a record of success in obtaining external funding, and have completed at least two graduate students or have one completed graduate student and advised a PhD student through candidacy. The faculty member should have also published approximately 7 papers or extension equivalents in high quality refereed journals or extension equivalents (averaging 1-2 publications per year for the period under consideration), and have established

themselves as a leader or emerging leader in the field or profession. Scholarship considered as having “high impact” or that is innovative in conception or implementation is weighted more heavily than other scholarly activities. For promotion to Associate Professor, candidate faculty members should also have achieved a 3 or greater (scale 1-5) in their overall annual evaluation score (composite score weighted by the position description allocations) for each of the last 3 years.

C. Promotion to Professor

Promotion to the rank of professor is based on professional distinction in teaching, scholarship, and service. An individual generally must be an established and recognized leader in their profession/discipline/field, and in addition, have achieved a national or international reputation for professional and scholarly achievement.

For promotion to Professor, candidate Associate Professors should have made significant contributions to their disciplines in teaching, scholarship and service since achieving the rank of associate professor. Such contributions should be considered relative to the percentage of time assigned to these functions in their position descriptions. For promotion to Professor, candidate faculty members should also have achieved a 3 or greater (scale 1-5) in their overall annual evaluation score (composite score weighted by the position description allocations) for each of the last 3 years.

Since promotion to Associate Professor, a faculty member with a position allocation of 40% in scholarship who is being considered for promotion to Full Professor should typically have a record of success in obtaining external funding and should typically have completed 2 graduate students, with at least 1 being a PhD student. The faculty member should typically have also published papers or extension equivalents averaging ≥ 2 per year in high quality refereed journals or extension equivalents. Scholarly book or chapter publication(s) can be substituted for peer-reviewed publications as deemed appropriate. Scholarship considered as having “high impact” or that is innovative in conception or implementation is weighted more heavily than other scholarly activities. A candidate should also have achieved a record of distinguished service to the profession and to the University. For promotion to Professor, candidate faculty members should also have achieved a 3 or greater (scale 1-5) in their overall annual evaluation score (composite score weighted by the position description allocations) for each of the last 3 years.

D. Required Materials for Promotion and Tenure Dossiers

The dossier or documents to be submitted for evaluation should be organized in a notebook with tabs for ease of accessing materials and for consistency among candidates. Responsibility for quality and the completeness of the dossier rests with the candidate and his/her assigned evaluator.

The dossier or documents to be submitted for evaluation should be organized following guidelines set forth by the Provost. These guidelines can be found at <http://www.uidaho.edu/provost/policyguidelines/tenure>. Responsibility for quality and the completeness of the dossier rests with the candidate and his/her assigned evaluator.

E. TIME SCHEDULE FOR THE PROMOTION AND TENURE PROCESSES

Estimated Dates	<u>Candidate Activities</u>	<u>Evaluator Activities at the Department Level</u>	<u>College Level Activities</u>
Summer	Prepare materials (CV in UI format and Professional Portfolio, including an overview statement, a teaching component, a research component, a service component, and copies of each refereed publication completed during the relevant time period) and then submit to Department Head or assigned evaluator for review.	Prepare a summary table of position descriptions percentages in terms of P&T criteria percentages, a summary table of annual performance evaluations, copies of all annual position descriptions and annual performance evaluations; the UI provided "Student Evaluation of Teaching Summary," a copy of the third year review letter and a peer review of teaching activities and other pertinent materials that document important accomplishments during the period of time being considered. The department administrative assistant prepares the dossier/notebook with the appropriate tabs (see dossier requirements above) and includes copies of the college and department criteria for T&P.	
Sept. 10	Submit final professional portfolio and other required materials for the Tenure and Promotion Dossier to the assigned evaluator.	Department Head or assigned evaluator reviews the materials and suggests ways to enhance the quality of the dossier contents.	

Sept. 10	Propose 3-5 names of potential external reviewers.	Department Head or assigned evaluator generates (may seek input from knowledgeable faculty members) a list of 3-5 names of potential external reviewers; The evaluator discusses all names with the candidate, and then develops a list of 5-7 acceptable, and most appropriate external reviewers.	
Sept. 15		<p>Department Head contacts potential external reviewers by phone, e-mail or letter. Confirmation of willingness to be an external reviewer is sought. Materials are mailed to reviewer. These include: cover letter from department head, the department and college standards and criteria, the candidate's vitae, a position description summary clearly laying out the candidate's responsibilities and the percentage of time allocated to them. This dossier should also include 4-5 examples of scholarly work, one example course outline and an example of a service output. These materials are selected by the chair in consultation with the candidate. Past experience suggests this step takes 4-6 weeks from time of first attempting to contact the reviewer and getting agreement from the reviewer, to mailing the materials, and then to waiting for the reviewer to complete their review and compose a letter.</p> <p>For tenure, Department Committees meet and issue a "Call for Evidence."</p>	Committee on Committees appoints a departmental committee according to FSH guidelines.

Oct. 25		<p>For promotion, Department faculty of higher rank than candidate meet and consider the material submitted, including external review letters. These faculty members submit their opinions and recommendations on the candidate's promotion on the lower portion of the front page of the prescribed form (FSH Section 3560). The form requires the signature of each person voting.</p> <p>For tenure, the departmental administrator seeks and considers the evaluations made by all tenured faculty members of the department and the departmental tenure-recommending committee. The make-up of the tenure committee includes tenured and non-tenured faculty and students, and is described in the Faculty Staff Handbook (Section 3520). The departmental committee meets, and considers all evidence, internal and external, vote and writes a letter to the Department Head regarding their findings. Tenured department faculty meet, consider all material submitted, including internal "Call for Evidence" results, external review letters**, and vote.</p> <p>Results are reported on the prescribed for (FSH 3520).</p>	
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Nov. 1	The candidate reads the letter of the Department Head and can respond if desired.	The Department Head submits a letter of recommendation to the Dean and to the CNR T&P Committee. All materials (internal and external) proceed to the CNR T&P Committee.	
Nov. 15	The candidate reads the CNR T&P Committee letter and can respond, if desired.		CNR T&P committee meets to review dossiers, takes a written anonymous vote, and prepares a summary letter from the Committee to the Dean.
Dec. 1			Department Heads review candidates' dossiers, meet, and vote. They then complete the AAP/T01 (coversheet)
Dec. 15	The candidate reads the letter and can respond, if desired.		For promotion, the Dean writes a letter of recommendation.**** Original materials are provided to Dean's assistant. 16 copies are made for delivery to the Provost and including one original. Copy costs, dividers and notebooks are covered by the College. For tenure, the Dean writes a letter of recommendation and then one original notebook goes to the Provost.

Feb.			For promotion, the materials are reviewed and voted on by the University Promotions Committee. The University Promotions Committee does not see the materials obtained during the "Call for Evidence" or the tenure votes at department or college levels.
March			Provost makes the final decision

Notes:

- In late spring each year, the Dean's administrative secretary will prepare a formal list of CNR deadline dates consistent with the UI deadline dates
- 3rd and 5th year processes are handled within each department
- Departmental Administrative Assistants should keep one original of all materials (without holes punched) for the Dean's Administrative Assistant to photocopy and electronic copies of all materials.