

**COLLEGE OF AGRICULTURE
UNIVERSITY OF IDAHO**

**PERFORMANCE EXPECTATIONS AND
CRITERIA FOR TENURE AND PROMOTION AND
ANNUAL PERFORMANCE EVALUATION**

**APPROVED BY
COLLEGE OF AGRICULTURE FACULTY**

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PERFORMANCE EXPECTATIONS AND CRITERIA FOR TENURE, PROMOTION AND ANNUAL PERFORMANCE EVALUATION

I. INTRODUCTION

This document outlines the policies and guidelines for tenure (including third year review and periodic performance review), promotion, and annual performance evaluation in the College of Agriculture. These policies and guidelines are consistent with the University of Idaho guidelines but have been made more specific for faculty of the College of Agriculture. The following sections of the *UI Faculty-Staff Handbook* 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 3320:	Periodic Performance Review of Tenured Faculty Members
Section 3040:	Faculty Access to Tenure, Promotion and Performance Evaluation Documents and University Files

Units must establish criteria and procedures for tenure and promotion specific to their unit. These documents are available from the unit and are consistent with both university and college guidelines.

In conjunction with faculty performance expectations, criteria for tenure and promotion, and the college context statement described in this document, 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, (2) the unit context statement for the faculty member's unit, (3) the faculty member's Professional Portfolio and (4) the faculty member's annual position description(s). 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 Agriculture programs are committed to meeting the needs of Idaho's greatest resource, it's people. Contributing to the mission of Idaho's land-grant university, the college focuses on teaching, research, and extension. The college is the major source of food and fiber systems research; as well as research on the environment and natural resources ; in child, family, and consumer sciences; and in youth development. The college provides formal, degree-granting, undergraduate and graduate programs as well as non-formal, non-credit educational outreach.

In addition to the faculty, staff and administration located on the Moscow campus, college personnel are located in 10 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; research, teaching and Cooperative Extension. 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 appointments advise graduate students and engage in research and public service. 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 non-formal teaching. Faculty with extension appointments are charged with planning, facilitating, implementing and evaluating non-formal education based on clientele-assessed needs.

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

All faculty in the professorial ranks have a responsibility to engage in scholarship-teaching and learning, discovery, artistry, integration, application. Scholarship is creative intellectual work validated by peers and communicated. More specifically, such work in its diverse forms is based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics 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 C.

The annual position description 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 current culture 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 appropriate to the unit is described, 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 from participation in these activities.

C. Professional Portfolio

The development and content of the Professional Portfolio for tenure and promotion is outlined in Section 1565B in the UI *Faculty-Staff Handbook*. As a minimum, the Professional Portfolio should contain a one-page summary, a position context statement, a personal philosophy statement, evidence of productivity, scholarly activity, and student success, evidence of professional growth and other supplementary materials distinct to the individual faculty member. The one-page summary should include overall accomplishments according to the faculty performance guidelines and the criteria for promotion and be included as the first page of the Professional Portfolio. The position context statement for faculty holding a teaching appointment shall include a description of class size, brief content description, course level, course type (lab, lecture, seminar, video course), types of instructional methods used numbers of students advised, types of advising methods used and teaching philosophy. The position context statement for faculty holding a research appointment shall include a description of the nature of the faculty's research, number of support personnel supporting the research program, the number of graduate

students advised and the adequacy of the laboratory assigned to the research program. The position context statement for faculty holding an extension appointment shall include a description of the faculty member's location, clientele to be reached through the extension program, program assistants or extension associates assigned to the extension program and adequacy of the unit or county support for the extension program. The position context statement for faculty with international activities shall include a description of the nature and duration of these activities and the benefits of these activities to the faculty member, the university and the country where the activities were conducted. The professional portfolio is limited to 12 pages per Section 1565B 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 the 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. Annual position descriptions must accurately reflect the stated expectations for tenure, promotion or satisfactory performance evaluation. A detailed explanation of position descriptions is in *UI Faculty-Staff Handbook* Section 3050.

B. Tenure Consideration

Guidelines for tenure review in the *UI Faculty Staff Handbook* Section 3520 must be followed for faculty members being considered for tenure. Tenure review must be based on the position description(s) and established unit, college and university criteria (Section 3520). Upon completion of the unit review, the tenure document must be submitted to the dean's office. This document must include the following materials:

1. Unit criteria
2. Completed cover sheet (Form AAP/T01)
3. Report of Evaluation and Recommendation for Awarding Tenure form, FSH Section 3520
4. Unit context statement
5. Letter of evaluation from unit head¹
6. Letter of evaluation from the unit tenure committee
7. Current curriculum vitae
8. Current position descriptions (since last review)
9. Copies of Annual Performance Evaluations (FSH 3320, Forms 1 or 2 and Form 4) since the last review
10. Third-year review letters/report if conducted while in the current rank
11. Summaries of student evaluation of classroom teaching or extension educational activities (include information on classes, comparison with departmental averages, etc.)
12. Summaries of peer and administrative evaluation of classroom teaching and materials or extension educational activities and materials
13. Outside peer review letters, a copy of the letter sent to outside peer reviewers², and a summary paragraph on the qualifications of the peer reviewer and indication of any professional relationship

¹ This letter will address effectiveness of the candidate in all responsibilities including public service and international assignments.

14. Professional Portfolio

One copy of supplemental materials may be submitted to the dean's office in a separate folder, binder, or box at the same time other materials are submitted.

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. Recommendations are made by the unit faculty, unit tenure committee, unit administrator, college tenure and promotion committee, college administrators and the dean prior to submission to the provost. The college promotion and tenure committee is appointed by the dean of the college based on recommendations from the units. Committee members are appointed on a rotational basis for three-year terms. Each administrative unit is represented by one faculty member. An attempt is made to provide a balance among research, teaching and extension appointments; professional ranks; and tenure status.

This committee has the responsibility of reviewing all candidates for tenure and promotion, recommending college tenure and promotion criteria and reviewing unit criteria and procedures for tenure and promotion.

C. Promotion Consideration

Guidelines for promotion review in *UI Faculty-Staff Handbook* Section 3560 must be followed for faculty members being considered for promotion. This review must be based on the position description(s) and established unit, college and university criteria (Section 3560). Upon completion of the unit review, the promotion documents must be submitted to the dean's office. This document must include the following materials:

1. Unit criteria
2. Completed cover sheet (Form AAP/T01)
3. Report of Evaluation and Recommendation for Promotion in Faculty Rank form, FSH Section 3560
4. Unit context statement.
5. Letter of evaluation from unit head³
6. Letter of evaluation from the unit promotion committee
7. Current curriculum vitae
8. Current position descriptions (since last review)
9. Copies of Annual Performance Evaluations (FSH 3320, Forms 1 or 2 and Form 4) since the last review
10. Third-year review if conducted while in the current rank
11. Summaries of student evaluation of classroom teaching or extension educational activities (include information on classes, comparison with departmental averages, etc.)
12. Summaries of peer and administrative evaluation of classroom teaching and materials or extension educational activities and materials
13. Outside peer review letters, a copy of the letter sent to outside peer reviewers⁴, and a summary paragraph on the qualifications of the peer reviewer and indication of any professional relationship.

²The candidate may waive the right to review evaluation materials requested from outside peer reviewers. A copy of the Waiver of Access form can be found in Appendix A. A copy of the Request for Outside Peer Review letter can be found in Appendix B.

³ This letter will address effectiveness of the candidate in all responsibilities including public service and international assignments.

14. Professional Portfolio

One copy of supplemental materials may be submitted to the dean's office in a separate folder, binder or box at the same time other materials are submitted.

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.

Recommendations are made by the unit faculty, unit promotion committee, unit administrator, college tenure and promotion committee, college administrators, and the dean prior to submission to the provost. The college tenure and promotion committee reviews all candidates for promotion as described in the tenure section above.

D. Third-Year Review

According to the *UI Faculty-Staff Handbook* (Section 3520 more thorough review by a nontenured faculty member's colleagues is held during the third full year of service at UI. The procedures for conducting the third-year review are developed by the faculty of each unit, and the nontenured faculty member is informed in writing of strong and weak points that are brought out by the review. Third-year reviews are conducted using University and unit guidelines (*UI Faculty-Staff Handbook* Section 3520). The outcome of the review must be forwarded to the dean's office. Reviews are placed in the faculty member's personnel file. Unfavorable reviews are forwarded to the provost's office.

E. Periodic Performance Review of Tenured Faculty Members

At intervals not to exceed five years, the performance of each tenured faculty member is reviewed by faculty members within the unit. Detailed information regarding periodic performance review of tenured faculty members can be found in the *UI Faculty-Staff Handbook* Section 3320. The report of the review is recorded on the Report of Performance Review form and is forwarded to the dean's office.

F. 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. Form 1 or 2 (whichever is appropriate) must be completed for each faculty member. Upon completion of the evaluation, Form 4 must be signed by the unit administrator and a numerical score must be assigned. The original (white paper) plus three copies (colored paper) of the Form 4 must be submitted to the dean's office one week prior to the meeting of the unit administrator and the dean. Form 1 and 2 must be available at the meeting if any questions arise. The dean and associate deans review all evaluations with the administrator and add comments (if appropriate) and add a numerical score. The completed forms are then forwarded to the provost.

III. FACULTY PERFORMANCE EXPECTATIONS

Faculty are expected to perform all responsibilities defined in the annual position description, with excellence as the performance goal for each responsibility. Faculty performance expectations include (1) scholarship; (2) collaboration and teamwork; (3) service to and good citizenship towards the unit, college, university and the professional community.

⁴ The candidate may waive the right to review evaluation materials requested from outside peer reviewers. A copy of the Waiver of Access form can be found in Appendix A. A copy of the Request for Outside Peer Review letter can be found in Appendix B.

In the College of Agriculture, as described in Section IA 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. Appendix C provides an overview of the nature of different types of scholarship and the means of communicating, validating and documenting scholarship.

Collaborative work and team efforts and service are also expectations. As is described in Section IA of this document, 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 to perform appropriate service that contributes to the effectiveness of their units, the college and the university as well as of 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.

A. Teaching

Faculty with teaching responsibilities will be evaluated on teaching effectiveness. Teaching may include credit courses, non-credit seminars and workshops, continuing education programs and international training, with delivery either face-to-face or at a distance. Excellent teachers exhibit the following characteristics: (1) a command of their subject matter; (2) the ability to organize material and to present it with vigor and logic; (3) a capacity to develop student's awareness of the relationship of the subject to other fields of knowledge; (4) the enthusiasm to vitalize learning and teaching; and (5) the ability to arouse curiosity in students and to stimulate students to do creative work.

Teaching effectiveness shall be documented and may include (1) summaries of student evaluations of teaching; (2) summaries of peer and administrator evaluations; (3) peer evaluation of course syllabi; and (4) examples of student products. Administrator evaluations of the faculty's teaching performance shall be completed and may include visitations of the faculty's classes, attendance at his or her public lectures, and observations of students' preparedness for sequential courses or student's successful application of their learning.

Scholarship in teaching includes (1) course development; (2) course improvement; (3) curriculum design; and (4) innovation in teaching methods and strategies. Documentation of this scholarship may result in published manuscripts describing teaching theory and practice of pedagogy or presentations of teaching theory and practice to public and professional groups.

B. Advising

Faculty are responsible for student development. Academic advising is a critical component of student development at both the undergraduate and graduate levels and is integral to teaching, research and service. Student advising may include the following: (1) assisting students in selection of courses and scheduling; (2) discussion of short and long term goals; (3) advising student groups and clubs; (4) solving student's academic problems and conflicts; (5) serving as an academic information source to advisees; (6) serving on graduate committees; and (7) other formal and informal activities that enable students to successfully function in an academic environment. Scholarship in advising includes innovations in advising methods and presentations of advising theory and practice to public and professional groups.

C. Research

Faculty with Idaho Agricultural Experiment Station (IAES) research appointments are responsible for contributing to the college mission of research and scholarship. The faculty member with a major research appointment must establish a research program commensurate with the level of the IAES appointment that attracts sufficient extramural funding to support the program; publish the results of the research in refereed journals, book chapters, monographs, and books; and establish appropriate patents and copyrights. Other publications include conference and symposia proceedings, abstracts, extension reports and technical and progress reports.

While there are expectations in terms of quantity of publications, the quality of scholarship and the impact of the intellectual work on the science are also key components of the research program. Originality, inventiveness and innovation are to be considerations for evaluation of research.

D. Extension

Faculty with extension responsibility work collaboratively with clientele to address key issues and solve priority problems. Extension education includes teaching, training, volunteer development, consultation, and information dissemination. Extension faculty (1) teach non-credit classes, workshops and short courses; (2) recruit, train and supervise paraprofessionals and volunteers; (3) provide consultation to individuals, businesses, and other professionals; and (4) provide information through mass media. The role of extension faculty also includes that of facilitator in problem-solving and decision-making, a learning process not bound to classroom traditions. Extension specialist and extension educator roles differ.

Extension specialists are expected to (1) develop or coordinate district or statewide extension programs in a discipline; (2) plan, implement, and evaluate demonstrations of research-based information such as field lots or trials; (3) develop district or statewide interdisciplinary programs; (4) build coalitions and develop collaborative programs statewide with communities, commodities groups or agencies to address long-range problems; (5) make invited presentations to decision makers, clientele groups, and professional organizations; (6) author College of Agriculture and regional publications; and (7) publish in trade journals, proceedings, handbooks, magazines, newsletters, refereed journals and mass media.

Extension educators are expected to (1) implement long-term local educational programs based on expressed clientele needs; (2) develop volunteers and paraprofessionals; (3) assist clientele in problem identification and application of research and technology to solve those problems; (4) provide leadership, facilitation, or subject-matter expertise in community coalitions and faculty teams; (5) develop or adapt educational materials; and (6) utilize mass media to transfer technology.

Scholarship in extension includes methods designed to identify key issues, solve priority problems and disseminate information to bring about client and/or community change. These methods include, but are not limited to: (1) program development or improvement; (2) curriculum design; and (3) innovation in extension teaching strategies. Scholarship in extension may result in published manuscripts describing the process of designing and implementing extension programs and/or curricula to bring about change or presentations of extension educational methods and practices to public and professional groups.

E. Service

Service includes that within the unit, college, university, community, and professional organizations. Faculty with teaching and research responsibilities can serve as advisors to government agencies, schools, and other institutions. Faculty may (1) assist in problem-solving; (2) make oral presentations; (3) teach non-credit classes or workshops; or (4) develop curricular materials. Faculty are expected to serve the unit, college and university on governance committees, search committees and ad hoc committees. Faculty should serve their professions through activities such as serving on committees or review panels or holding an appointive or elective office.

F. International Activities

Faculty with international responsibilities must include a description of these activities in the annual position description. Effectiveness of an international activity must be documented by an impact statement developed and submitted after the completion of the assignment. The impact statement must include a description of the activity and accomplishments. Accomplishments may include knowledge gained, courses taught, new research or educational materials developed, grant proposals, research papers, technical reports, cooperative programs, new insights or directions resulting from the activity, and evidence of the benefit of the international activity. VOCA and similar volunteer assignments are faculty developed activities and should be included in documentation of faculty development. At the completion of the international activity, the unit head will provide a written evaluation.

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

V. CRITERIA FOR APPOINTMENT AND PROMOTION IN RANK

The College of Agriculture 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. For convenience the relevant sections applying to college faculty are repeated below. Faculty with appointments in both the Idaho Agricultural Experiment Station (IAES) and Cooperative 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 such 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 an ability for conducting and directing 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;

demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

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 or the potential for effective teaching, 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.

Professor

Appointment to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major 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.

APPENDIX A

FACULTY ACCESS TO PERSONNEL FILES

According to the UI *Faculty-Staff Handbook* Section 3040, “faculty members’ individual personnel files that are maintained by UI administrative units are either ‘closed’ or ‘open’.....”

“Closed files contain confidential documents that are excluded from the faculty member’s right of inspection. Any document that is obtained under a grant of confidentiality is to be placed in the closed file and treated as confidential in the absence of legal obligation to the contrary. The signed confidential recommendations concerning initial employment at UI, promotion, tenure, and performance review are routinely placed in the closed file. After they have been used in the process for which they were obtained, they are retained to ensure the existence of a comprehensive record of personnel actions, but they may not be used on subsequent occasions of evaluation. When any additional document is placed in the closed file, the faculty member concerned must be informed of its substance. No documents that are anonymous or based on hearsay are to be included in the closed file. Closed files are maintained at one central location designated by the president.”

“Open files may be inspected and their contents copied by the faculty member. These confidential files include materials concerning the faculty member that are the basis of routine performance evaluations, or that may have a bearing on the faculty members’ work or employment status in the university, and summaries of the votes of review committees.....”

WAIVER OF ACCESS

Some faculty prefer to waive the right to review evaluation materials requested from on-campus and off-campus reviewers. You may execute the waiver below, if you choose to do so. However, it is not required, and all faculty are entitled to and will receive full and fair evaluation of documents submitted in support of tenure and promotion, including evaluations, whether submitted confidentially or not. You will retain your right of access to written evaluations prepared by your unit, college, dean, and the provost, although the confidentiality and identity of other reviewers referred to in these evaluations will be maintained.

WAIVER OF ACCESS TO SUBMITTED EVALUATION MATERIALS FROM REVIEWERS

I hereby waive, in advance, my legal right of access to see the evaluation materials requested from and submitted by reviewers both from within the university and external to it in conjunction with my tenure or promotion documents. I understand I will retain my right of access to written evaluations prepared by my unit head, the unit and college tenure and promotion committees, my dean, and the provost and academic vice president. I make this waiver with full knowledge of my legal rights under Idaho law. This waiver may be submitted to proposed reviewers.

Name

Date

Candidates for tenure or promotion should refer to UI *Faculty-Handbook* Section 3620.

APPENDIX B

SAMPLE REQUEST FOR OUTSIDE PEER REVIEW LETTER OF EVALUATION

Date

Dear:

Professor (_____) is being considered for (tenure) (promotion) in the College of Agriculture at the University of Idaho. We customarily write to a selected group of leaders in the candidate's field asking them for an independent judgement of the candidate's overall record. Your frank appraisal of the significance of Professor (_____'s) performance, scholarship and the impact of this work on the field would be greatly appreciated. Your comments about his (her) potential contribution in the future would also be valuable, as well as any additional comments you would like to make.

Please review Professor (_____'s) (tenure) (promotion) packet along with the University of Idaho policies and procedures for (tenure) (promotion) and the College of Agriculture performance expectations and criteria for tenure and promotion. Then, based upon this review, write me a letter assessing his (her) performance, scholarship, and the impact of his (her) work and recommending whether he (she) be (tenured) (promoted to the rank of _____) at the University of Idaho. Your letter will provide the college and university a valuable outside view.

Professor (_____'s) current curriculum vitae, position descriptions since the last promotion, and position context statement are enclosed for your consideration. Also enclosed are copies of his (her) unit context statement and the College of Agriculture performance expectations and criteria for tenure, promotion and annual performance evaluation, which includes the college context statement.

Professor (_____) has waived his (her) right to access letters of evaluation solicited during the tenure and promotion review process, and your letter will therefore be held in confidence.

or

Professor (_____) may review all of his (her) tenure or promotion file, should he (she) request it. I wish to emphasize that it is important that your letter provide an objective and candid assessment of his (her) work.

**APPENDIX C
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).