COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
UNIVERSITY OF IDAHO

BY-LAWS FOR
PERFORMANCE EXPECTATIONS AND CRITERIA
FOR TENURE AND PROMOTION
AND ANNUAL PERFORMANCE EVALUATION

TO BE APPROVED BY
COLLEGE OF AGRICULTURAL AND LIFE SCIENCES FACULTY

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I. INTRODUCTION

This document outlines the by-laws 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 annual 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, 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 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: research, teaching and 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 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 teaching. 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 scholarship-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 annual position description (Form FSH3320) 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. Annual 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 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 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 annual position description, with excellence as the performance goal for each responsibility. Faculty performance expectations include (1) scholarship; (2) collaboration and teamwork; 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 to 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 faculty evaluation form, is expected in the teaching, research and extension 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, research and extension. Scholarship is a college and university expectation, generation of both competitive and non-competitive external 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, 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 directed and funded.

Scholarship is defined by works or products that are reviewed and validated through peer evaluation. The level of scholarship performance is based on the percentage of effort in each activity as defined in the annual 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/departments have performance/scholarship expectations in addition to the required expectations of the College of Agricultural and Life Sciences. Departmental expectations either exceed CALS performance expectations or define performance more precisely in teaching, research and extension (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, research and extension activities:

A. Performance Expectations in Teaching and Advising:

   Teaching Evaluation Expectations:
   • For a given evaluation period, all faculty holding a teaching appointment shall meet teaching performance expectations, as defined in the University of Idaho Faculty and Staff Handbook (FSH-1565 C-1; 3320)
   • Teaching activities shall be assessed as outlined in the University of Idaho Faculty and Staff Handbook (FSH-1565 C-1; 3320)
   • Student evaluations of teaching performance should be 3 or greater (4 point scale)
   • Evaluation metrics for teaching activities not defined in the University of Idaho Faculty and Staff Handbook shall be reviewed by unit and college administration. Metrics approved through this process shall be included as part of a faculty's annual position description document

   Advising Evaluation Expectations:
   • For a given evaluation period, all faculty holding an advising appointment meet advising performance expectations as defined in the University of Idaho Faculty and Staff Handbook (FSH-1565 C-1; 3320)
   • Advising activities shall be assessed using multiple metrics listed in the University of Idaho Faculty and Staff Handbook (FSH-1565 C-1; 3320)
   • 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 research appointments should be involved in advising and mentoring masters and doctoral level graduate students
   • Faculty should provide competent academic advising and career mentoring
for timely completion of a graduate degree

Teaching Load (percentage FTE) calculations

- One (1) credit should equal 0.04 FTE (4%) on an annual basis
- Teaching a distance or laboratory class: 50% increase in %FTE (e.g. 1 credit laboratory equals 6% teaching)
- Courses taught by a faculty for the first time: 7% FTE should be allocated to the teaching appointment for each credit hour (e.g. 21% for a three credit course the first time a course is taught compared to 12% on an annual basis)
- Special topics courses, internship credits and directed study will not be a part of the teaching load calculation based upon the credits associated with them, but rather based upon time commitment of the faculty member. This will be negotiated with the department administrator on a semester to semester basis.
- 500, 599, 600, 699 credits cannot be counted toward teaching load, as graduate thesis advising is credited on a per advisee basis, rather than per credit (see below)
- Other factors that can impact teaching %FTE (shall be approved by departmental head during annual position description development): Major revision of course; web assisted; development of teaching materials that accelerate learning or student learning experience; level of course; size of course; use of teaching assistants; teaching multiple sections of the same course; off-site teaching; trainings; workshops

Undergraduate Advising Load (Percentage FTE) Calculations

- Faculty appointments in advising should be credited at ~0.25% FTE/advisee and total advising appointment may vary between faculty and academic unit
- An appointment in advising should not exceed 5% (20 undergraduate advisees), depending on departmental expectations
- In departments where faculty are expected to participate in undergraduate advising, undergraduate advising activities should be shared by all academic faculty who instruct course(s) in an specific departmental major
- A major advising commitment to student clubs, judging competitions, and related activities can be recognized with an appropriate workload assignment in advising. The workload commitment should be negotiated between the department head and faculty member
- Advising activities shall not equate to a substantial effort (% FTE) creating a significant reduction in percent effort toward other expectations (for example, instruction and scholarship)

Graduate Advising and Mentoring Load (Percentage FTE) Calculations

- Faculty appointments in academic advising of graduate students (course selection, career guidance, etc.) shall be credited at ~ 0.5% FTE/advisee (10 – 20 hours/year/student) depending on departmental expectations
- Research training and thesis preparation (500, 599 & 600 level courses and research activities) shall be credited with 1 - 3% FTE per graduate student, at the lower end if a committee member, at the higher end of the major thesis advisor
• Graduate mentoring pertaining to research should be counted as research/scholarship in scholarly output and should not be included as graduate advising activities

B. Performance Expectations for Scholarship (Research or Creative Activities)

• For a given evaluation period, all faculty holding a research appointment shall meet scholarship expectations as defined in the University of Idaho Faculty and Staff Handbook (FSH-1565 C-2; 3320)
• Scholarship activities shall be assessed as outlined in the University of Idaho Faculty and Staff Handbook (FSH-1565 C-2; 3320)
• Faculty has performed during that evaluation period at a level expected for promotion, tenure or professorial level based on objectives/goals set in the annual 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.
• CALS requires at least two high quality refereed publications per 100% (1.0 FTE) research appointment per year in which a major contribution was made. Generally, credit is given only when papers are “Accepted”, “In Press” or published with journal citation. An exception can be made for an assistant professor during the first two years in a tenure track appointment for the “Submitted” category when based on stated annual goals/objectives in the position description.
• In special circumstances in which publication targets may not be achieved but the unit administrator confirms that satisfactory progress is being met, a 3-year rolling average may be used to establish acceptable scholarly progress. In this case, annual evaluations must include a summary of publications during the prior three year evaluation periods.

Quality and Contribution:
• 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/Index system is useful and should be cited by the faculty member, but as a stand-alone single indicator of quality is not adequate.
• The Indicators of Excellence and Indicators of Competence listed below highlights possible indicators across the college. Individual units may have additional indicators, as relevant to their individual professional disciplines.

Indicators of Excellence:
• Publication of scholarly book(s)
• Publication of critically acclaimed book(s)
• Consistent publications in highly regarded refereed journals by the profession
• Recognition from peers in the field: e.g., Fellow, research awards, publication awards
• Grant reviewer/panel member for national research organizations; e.g., NSF, NIH, USDA
• Significant external funding for research

Indicators of Competence
• Publication in refereed journals in appropriate disciplines
• Publication of graduate-level textbook(s)
• Publication by research sponsor of technical reports or monograph
• Presentation of competitive papers at major meetings of appropriate disciplines
• Publication of a chapter in a scholarly book
• Competitive papers in proceedings of regional or other national meetings (refereed)
• Ad hoc reviewer for major refereed journals
• Publication in non-refereed but widely recognized professional journals;
• Invited colloquium at major institution of higher education
• Clear contribution to the research of others (e.g. citations)
• Significant self-development activities leading to increased research effectiveness
• Other creative scholarship—software development, technology, etc.

C. Performance Expectations for Extension:

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.

Scholarly Expectations:
The University of Idaho requires all Extension faculty have dedicated effort in scholarship activities and as a major contributor to peer-reviewed scholarly products. Scholarly products must be original products, or a major revision of an existing product. Scholarly products include refereed publications as well as peer reviewed outputs that include: Extension publications (e.g. CIS or Extension Bulletins), curricula, video productions, books, book chapters, and software. Other factors considered as contributions to scholarship would include peer recognition as reflected by presentations/posters at regional, national or international meetings, honor and awards, grant funding or other validated scholarly output.

Extension Educators: Extension Educators should have a minimum of 5% scholarship requirement and would be expected to be a major contributor on one refereed or peer-reviewed scholarly product every five (5) years.
Area Extension Educators: Area Extension Educators should have a minimum of 15% scholarship requirement and would be expected to be a major contributor on a minimum of three (3) refereed or peer-reviewed scholarly products every five (5) years.

Extension Specialists: Extension Specialists with a 100% Extension appointment are required to publish two (2) peer reviewed scholarly Extension scholarly products or refereed publications per year. For Extension Specialists who have a split appointment (e.g. Research and Extension), the expectations apply proportionately according to the split of their position (e.g. a 75% Research and 25% Extension split would require three (3) high quality refereed publications for the research appointment and one (1) Extension scholarly product for the Extension appointment every two (2) years).

Extension Program Expectations:
- Evidence of defined Extension program(s), which identify major clientele needs, problems, or issues through input from formal advisory committees and review of current literature. Extension programs will typically be multifaceted, including several of the following activities/products:
  - Peer-reviewed products for target audience(s)
  - Development or modification of teaching materials or curricula
  - Development of educational websites
  - Development of social media and other online resources
  - Demonstration trials, field days, workshops, or tours
  - Presentations at workshops, seminars, or short courses
  - Popular press, newsletter, or newspaper articles
  - Radio or television spots
- 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). In addition, for Extension Educators at least one Impact Statement per year is expected. Extension Specialists and Area Extension Educators are expected to document impacts in the annual extension reporting system and in appropriate publications.
- Clientele, peer, and administrator evaluations, if applicable, must be 3 or higher on the 5 point scale on the Participant Extension Teaching Evaluation form and the Peer Extension Teaching Evaluation form 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) Topic Team(s)
- Serve on and contribute to Programs of Distinction, as relevant to expertise.
- Additional factors affecting annual performance evaluations may include factors such as innovation and creativity of programming, productivity related to position and appointment, program impact, programming for diverse audiences, and obtained funding for program
- For specialists, evidence of in-service training and teamwork with appropriate County and Area Extension Educators and staff or respective key clientele
groups; routine updating of Extension Educators in subject matter area of expertise by conference call, video conference, social media, emails, newsletters, etc.; and collect data and report on multi-county impact of Extension programs.

- 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.

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 5% (with a maximum of 10% under special circumstances) of a faculty member's appointment. As a faculty member proceeds through professorial rank, it is anticipated that service activity will generally increase.

An exception to the maximum 5 – 10% service appointment would be possible in specific, short-term situations, e.g. serving as president of a professional society or editor of a professional journal. Such exceptions require administrative approval. Without prior administrative approval, the additional service commitment will be viewed as a voluntary overload on the part of a faculty member. The unit administrator should consider the merit and the duration of the activity in terms of its impact on the department and/or college. Under no circumstances are service activities or accomplishments considered as replacement for scholarly accomplishments.

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

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. 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.

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.

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.
## APPENDIX A
### FORMS OF SCHOLARSHIP

<table>
<thead>
<tr>
<th>Nature of Scholarship</th>
<th>Teaching and Learning</th>
<th>Discovery</th>
<th>Artistry</th>
<th>Integration</th>
<th>Application</th>
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<tr>
<td>With learners, develops and communicates new understanding and insights; develops and refines new teaching content and methods; fosters lifelong learning behavior.</td>
<td>Develops and communicates new knowledge and understanding; develops and refines methods.</td>
<td>Interprets the human spirit, creates and communicates new insights and beauty; develops and refines methods.</td>
<td>Synthesizes and communicates new or different understandings of knowledge or technology and its relevance; develops and refines methods.</td>
<td>Develops and communicates new technologies, materials or uses; fosters inquiry and invention; develops and refines new methods.</td>
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<th>Audience for Scholarship</th>
<th>Learners:</th>
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<tr>
<td>Publics; Peers; Students; Users; Patrons</td>
<td>Supporters of research; Educators; Students; Publics</td>
<td>Peers; Patrons; Students; Publics</td>
<td>Educators; Students; Patrons</td>
<td>Customers; Educators; Peers</td>
<td>Customers; Educators; Patrons; Peers</td>
</tr>
</tbody>
</table>

| 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. | Presentation; 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, 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. | Summaries of primary contributions, communication to users, importance 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).