

DEPARTMENT OF SOIL AND WATER SYSTEMS

PROCEDURES AND GUIDELINES FOR:

-ANNUAL EVALUATION/POSITION DESCRIPTIONS

-THIRD YEAR REVIEW

-TENURE

-PROMOTION



Approved: 09/20/2018

Department of Soil and Water Systems

This document outlines procedures for annual evaluations, third-year reviews, tenure, and promotion for faculty in the Department of Soil and Water Systems (SWS). These procedures are consistent with the University of Idaho and the College of Agricultural and Life Sciences policies and guidelines. Relevant sections of the UI Faculty-Staff Handbook (FSH) provide more complete information on the University of Idaho guidelines and are referenced throughout this document.

ANNUAL EVALUATIONS (see also FSH Section 3320, (<http://www.webpages.uidaho.edu/fsh/3320.html>))

Procedures

The evaluation year in SWS is January 1 to December 31. The Annual Evaluation is based on the faculty member's Position Description and Annual Activity Report (guidelines for preparing these documents follow). The Annual Activity Report for the year past is submitted simultaneously with the Position Description for the coming year. These documents go to the department head. The department head will review the annual Activity Report and corresponding Position Description, and write a narrative summary of the faculty member's productivity. The draft narrative is sent to the faculty member for review and comment. The department head revises the evaluation narrative as needed to reflect the faculty member's productivity as accurately as possible. The faculty member and department head then meet to discuss the faculty member's evaluation and plans for the next year. The department head then completes the evaluation form. The completed evaluation is 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-level evaluation is applied. A copy of the form with the college level evaluation will be sent to each faculty member. The college-level evaluation influences merit raises, etc. If the college-level evaluation does not eliminate a disagreement, the faculty member has the right to discuss the difference of opinion with the Dean or Senior Associate Dean.

ANNUAL ACTIVITY REPORT AND POSITION DESCRIPTION GUIDELINES FOR SWS

Definitions and Forms

1. Scholarship is defined in the Faculty-Staff Handbook under section 1565 C-2: <http://www.webpages.uidaho.edu/fsh/1565.html#C>. Whatever is counted in scholarship must be peer reviewed and validated, with documentation.
2. The SWS Annual Activity Report form can be found on the on the departmental web page at: <https://www.uidaho.edu/cals/soil-and-water-systems>
3. Position Descriptions are discussed in the Faculty-Staff Handbook under section 3050: <http://www.webpages.uidaho.edu/fsh/3050.html>.
4. Evaluation procedures are defined in the Faculty-Staff Handbook under section 3320: <http://www.webpages.uidaho.edu/fsh/3320.html>

Reporting/Planning Period in SWS

The reporting/planning period is 12 months. In SWS the standard reporting period is from Jan. 1 to Dec. 31. Submit your Annual Activity Report (AAR) and Position Description (PD) to the department head electronically by mid-December. If your activities change during the year, you can and should submit an amended PD.

General Information

1. You are evaluated based on your AAR and PD. The AAR is designed to document your activities for the past year, while the PD serves as a plan for the upcoming year. The two documents should be linked, i.e. use the previous year's PD when preparing your AAR. Goals in your AAR and corresponding PD should be the same.
2. Be brief on the AAR and PD Forms. On the AAR, summarize activities, time commitments, accomplishments and their significance. On the PD, describe your planned activities in one or two paragraphs or bullet list and note their significance; list your goals for the coming year. On both forms, link your activities to goals in the UI Strategic Plan.
3. Headings on the AAR and PD Forms 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 and fill in the percentage for each term where indicated (guidelines for calculating percentage of time in teaching are below).

5. If you have no activity in an area on the AAR or PD Forms, enter 0 time in the appropriate spaces.

I. Teaching and Advising (see FSH 1565 C-1)

Teaching – Report all planned 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, the UI standard). 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. Thesis/dissertation courses (500/600) should not be listed as credit is given in the area of “advising”. The remaining time commitment should be reported under Scholarship.
3. Course development includes all activities necessary to organize, prepare and update courses you teach, e.g. developing and significant revising of lectures, writing a lab manual, converting existing courses to distance courses, etc.
4. Curriculum development would involve work with a group of teaching faculty to revise a curriculum to increase teaching efficiency and/or curriculum relevance.
5. Include any awards or recognition received that are related to teaching on your AAR.

Advising – Report planned 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 0.5-1% 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 0.25% 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. Include any awards or recognition received that are related to advising on your AAR.

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

1. Scholarly activities and products must be peer reviewed (internal or external), validated, and documented.
2. Overall scholarship activity percent effort is divided among Discovery, Teaching and Learning, and Application and Integration (see FSH 1565 C-2 for definitions) and should be reported and justified in the annual activity report.
3. SWS Discovery scholarship expectations include three referred publications for a 100% research appointment. Other Discovery products such as patents, research chapters in edited volumes, or symposium proceedings can be counted as evidence of publication productivity (the peer review process and impact should be provided for such works). In special circumstances where publication targets are not achieved, but significant progress is made, a three-year rolling average may be used to evaluate scholarly progress.
4. Scholarship of Teaching and Learning includes textbooks, documented pedagogical research, publications, and professional presentations.
5. Scholarship of Discovery involves the discovery of new knowledge.
6. Scholarship of Application and Integration involves the development and use of previously known information, including scholarly activities in Extension.
7. Give a concise account of your scholarly activities, including their significance. A brief context statement may be appropriate.

8. Supply information on grants submitted and awarded, publications, and presentations. If an in-press article is reported as a publication, do not report this as a publication in the subsequent year (articles in review should not be reported as publication to be counted toward meeting publication expectation).
9. Include information about editorial service and peer reviews of manuscripts and/or proposals.
10. Quality of scholarly products will be considered. It is the responsibility of the faculty member to provide a qualitative description of the journal by including metrics (impact factors, numbers of citations, H-index, etc.) and the relevance of the outlet to the discipline of soil and water systems or related disciplines of study (e.g., society's journal, etc.).
11. 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.
12. Provide a description of awards received for scholarship contributions, and scholarship leadership activities (e.g., organizer of symposia, served on a proposal review panel, advised and edited regulatory agency practices and documents, etc.).

III. Outreach and Extension (See FSH 1565 C-3)

Extension

1. Describe planned program development, indicate its significance.
2. Scholarly activities included as part of your Extension appointment should be reported under Scholarship of Application and Integration for consistency with the university format. We expect 20% of a specialist's extension time to be committed to scholarship. In consultation with your department head, you can increase the amount of scholarship on your PD to accommodate reporting these activities. If the change is significant, e.g. 10%, please also consult with the department head.
3. Extension Specialists with a 100% Extension appointment are required to publish two peer reviewed scholarly Extension products or refereed publications per year.
4. Describe planned Extension service publications and presentations.
5. Include any awards or recognition received that are related to your extension responsibilities.

Outreach

This is for planned activities with clientele that fall outside an assigned extension responsibility. Examples would be:

1. Presentations to growers to report the results of your applied research.
2. Presentations to primary and secondary school classes, 4-H 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 on your AAR.

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

Administration 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 and discussions with potential donors. Examples would be time dedicated to running a service laboratory or administering an externally funded program. All faculty are expected to participate in governance of the unit and attend faculty meetings on a regular basis.

SWS ANNUAL ACTIVITY REPORT
January 1, 20XX – December 31, 20XX
Submit electronically to your division chair by December 31, 20XX

NAME:

RANK AND TITLE:

I. TEACHING AND ADVISING (% of time): _____

1. List courses taught:

Semester	Subject	Course #	Section	Course Credits	Credit Responsibility*	Course Title	# of Students
Spring							
Fall							
Summer							

* Percentage or credit(s) of responsibility for a team-taught course

2. List guest lectures in other courses:

3. List/briefly describe **course**/curriculum development (new courses developed, courses redesigned; new delivery methods introduced; involvement in course, program, and university level assessment of student learning outcomes; etc.):

4. Provide student evaluations of overall instructor performance and course quality:

Course #	Semester	Instructor's Performance	Course Quality	# of Responses	% Response

5. Provide a brief description of your advising activities, including student clubs and organizations. List students advised and/or mentored in the following categories:

Undergraduate advisees (list numbers by major):

Graduate students advised as major professor (list student name and degree type, starting date, and funding source):

Graduate theses/dissertations completed by advisees:

Number of graduate student advisory committees (provide student name, degree type, department, and major professor):

6. List other service to students (mentoring, senior research, organization/program advisers, new student/potential student contacts and advising, etc.):

II. SCHOLARSHIP AND CREATIVE ACTIVITIES (% of time): _____

1. Provide a brief description of your scholarship, if applicable, in the areas of Teaching and Learning (FSH 1565 C-2 a), Discovery and/or Integration (FSH 1565 C-2 c, d), and Outreach/Application/Engagement Activities (FSH 1565 C-2 e). Your description should include the following: 1) justification/rationale for this effort; 2) your approach to address the need; 3) major results and accomplishments; 4) the impact of the project/program, and: 5) your goals in these areas for next year.

Teaching and Learning (TL) (research on pedagogy, peer-reviewed publications on teaching, textbooks, etc.)
% of scholarship time: _____

Discovery/Integration (DI) (discovery of new knowledge, integration/synthesis of new knowledge into a broader context)
% of scholarship time: _____

Outreach/Application/Engagement Activities (OAE) (development, application and integration of previously discovered information, includes Scholarship in Extension, e.g. development of new extension information and dissemination in scholarly publications and at scholarly meetings)
% of scholarship time: _____

2. List publications, presentations, grants, etc. for the past year that are relevant to your scholarship activities. Identify the relevant or dominantly applicable area of scholarship with a note at the end of the information on each item, e.g. (TL), (DI), or (OAE). Following each publication provide a description of the journal or outlet quality.

Publications (published or accepted by editor; provide title, authors, date, and publication with volume number and page numbers; do not include publications listed on a previous activity report)

Peer-refereed publications (external, usually anonymous peer review with peers/editors determining suitability for publication, e.g. journal articles):

Peer-reviewed publications (internal/external peer review, e.g. CISs, PNWs, book chapters):

Non-refereed nor reviewed publications (e.g. abstracts, web pages):

Other:

Presentations at professional scientific meetings and seminars (provide the title, date and location of presentation or meeting, and whether invited or contributed, and if invited, the inviting organization)

International:

National:

Regional:

State:

Grants, contracts, service contracts (provide the title of the grant, contract or service contract, the PI(s), the total dollar amount, your spending authority, the duration (single or multiple year), and the granting, contracting, or service-contracting organization)

Funded:

Pending:

Unfunded:

3. List and briefly describe other scholarship activities. These may include but are not limited to: attendance at professional meetings, involvement in professional societies and organizations (e.g. serving as officer, serving on committees, etc.); editor/editorial board activity; peer review of manuscripts and/or proposals; in-service training; professional development; consulting; etc.

III. OUTREACH AND EXTENSION (% of time): _____

1. Provide a brief description of your extension/outreach program, which may include Extension, Distance Education, Service Learning, Cooperative Education, and Technology Transfer (see FSH 1565 for definitions). Include the following information: 1) justification/ rationale for this effort; 2) your approach to address the need; 3) results and accomplishments; 4) the impact of the project/program, and; 5) goals in this area for next year. You can copy/paste from your CALSPlan narrative.
2. List publications, presentations, workshops, etc. derived from and relevant to your assigned extension/outreach activities. Do not include those listed above under the category of SCHOLARSHIP AND CREATIVE ACTIVITIES.

Publications (provide title, authors, date, page numbers, and volume numbers where applicable)

Newsletters:

News releases, newspaper articles, etc. written by you:

Articles in magazines, trade journals, etc. written by you:

Reports:

Educational/service presentations and workshops (provide title, clientele, location, format, duration and number of learners at each presentation; indicate if invited or contributed)

International:

National:

Regional:

State:

Local:

3. List any program planning and curriculum development activities (curriculum development and modification, new materials developed, program planning, program evaluation and professional development for schools, conferences, workshops).
4. List/describe other activities relevant to your extension/outreach program that are not covered in any of the above categories.
5. All extension faculty:

Indicate whether you [**have** ; **have not**] completed your CALSPlan reporting for the year by underlining or circling the appropriate choice.

Indicate whether you [**have** ; **have not**] supplied the required peer and clientele evaluations of extension presentations to your Division Chair by underlining or circling the appropriate choice.

IV. UNIVERSITY SERVICE AND LEADERSHIP (% of time): _____

1. List intramural service provided (includes: division, department, college, and university committee assignments; student recruitment and retention activities; advancement activities intended to generate financial support for departmental, college, or university programs).
2. Briefly describe your assigned unit administration responsibilities and accomplishments.
3. Briefly describe other administration activities related to the conduct of university programs and projects that support scholarship, outreach, and teaching (includes: grant administration; funding agency reporting; supervision and evaluation of support personnel; compliance with local, state, and federal regulations; etc. See FSH 1565 C-4b(2)).

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 on assignments.

CRITERIA FOR APPOINTMENT AND PROMOTION IN RANK: (also see FSH Section 1565)

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 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 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 or manuscripts or publishable merit. 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.

Professor

Appointment to this requires a 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 in a domestic or international context. Professors should have several quality publications or contributions of a professional nature to their credit and evidence of continuing scholarly activity. Evidence of impact of the faculty member's work to national and/or international scientific community should be documented. Professors have responsibility for academic courses and supervise research, and are expected to play a major role of leadership in the development of academic policies.

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.

Promotion and Tenure Timeline

The timeline for consideration for promotion and tenure for SWS faculty follows guidelines established in the FSH Section 3560 D.

Instructors are considered for promotion to senior instructor before the end of the third year of full-time service at the instructor rank.

Assistant Professors are considered for promotion in their sixth year.

Associate Professors are considered for promotion in their seventh year.

In special cases, faculty may be considered for promotion to a higher rank earlier than the timeline above (see FSH 3560 D-5 and D-6).

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

The order of materials should be:

- a) Departmental and college criteria (should be updated as per to 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 administrator'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—dept. context statement and evidence of effective teaching, service and scholarship (12-page limit, FSH 1565B)

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) 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 (**January 15**).
- (2) Third-Year Review 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 (**January 15**). The committee will consist of, at least:
 - 2 tenured faculty—SWS
 - 1 untenured faculty—SWS
 - 1 faculty—external
 - 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.

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

* We recognize that with the Third-year Review occurring during the third year, there is significant variation in the time faculty members will have actually had to meet these targets and will consider this factor.

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.

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

- (1) Notification received from the President's Office identifying faculty who must be considered for tenure (**May 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 (**May 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 (**June 1**). Criteria for external reviewers can be found in the FSH 3560 E-3.
- (5) Candidate submits required documentation (**July 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 (**July 8**).
- (6) The complete documentation is sent to the external reviewers with a return of their report by August 1 (**July 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 – SWS
 - 1 nontenured faculty – SWS
 - 1 tenured faculty – external
 - 1 county faculty for extension facultyAt 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 SWS August Faculty Meeting (**early August**). The complete documentation including external reviews, are made available to the faculty at the August Faculty Meeting with copies for off-campus locations (e.g., Parma, Twin Falls/Kimberly, Aberdeen, Idaho Falls, and Sandpoint).
- (9) Tenure-recommending committee meets (**after seminar in 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 (**September 1**).
- (10) Department administration meets with faculty via compressed video to off-campus locations to discuss each candidate (**mid-September**).
- (11) After the Departmental meeting in mid-September the tenured SWS faculty vote on each candidate and ballots are returned to the department head (**mid-September**).
- (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 30**).
- (13) The findings of the department faculty and administrator are provided to the candidate via written correspondence (**September 30**). The candidate may respond in writing to clarify any issues that so require (**October 14**). Any such letter from candidate is forwarded with the rest of the candidate's materials to the college.

PROMOTION (also see FSH section 3560 Promotion)

- (1) Notification received from President's Office identifying faculty who must be considered for promotion (**May 1**).
- (3) 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 (**May 1**).
- (4) Departmental administration requests nominations from faculty for early consideration and nominated candidates notified by departmental administration as prescribed in No. 2 (**May 1**).
 - (a) full professors can nominate assistant and associate professors
 - (b) associate professors can nominate assistant professors
- (4) 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 (**June 1**).
- (5) Candidate submits required documentation (**July 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 (**July 8**).
- (6) 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 – SWS
 - 1 faculty w/same rank – SWS
 - 1 faculty w/higher rank – external
 - 1 county faculty for extension facultyAt least one member of the candidate's Mentoring Committee will be appointed to the Promotion Recommending Committee.
- (7) Candidate presents a seminar at the SWS August Faculty Meeting (**late July**).
- (8) Promotion-recommending committee meets 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 1**).
- (9) Department head meets with faculty to discuss candidates (**late August**).
- (10) SWS faculty votes on candidate (**late August**).
 - (a) full professors vote on assistant and associate professors
 - (b) associate professors vote on assistant professors
- (11) Department head counts ballots and records department votes, prepares letter of recommendation/denial for each candidate, and forwards materials to college administration (**September 1**).
- (12) 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 that so require (**September 15**). Any such letter from candidate is forwarded with the rest of the candidate's materials to the college.

PROMOTION AND TENURE GUIDELINES FOR SWS

Promotion from Assistant Professor to Associate Professor and Granting of Tenure

The expectations/requirements for the granting of tenure in the Department of Soil and Water Systems 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. 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 SWS and reflect productivity 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

An average evaluation of "meets expectations" in teaching is expected for promotion and tenure.

Percent Teaching Appointment	100	75	50	25	0
Credits taught** (excluding 500 and 600 research and thesis/dissertation credits)	125	93	62	31	0
Student assessment of instruction	Student assessment of instruction expectations specified				
Administrative assessment of teaching	Administrative assessment of teaching expectations specified in the SWS Annual Evaluation Criteria				
Evidence of teaching competence may include (Faculty may select and document one or more of these criteria.)	<ol style="list-style-type: none"> 1. use of undergraduate research activities 2. use of distance teaching 3. documented teaching excellence 4. other 				

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

Advising Guidelines for Tenure and Promotion to Associate Professor

All faculty with research appointments should be involved in advising and mentoring masters and doctoral level graduate students. Faculty should provide competent and effective academic advising and career mentoring for timely completion of a graduate degree. Effective advising performance may be documented by: 1) peer evaluation, 2) undergraduate or graduate student advisees' evaluations, 3) level of activity and accomplishments of the student organization advised, 4) number of undergraduate and graduate students guided to completion, and 5) receiving awards for advising, especially those involving peer evaluation (F&SH 1565 C-1 b).

Scholarship Guidelines for Tenure and Promotion to Associate Professor

Graduate Student Mentoring

Each faculty member with a research appointment will participate in graduate education, e.g. service on graduate student committees. Faculty members with 50% research appointment will average at least one graduate student in their program. See SWS Annual Evaluation Criteria for additional details.

Acquisition of Extramural Support

Adequate extramural funding is acquired to support research and/or extension program at a level expected for position description activities. See SWS Annual Evaluation Criteria for additional details on evaluation of Scholarship and Extension activity productivity.

Productivity

Percent Research Appointment	100	75	50	25	0
Publications (refereed journal)*	15	11	8	4	2
Presentations at professional meetings**	16	12	8	4	2

*Based on 1 refereed publication for every 33% research appointment multiplied by 5 years, with an understanding that there may be fewer publications from time to time. Manuscripts “in press” can be counted as long as they are not listed on the following years AAR. See the SWS Annual Evaluation Criteria for additional detail.

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. See SWS Annual Evaluation Criteria for additional details.

We also consider the quality of the research, e.g. creativity and significance of the impact of the work. See SWS Annual Evaluation Criteria for additional details.

**Presentations would include a combination of international, national, regional and state/local presentations over the 5-year period that are appropriate to the position.

Timely submission of required reports, e.g. CRIS, Hatch proposals, AARs and PDs is expected.

Grantsmanship

While grantsmanship is not a criterion for promotion and tenure in the Faculty Staff Handbook, there is an expectation that funding will be secured by the candidate to meet expectations in research and extension. Success in this area will be based on achieving the publication and presentation targets for the specific percent appointment in each area. Successfully competing for national competitive grants, while not required for promotion, will be considered favorably during promotion and tenure considerations. More detail is available in the SWS Annual Evaluation Criteria.

Extramural and University Service

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

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 SWS Annual Evaluation Criteria for additional details.

Program Delivery

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

Programming Outcomes and Evaluation

Programs are evaluated to document learning.

Follow-up evaluations are done to document application of learned techniques by participants.

Timely submission of required reports, e.g. CALS PLAN, is expected.

See Annual Evaluation Criteria for additional details.

Acquisition of Extramural Support

Adequate extramural funding is acquired to support an effective extension program. See SWS 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 SWS 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, <i>reviewed on-line publications</i>)	10	8	5	3	0

In addition to publications, Extension faculty must demonstrate evidence of a defined Extension program with products including:

- teaching materials or curricula
- development of educational websites
- development and effective use of social media
- demonstration field trials, field days, workshops and tours
- presentations at workshops, seminars or short courses
- popular press, newsletters or newspapers articles, radio or television spots
- positive relationships with stakeholders

Extension faculty are expected to provide evidence of clientele reached. Peer and participant evaluations for workshops, presentations and short courses should be part of the AAR with expectations of 3 or higher on the 5-point scale on the Participant Extension Teaching Evaluation form and the Peer Extension Teaching Evaluation form found in the County Operations Handbook.

Advancement Guidelines for Tenure and Promotion to Associate Professor

Faculty members are encouraged, but not required to participate in advancement efforts, i.e. fundraising. See SWS evaluation criteria for additional details.

Professional Development Guidelines for Tenure and Promotion to Associate Professor

Faculty members are expected to participate in professional development, e.g. attend professional meetings or workshops to increase capacity and address critical issues. See SWS evaluation criteria for additional details.

Other Activities

Faculty members are not expected to have activities in this category, but it should be used to report specialized activities that occupy 5% or more of a faculty member's time. Evaluation criteria will vary with the nature of the work that is being done. See SWS evaluation criteria for additional details.

Promotion from Associate Professor to Professor

The requirements for promotion to the rank of professor the Department of Soil and Water Systems will be based primarily on the guidelines set out in the Faculty Staff Handbook and in the guidelines provided in this document. 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 SWS 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 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.

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

An average evaluation of “meets expectation” in teaching is expected for promotion and tenure.

Percent Teaching Appointment	100	75	50	25	0
Credits taught** (excluding 500 and 600 research and thesis/dissertation credits)	150	112	75	37	0
Student assessment of instruction	Student assessment of instruction expectations specified in the SWS Annual Evaluation Criteria				
Administrative assessment of teaching	Administrative assessment of teaching expectations specified in the SWS Annual Evaluation Criteria				
Evidence of teaching competence may include (Faculty select and document one or more of these criteria.)	<ol style="list-style-type: none"> 1. use of undergraduate research activities 2. use of distance teaching 3. documented teaching excellence 4. other 				

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

Advising Guidelines for Promotion to Professor

Effective advising that considers students’ career goals and achieves timely graduation. See the SWS Annual Evaluation Criteria for additional details.

Scholarship Guidelines for Promotion to Professor

Graduate Student Mentoring

Each faculty member will participate in graduate education, e.g. service on graduate student committees. Faculty members with 50% research appointment will average at least one graduate student in their program. See SWS Annual Evaluation Criteria for additional details.

Acquisition of Extramural Support

Adequate extramural funding is acquired to support an effective research and/or extension program, recognizing that the amount of funding available varies by area. See SWS Annual Evaluation Criteria for additional details.

Productivity

Percent Research Appointment	100	75	50	25	0
Publications (refereed journal)*	18	14	10	5	2
Presentations at professional meetings	20	15	10	5	2

*Based on 1 refereed publication for every 33% research appointment multiplied by 6 years, with an understanding that there may be fewer publications in some cases. See the SWS Annual Evaluation Criteria for additional detail.

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. See SWS Annual Evaluation Criteria for additional details.

We also consider the quality of the research, e.g. creativity and significance of the impact of the work. See SWS Annual Evaluation Criteria for additional details.

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

Timely submission of required reports, e.g. CRIS, Hatch proposals, and other required forms/reports is expected.

Grantsmanship

While grantsmanship is not a criterion for promotion and tenure in the Faculty Staff Handbook, there is an expectation that funding will be secured by the candidate to meet expectations in research and extension. Success in this area will be based on achieving the publication and presentation targets for the specific percent appointment in each area, recruitment of graduate students and support of travel to conferences and other professional development events. Successfully competing for national competitive grants will be considered favorably during promotion and tenure considerations. More detail is available in the SWS Annual Evaluation Criteria.

Extramural and University Service

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

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 SWS Annual Evaluation Criteria for additional details.

Program Delivery

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

Programming Outcomes and Evaluation

Programs are evaluated by learners and peers to document learning. Follow-up evaluations are done to document application of learned techniques by participants. Timely submission of required reports, e.g. CALS PLAN, is expected.

See SWS Annual Evaluation Criteria for additional details.

Acquisition of Extramural Support

Adequate extramural funding is acquired to support an effective extension program, recognizing that the amount of funding available varies by area. See SWS 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. Presentation of evidence of national recognition of a program is encouraged. See SWS 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

*Based on annual extension expectations multiplied by 6 years, with an understanding that there may be fewer publications in special cases. See the SWS Annual Evaluation Criteria for additional detail.

Evidence of the development of a targeted Extension program and a positive relationship with stakeholders must be provided. Products in support of this include:

- teaching materials or curricula
- development of educational websites
- development and effective use of social media
- demonstration field trials, field days, workshops and tours
- presentations at workshops, seminars or short courses
- popular press, newsletters or newspapers articles, radio or television spots
- positive relationships with stakeholders

Other valued outputs that would be considered for promotion could include patents, copyrights, commercial licenses, reviewed program curricula, documentation of adoption of newly developed practices, and presentations at professional meetings.

Advancement Guidelines for Promotion to Professor

Faculty members are encouraged, but not required to participate in advancement efforts, i.e. fundraising. See SWS evaluation criteria for additional details.

Professional Development Guidelines for Promotion to Professor

Faculty members are expected to participate in professional development, e.g. attend professional meetings or workshops to increase capacity and address critical issues. See SWS evaluation criteria for additional details.

Other Activities

Faculty members are not expected to have activities in this category, but it should be used to report specialized position-related activities that occupy 5% or more of a faculty member's time. Evaluation criteria will vary with the nature of the work that is being done. See SWS evaluation criteria for additional details.

GUIDELINES FOR THE PREPARATION OF THE PROFESSIONAL PORTFOLIO

Maximum length is 12 pages. Appendices, e.g. teaching portfolio, papers, etc. can be added. The minimum required elements are listed below. Consult FSH 3570 B for more detail.

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 research

This should include overall summary of research activities and brief descriptions of the various aspects of the research program. How the research 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 research, 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.