

**COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
UNIVERSITY OF IDAHO**

**CALS POLICIES FOR FACULTY PERFORMANCE EXPECTATIONS, ANNUAL
PERFORMANCE EVALUATIONS, & PROMOTION AND TENURE CRITERIA**

**Approved by
College of Agricultural and Life Sciences Faculty**

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University of Idaho

**College of Agricultural
and Life Sciences**

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CALS Policies for Faculty Performance Expectations, Annual Performance Evaluations, and Promotion and Tenure Criteria (approved by CALS faculty May 1, 2019)

I. INTRODUCTION

This document outlines the bylaws governing the processes and policies for tenure, promotion, and annual performance evaluation, and criteria for tenure (including third year review and periodic performance review), promotion, and annual performance evaluation in the College of Agricultural and Life Sciences (CALs). The University of Idaho Faculty-Staff Handbook (FSH) is the governing document for the university. The policies and guidelines for CALs contained here are consistent with the University of Idaho guidelines, but have been made more specific for faculty and staff of CALs. The following sections of the UI Faculty-Staff Handbook (FSH) provide more complete information on university guidelines.

Section 1565 Academic Rank and Responsibilities

Section 3050 Position Descriptions

Section 3560 Faculty Promotions

Section 3520 Faculty Tenure

Section 3570 Professional Portfolio

Section 3320 Annual Performance Evaluations

College units must establish and periodically update faculty-approved criteria and procedures for tenure and promotion specific to their unit, consistent with both university and college guidelines. Unit criteria and procedures may exceed those of the College of Agricultural and Life Sciences or define the criteria and procedures more precisely.

In conjunction with faculty performance expectations, criteria for tenure and promotion, and the college context statement as described by this document (e.g., college by-laws for promotion and tenure), peer and administrative evaluators shall use the following documents in evaluating individual faculty members, (1) unit criteria and procedures for promotion and tenure specific to the faculty member's unit (aka unit by-laws), (2) the unit context statement for the faculty member's unit, (3) the faculty member's Professional Portfolio, and (4) the faculty member's position description(s). In addition, a collaborative context statement between the unit administrator and the faculty member summarizing the faculty member's role in the context of the department (unit), college, and across the university may be included at the discretion of each unit. Each unit will include the unit context statement, and the district directors will include the context statement for all county Extension faculty. The faculty member will develop a professional portfolio with concurrence of the unit administrator.

A. College Context Statement

College of Agricultural and Life Sciences programs are committed to meeting the needs of Idaho's greatest resource: its people. Contributing to the mission of Idaho's land-grant university, the college focuses on teaching, research, outreach, and extension. The college is the major source of food and fiber systems research as well as research and outreach regarding the environment and natural resources; life sciences; agribusiness and policy analysis; child, family, and consumer

sciences; and in youth development. The college provides undergraduate and graduate degree programs as well as non-credit educational outreach.

In addition to the faculty, staff, and administration located on the Moscow campus, college personnel are located in 9 Research and Extension Centers and 42 county Extension offices across the state. Faculty have appointments in one or more of the three major functions of the college: scholarship and creative activities, teaching, and extension and outreach. Faculty with teaching appointments use face-to-face or distance education delivery to teach credit courses, non-credit seminars and workshops, continuing education programs, and international programs. Faculty with research scholarship and creative activity appointments advise graduate students and engage in research and outreach. Faculty with Extension appointments provide public service, engage in applied research or other types of discovery, and provide non-credit instruction or other types of education. Faculty with extension appointments are charged with planning, facilitating, implementing, and evaluating education based on clientele-assessed needs.

The college values and encourages collaborative work and team efforts. Faculty must also build alliances with other faculty and professionals when appropriate, and vigorously support the endeavors of the group. Faculty must act independently when appropriate, exhibiting initiative and persistence sufficient for the project or program needed.

All faculty are expected to be collegial members of their units and to perform appropriate service that contributes to the effectiveness of their units, colleges, and the university as well as of their professions. Faculty must be good citizens of the academic community by serving committees and accepting assignments in the unit, the college, and the university.

Faculty engage in professional development through activities such as attendance, participation, and leadership in academic and honor societies, professional associations, scientific meetings, conferences, and symposia. Senior faculty should serve as formal or informal mentors for new faculty.

All faculty in the professorial ranks have a responsibility to engage in scholarly teaching and learning, discovery, artistry, integration, and application. Scholarship is creative intellectual work validated by peers and communicated to peers. More specifically, such work in its diverse forms is based on a high level of professional expertise; shows evidence of originality; is documented and validated through peer review or critique; and is communicated in appropriate ways so as to have impact on or significance for the public beyond the college, or for the discipline itself. Examples of scholarship for the various faculty roles in the college are in Section III of this document and in Appendix A.

The position description (FSH3050) details the faculty member's responsibilities in the various functions of the college and also provides expectations for accomplishments. The position description is the primary basis for annual performance evaluation as well as for promotion and tenure.

B. Unit Context Statement

Each unit has a context statement describing the mission of the unit, its make-up (number of teaching, research, and Extension faculty), its programs, its facilities, the appropriate professional

associations for faculty presentations, and the appropriate publications for faculty submissions. The nature and value of international activities should be as appropriate to the unit, along with performance expectations for faculty involved in international activities, typical work products associated with these activities and benefits accruing to the faculty, the unit, and the college.

C. Professional Portfolio

The development and content of the Professional Portfolio for third year review and tenure and promotion is outlined in Section 3570 in the UI Faculty-Staff Handbook.

II. COLLEGE PROCEDURES FOR TENURE, PROMOTION AND ANNUAL PERFORMANCE EVALUATION

The college follows the procedures outlined in the UI Faculty-Staff Handbook and these college bylaws. Pertinent sections of the handbook are noted below.

A. Position Descriptions

Position descriptions are the primary basis for annual performance evaluation, tenure, and promotion. Position descriptions must accurately reflect the stated expectations for tenure, promotion, or satisfactory performance evaluation. Position description percentages should have direct correlation to the funding source. A detailed explanation of position descriptions is in UI Faculty-Staff Handbook Section 3050.

B. Tenure Consideration

Process for tenure review in the UI Faculty Staff Handbook Section 3520 must be followed for faculty members being considered for tenure.

C. Promotion Consideration

Process for promotion review in the UI Faculty-Staff Handbook Section 3560 must be followed for faculty members being considered for promotion.

D. Third-Year Review

According to the UI Faculty-Staff Handbook Section 3520, a more thorough review by a non-tenured faculty member's colleagues is held during the third full year of service at UI. Third-year reviews are conducted using University and unit guidelines (UI Faculty-Staff Handbook Section 3520). FSH 3560 requires a third-year review for non-tenure track faculty, following the same process as laid out in Section 3520.

E. Periodic Performance Review of Tenured Faculty Members

Periodic performance reviews of tenured faculty will be conducted according to the UI Faculty-Staff Handbook Section 3320 and State Board of Education policies.

F. Periodic Performance Review of non-Tenure Track Faculty

Non-tenure track faculty are required to have a periodic review every five years (see FSH Section 3560).

G. Annual Performance Evaluation

Each faculty member is evaluated by the unit administrator following unit, college, and university guidelines. This review must be based on the performance expectations in the individual position description. Detailed information can be found in the UI Faculty-Staff Handbook Section 3320.

III. COLLEGE OF AGRICULTURAL AND LIFE SCIENCES FACULTY PERFORMANCE EXPECTATIONS

Faculty are expected to perform all responsibilities defined in the position description, with excellence as the performance goal for each responsibility. Faculty performance expectations include (1) scholarship; (2) collaboration and team work; and (3) service to and good citizenship towards the unit, college, university, and the professional community. In the College of Agricultural and Life Sciences, as described in Section I-A of this document, scholarship is creative intellectual work validated by peers and communicated. Examples of scholarship appropriate to various responsibilities are included in the following sections: teaching, advising, research, extension, service, and international activities. Collaborative work and team efforts and service are also expectations. Faculty must act independently when appropriate, exhibiting initiative and persistence sufficient for the project or program needed but must also build alliances with other faculty and other professionals when appropriate and vigorously support the endeavors of the group. Additionally, all faculty are expected to be collegial members of their units and perform appropriate service that contributes to the effectiveness of their units, the college, and the university as well as their professions. Faculty must be good citizens of the academic community by serving on committees and accepting assignments in the unit, the college, and the university.

Performance that meets expectations, as per the annual performance evaluation form, is expected in the teaching/advising, scholarship/creative activities, university service/leadership, and extension/outreach components of a faculty's appointment at each level of professorial rank. To make progress on the goals defined in the position description and contribute positively to life and learning at the University of Idaho, one must perform at a level sufficient for promotion in rank and tenure in teaching/advising, scholarship/creative activities extension/outreach, and university leadership/service. Scholarship is a college and university expectation, as reflected by generation of both competitive and non-competitive external funding support, technology development and transfer, and peer recognition as reflected by participation in meetings and symposia, juried or invited exhibits and artistic endeavors, book publication, authoring chapters in books, publication of peer-reviewed monographs or creative works, publication of refereed journal articles, development of software/video publications, and creation of scales/instruments involved in original research are examples of appropriate scholarship outputs. Other factors considered are evidence of innovation in research and interdisciplinary activities, honors and awards for scholarship, and the number of graduate students and postdoctoral fellows directed and funded.

Generalized expectations for stages of a tenure-track or tenured academic career in CALS is provided in Appendix B.

Scholarship is defined by works or products that are reviewed and validated through peer evaluation (peer-review). The level of scholarship performance is based on the percentage of effort in each activity as defined in the position description. Scholarship requirements and

expectations for faculty, based on the faculty's position description, will be evaluated with a narrative in each appointment category.

Individual units have performance/scholarship expectations in addition to the required expectations of the College of Agricultural and Life Sciences. Unit expectations either exceed CALS performance expectations or define performance more precisely in teaching/advising, scholarship/creative activities, university service/leadership, and extension/outreach (number of refereed manuscripts, grant source, etc.).

Faculty in the College of Agricultural and Life Sciences will have the following performance or scholarly requirements in teaching/advising, scholarship/creative activities, service/leadership, and extension/outreach activities.

A. Performance Expectations in Teaching and Advising

Teaching activities shall be assessed as outlined in the University of Idaho Faculty and Staff Handbook (FSH-1565 C-1; 3320).

Teaching Evaluation Expectations

- Recognizing the fact that student evaluations can be problematic in some situations, average score for student evaluations of teaching performance should be 3 or greater (4-point scale) for each course taught. Student evaluation scores, however, should not be used as the sole determinant of teaching quality in annual performance evaluations.
- Overall indicators of teaching quality should be determined by the unit head in collaboration with unit faculty. Evaluation metrics for teaching activities not defined in the UI Faculty-Staff Handbook shall be reviewed by unit and college administration.

Advising Evaluation Expectations

- Evaluation metrics for advising activities not defined in the University of Idaho Faculty and Staff Handbook shall be reviewed by unit and college administration. Evaluation metrics approved through this procedure may be included as part of a faculty's annual position description document.
- All faculty with scholarship and creative activities appointments should be involved in advising and mentoring graduate students.
- Faculty should provide competent academic advising and career mentoring for timely completion of a both undergraduate and graduate degrees.

Teaching Load (percentage FTE) Calculations

One (1) credit should equal 0.04 or 0.05 FTE on an annual basis for an undergraduate or graduate "reference course," respectively, defined as a medium-enrollment, 3-credit, face-to-face, non-distance, lecture-based course that includes, at a minimum, several graded assignments, multiple exams, and a final. FTE effort for other types of courses are adjusted relative to effort required to teach these undergraduate and graduate "reference courses." Course types and associated FTE are defined as follows.

Cooperative-Listed Course A cooperative-listed course is a UI course that is also open to WSU degree-seeking students. Undergraduate: 0.04 FTE/credit, Graduate: 0.05 FTE/credit.

Cross-Listed Course A cross-listed course is one listed under the prefixes of two different departments, schools, or colleges. Cross-listed courses usually have the same number and title. Undergraduate: 0.04 FTE/credit, Graduate: 0.05 FTE/credit.

Directed-Study Course A directed-study course is one that provides a more in-depth and comprehensive study of a specific topic than is available in a regularly scheduled class. Reasons for offering a directed-study course include having a one-time, very-low enrollment (e.g., 1-3 students) in a regularly-scheduled course that a student needs for timely graduation; and/or not having an established course in the subject area. Course numbers for directed study courses include 299, 499, 502, and 602. Undergraduate and Graduate: 0.02 FTE/credit.

Distance Course Distance courses are integral to successful distance education. They are delivered via a variety of modalities including video conferencing, on-line live or prerecorded lectures, and hybrids of these and other methods. They can be synchronous (all students and instructors are on-line at the same time), completely asynchronous (students can participate at any time), or a combination of synchronous and asynchronous. Some distance courses combine on-line components with limited amounts of in-person, face-to-face classes. Undergraduate: 0.04 FTE/credit, Graduate: 0.05 FTE/credit.

Dual-Credit Course (also referred to as “dual-enrollment”) The dual-credit program is authorized by the Idaho State Legislature and provides qualified high school students an opportunity to receive both high school and university credit for classes taken at the student’s high school or on-line. Dual-credit courses are overseen by UI faculty teaching the course on one of UI’s campuses or as a distance class. These faculty work with the high school teacher to assure equivalency of the courses and may participate in development of course materials (including assignments and exams) and grading. For the purpose of determining FTE earned by overseeing dual-credit courses, the “section” taught to high school students should be considered separately from the “section” taught to UI students. For the purpose of determining if a dual-credit section qualifies as a higher-enrollment course, enrollment is calculated as the sum of enrollments across all high schools. Undergraduate: 0.004 FTE/credit.

Extra Section Often times, several sections of a lecture- or laboratory-based course will be offered to accommodate large enrollments and/or students who need distance delivery. When this results in the faculty needing to put forth additional effort to deliver the same material more than once each week, this is considered to be an extra section of a course. There is a wide range of effort required of faculty for teaching extra sections, depending on factors such as whether there is a laboratory manager or TA to assist. FTE/credit will be determined on a course-by-course basis by the unit head in consultation with the instructor of record, but in general an extra section will garner an additional 25-75% of the FTE earned from its base course.

Graduate Research Credit These credits are applied toward a graduate student’s research or scholarly products over the period of his/her graduate school matriculation. Faculty effort toward this credit varies greatly among disciplines; is influenced by stage of student; the degree (MS vs. PhD) and whether an MS is thesis or nonthesis in nature; and among faculty members. Course numbers for graduate research credit courses include 500, 599, and 600. It is noted that 500, 599, and 600 credits are not, *per se*, counted toward teaching load, as graduate thesis advising is credited on a per advisee basis, rather than per credit.

Higher-Enrollment Course Higher-enrollment courses are defined differently by various institutions and within different units and are not just the opposite of lower-enrollment courses (see below). CALS defines “higher-enrollment” as follows.

Lecture-Based Courses

Lower-division (100- and 200-level), undergraduate: $\geq \sim 70$ students

Upper-division (300- and 400-level), undergraduate: $\geq \sim 50$ students

Graduate: $\geq \sim 20$ students

Laboratory Courses

Lower-division (100- and 200-level), undergraduate: $\geq \sim 30$ students

Upper-division (300- and 400-level), undergraduate: $\geq \sim 20$ students

Graduate: $\geq \sim 10$ students

For cooperative-listed courses, WSU students are counted as if they were UI students. In general, higher-enrollment designation should reflect average enrollment during the 3 most recent times a course was taught. Undergraduate and Graduate: 25% additional FTE. To determine effort for a higher-enrollment course, first calculate FTE without considering enrollment. Then multiply calculated FTE by 1.25.

Internships/Practicums/Supervised Practice/Student Teaching In these types of classes, students undertake a significant experiential learning opportunity, typically with a for-profit, non-profit, healthcare, educational, governmental, or community-based organization. These courses represent an educational strategy that links classroom learning and student interest with the acquisition of knowledge and skills in an applied work setting. Through experience and direct observation, reflection, and evaluation, students gain an understanding of the internship site’s work, mission, and audience; how these potentially relate to their academic study; and the organization’s position in the broader industry or field. For students wishing to earn teaching or health credentials (e.g., RDN), these experiences are characterized by substantial effort by a qualified and vetted supervisor (usually not UI faculty) and must meet credentialing standards. Course numbers for these types of courses include 298, 398, 498, 598, and 698. There is a wide variety of these types of courses and therefore a range in the amount of time required by UI faculty to oversee them. As such, they have been broadly characterized into the following groups.

- *Group A Courses:* These courses require faculty to place a student in an appropriate experiential learning situation and ultimately assess whether the student’s experiences were appropriate and adequate for the credits received. In some situations, the faculty visit the student’s placement location, but these visits are few (1-3 times) and do not require substantial travel away from their position location (as defined in UI position descriptions). *Internships* and *supervised practice* courses generally fall within Group A. These courses are the least time consuming for faculty, requiring $\sim 3-7$ hours/student/semester. Undergraduate and Graduate: 0.004 FTE/student.
- *Group B Courses:* These courses are similar to those in Group A, except substantially more time is required by the faculty for one-on-one teaching, periodic assessment, and/or travel. These courses require $\sim 10-20$ hours/student/semester. Undergraduate and Graduate: 0.01 FTE/student.

- **Group C Courses:** These courses are *intensive teaching* experiences generally needed by students to become credentialed to teach in preK-12 classrooms. In addition to finding suitable placements, faculty are highly involved in periodic review and evaluation of lesson plans and student progress; faculty are also required to travel to the placement site for lengthy one-on-one consultation and review. These placement sites are typically not local (outside a faculty's official position location), so each site visit requires a separate trip for the faculty. These courses may require up to ~40-60 hours/student/semester. Undergraduate and Graduate: 0.03 FTE/student.

Joint-Listed Course A joint-listed course is one simultaneously listed as both an undergraduate and graduate course and taught by the same faculty member. Additional and more rigorous course assignments are included to fulfill the requirements for the graduate-level course. 0.04 FTE/credit if only undergraduate students are enrolled; 0.045 FTE/credit if there are also graduate students enrolled.

Laboratory Course A laboratory course is characterized by intense and continuous use of an agricultural, "wet," or food preparation laboratory for teaching and experimentation. These courses require substantial preparation for each session, including (but not limited to) procurement of chemicals, laboratory equipment, foods, plants, and animals. There is a wide range of effort required of faculty for teaching these types of courses, depending on factors such as number of hours devoted to laboratory section(s) and whether there is a manager/TA to assist with the laboratory. FTE/credit will be determined on a course-by-course basis by the unit head in consultation with the instructor of record. Undergraduate and Graduate: 0.04 to 0.05 FTE/credit.

Lecture/Laboratory Course These types of courses combine standard lectures with a laboratory; sometimes more than one section of the laboratory is taught. In CALS, these are generally 4-credit courses in which students attend three lectures and one laboratory class each week. There is a wide range of effort required of faculty for teaching these types of courses, depending on factors such as number of hours devoted to laboratory section(s) and whether there is a manager/TA to assist with the laboratory. FTE/credit will be determined on a course-by-course basis by the unit head in consultation with the instructor of record. Undergraduate and Graduate: 0.04 to 0.05 FTE/credit.

Lower-Enrollment Course Lower-enrollment courses are defined as follows.

Lower-division (100- and 200-level), undergraduate: < ~12 students

Upper-division (300- and 400-level), undergraduate: < ~8 students

Graduate: < ~5 students

For cooperative-listed courses, WSU students are counted as if they were UI students. In general, lower-enrollment designation should reflect average enrollment during the 3 most recent times a course was taught. Undergraduate and Graduate: 25% less FTE. To determine effort for a low-enrollment course, first calculate FTE without considering enrollment. Then multiply calculated FTE by 0.75.

1st New Preparation This refers to the first time a course is taught by a given instructor. Undergraduate: 0.06 FTE/credit for face-to-face and 0.07 FTE/credit for asynchronous distance courses. Graduate: 0.07 FTE/student for face-to-face and 0.08 FTE/credit for asynchronous distance courses.

2nd Preparation This refers to the second time a course is taught by a given instructor. Undergraduate: 0.05 FTE/credit for face-to-face and 0.06 FTE/credit for asynchronous distance courses. Graduate: 0.06 FTE/credit for face-to-face and 0.07 FTE/credit for asynchronous distance courses.

Professional Development Course Professional development courses are used in a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Course numbers for professional development courses include 405, 505, and 605. Undergraduate: 0.02 FTE/credit.

Reference Course For the purposes of this document, the “reference course” is a medium-enrollment, 3-credit, face-to-face (non-distance), lecture-based course that includes (at a minimum) several graded assignments, multiple exams (and likely quizzes), and a final. The faculty member also responds to students’ communications on a daily basis, holds office hours, and may offer review sessions as needed. Note that effort for all other course types is relative to that needed to teach a reference course. Undergraduate: 0.04 FTE/credit. Graduate: 0.05 FTE/credit.

Seminar Course Seminar courses are typically small and are generally led by a faculty member. They are often higher-level or graduate classes that focus on a specialized subject area in a given major or minor. Students are often expected to read relevant assignments and literature, give presentations, and participate in discussions. Course numbers for seminar courses include 200, 400, 501, and 601. There is a wide range of effort required of faculty for seminar classes. FTE/credit will be determined on a course-by-course basis by the unit head in consultation with the instructor of record. Undergraduate and Graduate: 0.02-0.04 FTE/credit.

Special Topics Course Special topics courses typically address a current or timely topic; are in a “pilot” phase before being offered on an ongoing basis; and/or are known to be one-time offerings. Special topics course offerings can vary from semester to semester but should not be offered in the same form for more than 2 semesters before being converted to a regularly scheduled course. Course numbers for special topics courses include 204, 404, 504, and 604. Undergraduate: 0.04 FTE/credit. Graduate: 0.05 FTE/credit.

Studio and Technical Courses These courses typically involve practical and/or creative activities requiring specialized equipment and materials but not involving intense and continuous use of an agricultural, “wet,” or food preparation laboratory. Sometimes these courses involve fieldwork. In general, their purpose is to provide technical instruction and allow experience, experimentation, and practice with equipment and techniques. There is a wide range of effort required of faculty for teaching these types of courses, and FTE/credit will be determined on a course-by-course basis by the unit head in consultation with the instructor of record. Undergraduate and Graduate: 0.04-0.05 FTE/credit.

Workshop Courses Workshops usually involve a member of the teaching staff presenting themes and concepts, or the development of a skill, related to the course of study. Workshops may involve more hands-on learning and also may allow discussion, interaction, presentation, and debate on a given topic. Sometimes these courses involve fieldwork. Course numbers for workshop courses include 203, 403, 503, and 603. Undergraduate and Graduate: 0.02 FTE/credit.

FTE effort for each type of course is summarized in tabular form here. Note that relative FTE effort for the various course types has been determined based on estimated effort for the “reference course.”

Course Type	Undergraduate	Graduate
Cooperative listed	0.04 FTE/credit	0.05 FTE/credit
Cross listed	0.04 FTE/credit	0.05 FTE/credit
Directed study	0.02 FTE/credit	0.02 FTE/credit
Distance course	0.04 FTE/credit	0.05 FTE/credit
Dual credit	0.004 FTE/credit	NA
Extra section	25-75% of base course	NA
Graduate research	“Credit” for overseeing graduate research credits is applied to advising rather than teaching.	
Higher enrollment	25% additional	25% additional
Internships/Practicums/ Student Teaching		
<i>Group A</i>	0.004 FTE/student	0.004 FTE/student
<i>Group B</i>	0.01 FTE/student	0.01 FTE/student
<i>Group C</i>	0.03 FTE/student	0.03 FTE/student
Joint Listed	0.04 FTE/credit if only undergraduate students 0.045 FTE/credit if graduate students enrolled	
Laboratory	0.04-0.05 FTE/credit	0.04-0.05 FTE/credit
Lecture/laboratory	0.04-0.05 FTE/credit	0.04-0.05 FTE/credit
Lower enrollment	25% less effort	25% less effort
Professional development	0.02 FTE/credit	NA
Reference course	0.04 FTE/credit	0.05 FTE/credit
Seminar	0.02-0.04 FTE/credit	0.02-0.04 FTE/credit
Special topics	0.04 FTE/credit	0.05 FTE/credit
Studio and technical	0.04-0.05 FTE/credit	0.04-0.05 FTE/credit
1 st new preparation	0.06 FTE/credit for face-to-face 0.07 FTE/credit for asynchronous distance	0.07 FTE/credit for face-to-face 0.08 FTE/credit for asynchronous distance
2 nd preparation	0.05 FTE/credit for face-to-face 0.06 FTE/credit for asynchronous distance	0.06 FTE/credit for face-to-face 0.07 FTE/credit for asynchronous distance
Workshop	0.02 FTE/credit	0.02 FTE/credit

Undergraduate Advising Load (Percentage FTE) Calculations

- Faculty appointments in undergraduate advising should be credited at 0.0025 FTE/advisee.
- An appointment in advising should generally not exceed 0.05 FTE (20 undergraduate advisees).
- In units where faculty are expected to participate in undergraduate advising, undergraduate advising activities should be shared by all academic faculty who instruct course(s) in a specific departmental major.

Graduate Advising and Mentoring Load (Percentage FTE) Calculations

- All academic faculty with scholarship/creative activity appointments are expected to advise and mentor graduate students.
- Graduate mentoring pertaining to research should be counted as scholarship/creative activity and should not be included as graduate advising activities.
- Faculty appointments in academic advising of graduate students (course selection, committee work, career guidance, etc.) shall be credited as follows. Exceptions to these values can be made at the discretion of the unit head.

Nonthesis masters (committee member)	0.005 FTE/student
Nonthesis masters (major advisor)	0.01 FTE/student
Masters student (committee member)	0.01 FTE/student
Masters student (major advisor)	0.03 FTE/student
PhD student (committee member)	0.01 FTE/student
PhD student (major advisor)	0.03 FTE/student

B. Performance Expectations for Scholarship and Creative Activities

- For a given evaluation period, all faculty holding a scholarship/creative activity appointment shall meet scholarship expectations as defined in the UI Faculty-Staff Handbook (FSH-1565 C-2;3320)
- Scholarship activities shall be assessed as outlined in the UI Faculty-Staff Handbook (FSH-1565 C-2; 3320)
- Faculty should have performed during a given evaluation period at a level expected for promotion, tenure or professorial level based on the goals and responsibilities put forth previously for the year annual performance evaluation and position description.
- There are several types of scholarship. Thus, the faculty and unit administrator are required to describe the forms of scholarship and expectations in the faculty position description. The quality of the scholarship activity should be documented using professional discipline criteria, determined by each unit, and may include indicators described below. The annual faculty activity report should include a description of the productivity level and quality of scholarship.
- Publications: Each discipline has its own norms and values related to expectations of quality refereed publications. The definition of “quality” is at the discretion of each department.

Academic Faculty (Regular Faculty and Extension Specialists)

- In addition to other indicators of competence outlined below, CALS requires at least two high-quality refereed publications per 1.0 FTE scholarship/creative activity appointment per year in which a major contribution was made. This would correspond to a minimum requirement of at least one high-quality refereed publication for a faculty member holding a 0.50 FTE research appointment. These benchmarks represent minimum annual publication expectations and, depending on the magnitude and quality of other scholarly outputs and activities, may not represent sufficient scholarly activity for tenure and/or promotion. Appendix B of this document provides a useful guide in this regard.

- To be considered a major contributor to a refereed publication, the faculty member should have been involved on one or more of the following components of a research study.
 - Designing the research study
 - Obtaining funding to support the study (grant writing)
 - Designing the methodology used in the study
 - Data collection
 - Data analysis and interpretation
 - Writing, reviewing, and editing the research manuscript for publication
- Generally, credit is given only when papers are “accepted”, “in press,” or published with journal citation.
- Research and publications should be in accordance with the position description.
- Publication of papers resulting from doctoral and post-doctoral work are highly encouraged within the first 2 years of employment and, in general, will be counted similar to those resulting from research conducted since the completion of doctoral and post-doctoral work. However, it is expected that faculty will transition to conducting research that is not fundamentally dependent on their doctoral and postdoctoral mentors.
- In special circumstances in which publication targets may not be achieved but the unit administrator confirms that satisfactory progress is being met, a 3-year rolling average may be used to establish acceptable scholarly progress. In this case, annual evaluations must include a summary of publications during the prior 3-year evaluation periods.
- Under extenuating circumstances, such as type of research conducted and availability of needed resources, the unit head in coordination with the dean and faculty member can adjust expectations as appropriate and reasonable.

Quality and Contribution

- Indicators of quality should be determined by the unit head in collaboration with unit faculty and should be delineated in the unit’s bylaws.
- Quality involves three factors which must be documented in the narrative evaluation: creativity or originality of research; quality of publication outlet; impact of work.
- An Impact Factor (or similar metric) is useful and should be cited by the faculty member, but as a stand-alone single indicator of quality of publications is not adequate.
- A faculty member’s h-index is useful and can be used, but as a stand-alone single indicator of impact is not adequate nor disqualifying depending on unit expectations.
- Primary literature and meta-analyses should be published in refereed journals as indicated by accepted and appropriate search engines, such as Ulrichs which is accessible via the UI Library.
- The Indicators of Competence and Indicators of Excellence listed below highlights possible indicators across the college. Individual units may have additional indicators, as relevant to their individual professional disciplines.

Indicators of Competence for Tenure Consideration, Promotion to Associate Professor, and Annual Performance Evaluations

- Publication of primary literature in high-quality, refereed journals in appropriate disciplines
- Publication of technical reports or monograph
- Presentation of invited papers at major meetings of appropriate disciplines

- Publication of a chapter in a scholarly book or college-level textbook
- Invited papers in proceedings of regional, national, or international meetings (refereed)
- Ad hoc reviewer for major refereed journals
- Publication in non-refereed but widely recognized professional journals
- Invited colloquium/seminar at major institution of higher education
- Clear contribution to the research of others (e.g., citations, h-index, successful interdisciplinary collaborators)
- Other creative scholarship—e.g., high-quality software development, technology, curriculum adopted by others, etc.

Indicators of Excellence for Advancement to Professor (In addition to Indicators of Competence)

- Publication of scholarly book(s) in area of disciplinary expertise
- Publication of college-level textbook(s) used by peer universities
- Consistent publications of primary literature and reviews in refereed journals that are highly regarded by the profession
- Recognition from peers in the field: e.g., fellow, research awards, publication awards, invited (and at least partially funded) presentations at national/international meetings
- Grant reviewer/panel member for national research organizations (e.g., NSF, NIH, USDA)
- Significant external funding for research
- Reviewer for high-quality journals in discipline

Extension Educators and Area Extension Educators

The University of Idaho requires that all Extension faculty have dedicated effort in scholarship and creative activities, reflected in their position descriptions. Scholarly extension activities are generally reflected in the publication of peer-reviewed extension products (PREPs). PREPs must have been subjected to review via Extension Publishing or a similar rigorous review process and must be original products or major revisions of existing products. Extension Educators and Area Educators should strive to publish high-quality, evidence-based PREPs, and the determination of what constitutes “quality” is the responsibility of the unit. A non-exhaustive list of examples of PREPs is provided here.

- Extension bulletins
- Journal articles (e.g., Journal of Extension, Journal of Agricultural Education, Journal of Youth Development, Journal of Extension Family and Consumer Sciences, etc.)
- Books or book chapters
- Manuals
- Apps
- Videos
- Educational games
- Websites
- Curricula
- Others high-quality PREPs as appropriate

An **Extension Educator** should have a minimum of 0.05 FTE associated with the scholarship/creative activities portion of his/her position description and is expected to be a major contributor on a minimum of one (1) high-quality PREP every five (5) years.

An **Area Extension Educator** should have a minimum of 0.15 FTE associated with the scholarship/creative activities portion of his/her position description and is expected to be a major contributor on a minimum of three (3) high-quality PREPs every five (5) years.

To be considered a major contributor to a PREP, the Extension faculty member should have been involved on one or more of the following components of the scholarly product.

- Designing the research study or scholarly product
- Obtaining funding to support the study or scholarly product (grant writing)
- Designing the methodology used in the study (if applicable)
- Data collection (if applicable)
- Data analysis and interpretation (if applicable)
- Writing, reviewing, and editing the manuscript for publication

These benchmarks represent minimum annual scholarly product expectations and, depending on the magnitude and quality of other outputs and activities, may not represent sufficient scholarly activity for tenure and/or promotion. Appendix C of this document provides a useful guide in this regard.

Note that Extension Specialists are also expected to publish high-quality PREPs on an annual basis, but this expectation is considered part of their Extension and Outreach FTE; see below.

C. Performance Expectations for Extension and Outreach

For more information on this section, see also the University of Idaho Faculty and Staff Handbook (FSH-1565 C-3 and D-4; 3320). Further information guiding this section can be found in University of Idaho Extension documents D-100-16 and D-101-30.

- In the spirit of the land-grant mission, all CALS faculty are expected to actively participate in outreach activities and are encouraged to partner with Extension faculty and others to help disseminate evidence-based information and skills to the public when possible and appropriate.
- As part of their extension/outreach appointment, Extension specialists with a 100% extension appointment (1.0 FTE) should be a major contributor on a minimum of two (2) high-quality PREPs on an annual basis. This is the equivalent to a minimum of ten (10) high-quality PREPs every five years. Extension specialists with a 0.50 FTE extension appointment should be a major contributor on a minimum of one high-quality PREP each year.
- In addition to PREPs, all Extension faculty must develop and deliver a variety of non-peer-reviewed, high-quality Extension activities and products. The minimum requirement and determination of what constitutes “quality” for these extension products is the responsibility of the unit. Expectations for extension activities include the following.

- Evidence of defined extension program(s) which identify major clientele needs, problems, or issues through input from formal advisory committees and review of current literature.
- Extension programs will typically be multifaceted, including several of the following activities/products.
 - Development of Extension work products for target audience(s)
 - Presentations at workshops, seminars, conferences, meetings, or short courses
 - Development or modification of teaching materials or curricula
 - Development of educational websites
 - Development of social media, videos and other online resources
 - Demonstration trials, field days, workshops, or tours
 - One-on-one advising and communication with stakeholders via phone, face to face and email
 - Popular press, trade journal articles, newsletter, or newspaper articles
 - Radio or television spots
 - Curricula
 - Manuals
 - Apps
 - Games
 - Other work products as appropriate
- Evidence of clientele reached (with consideration to the potential target audience reached) and respective reporting in the annual extension reporting system.
- Programming inputs, outputs, outcomes, and impacts reported in the annual Extension reporting system (i.e. a completed annual extension reporting system report).
- Clientele, peer, and administrator evaluations must be 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.
- Positive working relationships with stakeholder groups.
- Active participation in and significant contributions to at least one (1) but not more than three (3) Priority Extension Themes (PETs).
- Additional factors affecting annual performance evaluations may include innovation and creativity of programming, productivity related to position and appointment, program impact, programming for diverse audiences, and funding obtained for program.
- For Extension educators at least one impact statement per year is expected.
- Area Extension educators are expected to work closely with Extension specialists in related programming areas to conduct research such as applied field studies or programmatic strategies that lead to behavioral or situational change; develop and provide training opportunities for county Extension educators and volunteers, as appropriate for their position; work collaboratively with teaching faculty to provide outreach opportunities for student internships.
- For Extension specialists, evidence of in-service training and teamwork with appropriate county and area extension educators and staff or respective key clientele groups; routine updating of extension educators in subject matter area of expertise by conference call, video conference, social media, emails, newsletters, etc.; and data collection and reporting on multi-county impact of extension programs.

D. Performance Expectations for Service and Leadership

Service and leadership (FSH 1565 C-4, 1420E) includes contributions to the department, college, university, professional societies and granting agencies. Common activities, e.g. service on committees, editorships, reviewing manuscripts and proposals, are covered under service in a position description. Service should rarely constitute more than 0.05 FTE 5%-(with a maximum of 0.10 FTE under special circumstances) of a faculty member's appointment, with the exception of Extension county chairs who typically have 0.15 FTE service commitments. Nontenured assistant professors with academic appointments should avoid accepting major service commitments (e.g., serving on faculty senate). As a faculty member proceeds through professorial rank, it is anticipated that service activity will generally increase.

An exception to the maximum 0.05 to 0.10 FTE service commitments for academic faculty would be possible in specific, short-term situations (e.g., serving as president of a professional society or editor of a professional journal). Such exceptions require administrative approval. Without prior administrative approval, the additional service commitment will be viewed as a voluntary overload on the part of a faculty member. The unit administrator should consider the merit and the duration of the activity in terms of its impact on the department and/or college. Only under extremely rare circumstances should service activities or accomplishments be considered as replacements for scholarly accomplishments.

In evaluating service and leadership, it is also appropriate to consider factors that may include, but not be limited to-fostering a climate of mutual respect, professional integrity, compliance with University policies, and willingness to accept and cooperate in assignments (FSH 1565 C-4).

IV. CRITERIA FOR GRANTING TENURE

- 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 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 judged according to the college's and unit'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.

V. CRITERIA FOR APPOINTMENT AND PROMOTION IN RANK

The College of Agricultural and Life Sciences reviews overall performance as described in Section III and follows the criteria for appointment and promotion in rank outlined in the UI *Faculty-Staff*

Handbook Section 1565 D-1 through D-4 and D-9. For convenience the relevant sections applying to college faculty are repeated below. Faculty with appointments in both the Idaho Agricultural Experiment Station (IAES) and Extension shall be evaluated on all criteria for appointment and promotion in rank in both research faculty and teaching and extension faculty.

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.

Extension Faculty with Rank of Instructor

Appointment to this rank requires sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

Senior Instructor

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

Assistant Professor

Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and application/integration 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 responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate ability in the conduct and leadership of scholarly activities.

Assistant Research Professor

Appointment to this rank requires qualifications, except for teaching effectiveness, that correspond to those for the rank of assistant professor.

Extension Faculty with Rank of Assistant Professor

Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; and demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

Assistant Clinical Professor

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

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

Associate Professor

Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching, and the ability to conceive, initiate, organize, and direct scholarly activities in his or her special field. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of application/integration. 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.

Associate Research Professor

Appointment to this rank requires qualifications, except for teaching effectiveness, that correspond to those for the rank of associate professor.

Extension Faculty with Rank of Associate Professor

In addition to the qualifications required of extension faculty with rank of assistant professor, appointment to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

Associate Clinical Professor

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

Professor

Appointment to this rank normally requires the doctorate or appropriate terminal degree. For promotion to Professor, the faculty member should have established him/herself as a major researcher, scholar, or creative artist at the national and often international level. A professor should have intellectual and academic maturity, demonstrated effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, artistic creativity, and application/integration. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy.

Research Professor

Appointment to this rank requires qualifications, except for teaching effectiveness, that correspond to those for the rank of professor.

Extension Faculty with Rank of Professor

In addition to the qualifications required of extension faculty with rank of associate professor, appointment to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context.

Clinical Professor

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

**APPENDIX A
FORMS OF SCHOLARSHIP**

	Teaching and Learning	Discovery	Artistry	Integration	Application
Nature of Scholarship	With learners, develops and communicates new understanding and insights; develops and refines new teaching content and methods; fosters lifelong learning behavior.	Generates and communicates new knowledge and understanding; develops and refines methods.	Interprets the human spirit, creates and communicates new insights and beauty; develops and refines methods.	Synthesizes and communicates new or different understandings of knowledge or technology and its relevance; develops and refines methods.	Develops and communicates new technologies, materials or uses; fosters inquiry and invention; develops and refines new methods.
Audience for Scholarship	Learners: Publics; Peers; Students; Users; Patrons	Peers: Supporters of research; Educators; Students; Publics	Various Publics: Peers; Patrons; Students.	Users: Educators; Students; Peers.	Users: Customers; Educators; Peers.
Means of Communicating Scholarship	Teaching materials and methods; Classes; Curricula; Publications and presentations to educator peers and broader publics.	Peer-reviewed publications and presentations; Patents; Public reports and presentations.	Shows, performances and distribution of products, reviews, news reports; copyrights; peer presentations and juries, publications.	Presentations, publications, demonstrations, and patents,	Demonstrations and presentations to audiences: Patents; Publications for users; Periodicals and reports; Peer presentations and publications.
Criteria for Validating Scholarship	Originality and significance of new contributions to learning; depth, duration and usefulness of what is learned; lifelong benefits to learners and adoption by peers.	Originality, scope, and significance of new knowledge; applicability and benefits to society.	Beauty, originality, impact, and duration of public value; scope and persistence of influence and public appreciation.	Usefulness and originality of new or different understandings, applications, and insights.	Breadth, value, and persistence of use and impact.
Means of Documenting Scholarship	Teaching portfolio summaries of primary new contributions, impacts on students and learning acceptance and adoption by peers; evidence of leadership and team contributions	Summaries of primary contributions, significance and impact in advancing knowledge, new methods, public benefits; communication and validation by peers; evidence of leadership and team contributions .	Summaries of primary contributions, public interest, and impact; communication to public, peer recognition and adoption; evidence of leadership and team contributions.	Summaries of primary contributions, communication to users, scope of adoption and application, impact and benefits; acceptance and adoption by peers; evidence of leadership and team contributions.	Summaries of primary contributions, communication to users, significance and scope of use and benefits; commercial and societal value; acceptance and adoption by peers; evidence of leadership and team contributions

Adapted from: "Forms of Scholarship" Fig. 2, Page 4, *The Value System of a University – Rethinking Scholarship*, (Weiser, 1995).

Appendix B Generalized Expectations for Stages of a Tenure-Track or Tenured Academic Career in the University of Idaho College of Agricultural and Life Sciences¹

Career Stage	Teaching and Advising	Scholarship and Creative Activities	Extension and Outreach ²	Leadership and Service
<p>Assistant Professor Years 1-3</p>	<ul style="list-style-type: none"> • Develop and improve undergraduate courses consistent with appointment • Begin developing graduate courses related to research expertise or as assigned by unit leader • Develop skills related to distance education if needed • Serve on graduate committees in unit • Recruit graduate student(s) • Familiarize self with unit curricular requirements • Provide undergraduate advising as requested 	<ul style="list-style-type: none"> • (Year 1) Publish research from dissertation and postdoctoral work in high-quality refereed journals • (Year 1) Write successful Hatch proposal • (Years 2-3) Begin to publish UI-generated research in high-quality refereed journals • Establish research collaborations at UI • Participate successfully in internal competitive grant proposals to fund research and creative activities • Submit external competitive grants to fund research and creative activities • Present UI-generated research at regional and national professional conferences • Establish a research program that can be sustained independently from doctoral and post-doctoral research mentors 	<ul style="list-style-type: none"> • Program development • Submission and some publication of high-quality peer-reviewed extension products (PREPs) pertinent to program area • Collaboration with others (e.g., state agencies, extension educators) • Participate successfully in internal competitive grant proposals to fund outreach and extension activities (as needed) • Submit external competitive grants to fund outreach and extension activities • Production of publications and other extension products and deliverables directed to public and other stakeholders (e.g., industry, agency scientists, etc.) 	<ul style="list-style-type: none"> • Serve on department-level committees • Beginning to serve as reviewer for refereed journals and/or PREPs • Participate in department and college recruiting activities • Membership in appropriate local, state, regional, and national organizations (e.g., research societies) • Participate in hiring committees where directly relevant to your appointment

¹ Note that these represent minimum expectations. All activities and accomplishments should be of high quality and sufficient magnitude as appropriate for discipline and district/unit expectations. Expectations listed for assistant professors are also expected of associate and full professors. Distribution of expectations among categories is determined by position description.

² In the spirit of the land-grant mission, all CALS faculty are expected to actively participate in outreach activities and are encouraged to partner with Extension faculty and others to help disseminate evidence-based information and skills to the public when possible and appropriate.

Career Stage	Teaching and Advising	Scholarship and Creative Activities	Extension and Outreach ²	Leadership and Service
Assistant Professor Near tenure and promotion to Associate Professor	<ul style="list-style-type: none"> Teach graduate course, as requested by unit head Co-chair/chair graduate student research in unit <u>to or near completion of degree</u> (dependent on unit expectations) Serve on graduate committees outside of unit 	<ul style="list-style-type: none"> Evidence of participation in development and submission of successful (funded) external competitive grant proposals. Publish in high-quality journals Evidence of relevance of research to others in the discipline (e.g., h-index) Evidence of <u>national</u> reputation for excellence in discipline for which hired 	<ul style="list-style-type: none"> Substantial publication of high-quality PREPs and scholarly products pertinent to program area Participate in <u>successful</u> external competitive grant proposals Documented evidence of relevance and impact of outreach activities to others 	<ul style="list-style-type: none"> Participate in department and college-level committees Participate in recruiting events on campus (or off-campus location for faculty with non-Moscow home locations) Active participation in appropriate local, state, regional, and national organizations (e.g., research societies)
Associate Professor Near promotion to full Professor	<ul style="list-style-type: none"> Continuously update undergraduate and graduate course content to reflect current state of the science and field Update course delivery approaches and methods to optimize student learning Co-chair/chair multiple graduate students' research in unit to completion of degree 	<ul style="list-style-type: none"> Continuous record of leadership in high-quality publications and external research funding Successfully securing external funding for graduate students and support staff Mentoring junior faculty regarding preparation and submission of internal grants Collaboration with UI faculty and others (e.g., other universities, industry) as appropriate Participation in interdisciplinary research teams Evidence of <u>international</u> reputation for excellence in discipline for which hired (e.g., requests to participate in high-level peer review of manuscripts and grant applications, invited and financially-supported conference presentations) 	<ul style="list-style-type: none"> Continuous record of program development and application Documented evidence of high impact extension and outreach programming Continuous publication of high-quality PREPs pertinent to program area, including PREPs developed from programmatic research published in refereed journals Strong leadership in applied research relevant to program area Continuous, successful external competitive grant proposals related to extension and outreach 	<ul style="list-style-type: none"> Participate on college- and university-level committees and activities (e.g., faculty senate), sometimes serving as chair Regular requests to participate in peer review process related to manuscripts and grant applications Active participation and leadership in national and international organizations (e.g., research societies) Evidence of leadership potential (e.g., chairing unit-level committees)

Career Stage	Teaching and Advising	Scholarship and Creative Activities	Extension and Outreach ²	Leadership and Service
Full Professor	<ul style="list-style-type: none"> • Formal mentoring of junior faculty in course development and classroom teaching • Serve as a career model for junior faculty and students regarding teaching and advising 	<ul style="list-style-type: none"> • Mentor junior faculty regarding publication of high-quality research manuscripts • Mentor junior faculty regarding preparation and submission of internal and external grants • Career model for junior faculty and students • Continuous evidence of international reputation for excellence in research (e.g., advisory boards, national and international policy-setting groups) • Publication of foundational and/or paradigm-shifting research and invited reviews 	<ul style="list-style-type: none"> • Mentoring of junior faculty in outreach and extension • Career model for junior faculty and students • Continuous evidence of regional and national reputation for excellence in outreach and extension • Publication of foundational and/or paradigm-shifting PREPs 	<ul style="list-style-type: none"> • Chair college- and university-level committees and activities as requested and appropriate • Leadership roles in regional, national, and/or international associations

Appendix C Expected Activities and Accomplishments for Stages of Area Extension Educators and Extension Educators in the University of Idaho College of Agricultural and Life Sciences. Note that these represent minimum expectations. Expectations listed for assistant professors are also expected of associate and full professors. Distribution of expectations among categories is determined by position description.

Career Stage	Scholarship and Creative Activities	Extension and Outreach	University Leadership and Service
<p>Assistant Professor Years 1-3</p>	<ul style="list-style-type: none"> • Identify and initiate the development of scholarship in Extension teaching or practical application of research leading to a peer-reviewed Extension products (PREPs) such as an Extension Bulletin, video, refereed journal article (e.g., Journal of Extension), etc. • Initiate and evaluate one major program • Investigate options and document efforts to acquire additional funding of Extension programs or activities (funding that is in addition to what is provided by the county) such as Innovative Project Awards, commodity grants, foundation grants, USDA grants, etc. • Publish research from master’s thesis in high-quality refereed journals (if applicable) • (Year 3) Major contributor on at least one Impact Statement in the areas of data analysis, interpretation, and writing the Impact Statement. 	<ul style="list-style-type: none"> • Investigate and document county or area needs and priorities using an advisory committee and other various methods such as surveys, demographic and government data bases, group or individual meetings, focus groups, feedback from mentors and colleagues, etc. • Develop and deliver a multifaceted Extension program(s) using the Logic Model (a multifaceted program employs numerous methods for delivering educational information on a given topic; for example, presentations, newsletters, websites, demonstrations, publications, videos, online portals, social media etc.) • Record of effectiveness as an informal instructor and educational leader • Active participation on at least one Priority Extension Theme team • Develop relationships that lead to collaboration with others (e.g., Extension faculty, state agencies, local service organizations, schools, industries and commodity groups, etc.) • Evidence of continued professional growth through study and participation in workshops, regional or national training conferences, or graduate training programs 	<ul style="list-style-type: none"> • Participation in district/unit level committees • Reviewer for Extension publications and other products • Membership in appropriate local, state, regional, and national professional associations (e.g., NACAA, NEAFCS, NAE4HA, NACDEP, NAEPSPD, etc.) • Demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves

Career Stage	Scholarship and Creative Activities	Extension and Outreach	University Leadership and Service
<p>Assistant Professor Near tenure and promotion to Associate Professor</p>	<ul style="list-style-type: none"> • Consistent publishing of high-quality PREPs in area of expertise and appointment • Author at least one Impact Statement annually since receiving tenure • Continue to evaluate at least one Extension program (led by another Extension faculty) per year • Participate in successfully securing internal and external funding for Extension program(s) • Establish regional or national recognition in an area of major expertise 	<ul style="list-style-type: none"> • Evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution • Strong internal and external collaborations that build capacity (e.g., recruitment of external funding and volunteerism) and sustainability (e.g., private sector program adoption) • Evidence of substantial delivery of multi-faceted Extension program(s) with high impact • Actively engage in multi-county programming efforts • Demonstrated further successful leadership in advancing Extension educational programs and achievement of a higher degree of influence in the field • Continued professional improvement demonstrated by keeping up to date in subject matter • Evidence of local and regional reputation for excellence in Extension programming • Reputation among peers for stability, integrity, and capacity for further significant intellectual and professional achievement 	<ul style="list-style-type: none"> • Demonstrated further successful leadership in advancing Extension educational programs • Participation in statewide Extension-level committees • Evidence of leadership potential (e.g., chairing district/unit-level committees) • Active participation in appropriate local, state, regional, and national professional associations
<p>Associate Professor Near promotion to full Professor</p>	<ul style="list-style-type: none"> • Continuous publication of high-quality PREPs and other scholarly products pertinent to program area. • Author at least one high-quality Impact Statement on a yearly basis • Collaboration with UI faculty and others as appropriate • Evidence of national reputation in an area of major expertise (presentations or posters at national professional association conferences, regional and national awards, invited and financially-supported conference presentations) 	<ul style="list-style-type: none"> • Record of successful organization and direction of county, state, or national programs • Strong leadership in Extension relevant to program area • Evidence of regional and national reputation for excellence in Extension programming 	<ul style="list-style-type: none"> • Active and effective participation in professional association committee assignments and other professional association activities • Sub-editor for UI Extension publications • Participate on district/unit and statewide Extension committees as well as college- and university-level committees and activities, sometimes serving as chair • Mentoring junior faculty

Career Stage	Scholarship and Creative Activities	Extension and Outreach	University Leadership and Service
<i>Full Professor</i>	<ul style="list-style-type: none"> • Outstanding record and continued evidence of creative Extension teaching or practical application of research resulting in significant publications or comparable scholarship • Mentoring of junior faculty regarding publication of high-quality PREPs and other Extension products • Career model for junior faculty and students 	<ul style="list-style-type: none"> • Continuous evidence of national reputation for excellence in Extension programming • Achievement of full maturity as an effective informal teacher, wise counselor, leader of Extension educational programs, and representative of the university 	<ul style="list-style-type: none"> • Frequently chair district/unit, statewide Extension, college-, and university-level committees and activities • Leadership roles in regional, national, and/or international associations