



**College of Agriculture and Life Sciences**  
**Guidelines and Criteria for Promotion and Tenure**

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**COLLEGE OF AGRICULTURE AND LIFE SCIENCES  
GUIDELINES AND CRITERIA  
FOR PROMOTION AND TENURE  
Revised February 2001**

*Foreword*

The College of Agriculture and Life Sciences (CALs) has three distinct major responsibilities: teaching, research, and extension. There is an emphasis on teamwork and integration of these functions, often utilizing an interdisciplinary collaborative approach. In addition to the normal University purposes, CALs follows provisions of the Hatch Act in 1887 which established the Agricultural Experiment Station, and the Smith-Lever Act in 1914 that founded Cooperative Extension.

The college uses university, college and unit-specific criteria for promotion and tenure or continuing status and the position description of each faculty member to guide advancement decisions. In CALs, each faculty member's position description reflects the relative responsibilities (percentage of effort) assigned to teaching, research, Extension and service in relationship to the unit's mission and strategic plan. This position description is part of the promotion and tenure or promotion and continuing status dossier.

The College of Agriculture and Life Sciences defines teaching and research in two ways to encompass both our campus-based faculty and our off campus faculty. We use the term "outreach" to mean teaching and research directed at off campus audiences. We also use formal and non-formal descriptions for teaching, so the term "teaching" applies not only to traditional classroom sessions, but also to field trips, field days, workshops, and other activities.

Examples of activities in each of these areas that may be considered in evaluating faculty are listed in [Appendix A](#). CALs endorses [The University of Arizona Promotion and Tenure and Promotion and Continuing Status Guidelines](#). These guidelines were used in formulating our guidelines and criteria and are appended to this document as Appendix B

*College of Agriculture and Life Sciences Mission Statement:*

The College of Agriculture and Life Sciences stimulates learning through exploration and discovery to enhance agriculture, the environment, our natural resource base, family and youth well-being and the development of local communities. We accomplish this mission by the integration, dissemination, and application of knowledge in the agricultural and life sciences. The College of Agriculture and Life Sciences accomplishes this mission by the teaching, discovery, integration, dissemination, and application of knowledge in the agricultural and life sciences.

**GUIDELINES AND CRITERIA FOR PROMOTION AND TENURE**

Criteria are listed below for the ranks of assistant professor, associate professor, and professor. In the College of Agriculture and Life Sciences (CALs), each faculty member has a position description which is reviewed and updated as appropriate, and which reflects the relative responsibilities assigned to teaching, research, extension and service activities in relationship to the unit's mission and strategic plan. This position description provides the context for evaluating a candidate's success in meeting performance expectations for promotion and/or tenure. Both formal and non-formal instruction are defined as teaching by CALs, including classroom sessions, demonstrations, workshops and distributed learning. Research/creative activities may be basic and/or applied and may include the use of innovative approaches and new technology. (See [Appendix A](#) for examples of specific activities in each area.) The requirement of excellent performance and the promise of continued excellence necessary for the granting of promotion and/or tenure includes compliance with relevant University and Board of Regents policies. The [University Handbook for Appointed Personnel \(UHAP\)](#) provides more information on the promotion and tenure process.

**Appointment to Assistant Professor**

Appointment to Assistant Professor is made chiefly on the basis of past achievements and future promise. The position gives an individual the opportunity to develop potential, and to demonstrate effective teaching and productive scholarly output. To be appointed to this level, an individual must have a doctoral or other terminal degree. The quality of the training and the candidate's record should be weighed in the evaluation of the individual's potential. The individual should be able and willing to organize and clarify complex material to be an effective teacher. The individual should show evidence of productivity in scholarly work and the capability for sustained independent study. At this time, however, the significance and originality of the work, rather than its quantity, will be more important.

### **Appointment or Promotion to Associate Professor**

Appointment or Promotion to Associate Professor is based on research accomplishments and excellence in teaching, Cooperative Extension and service activities. The individual's performance should reflect independent and productive scholarly activity appropriate to the candidate's field. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be evidenced by publications, grants, attendance and presentation at national meetings, and invited participation in post-graduate programs, national meetings and symposia. Such activity should be considered in terms of the individual's designated percentages of time. The position description is critical in discerning the expectations of the faculty member. If the individual's primary scholarly activities or responsibilities involve innovative or creative products (i.e., as in design, delivery systems, teaching), P&T materials may not show as much tangible evidence in terms of number of publications and grant support as would be the case for those with more scientific investigative responsibilities. The faculty member's efforts and results, whatever their character, should be attracting the attention and respect of professional peers.

An individual should be an accomplished teacher, well-prepared, with a mastery of the fundamentals of subject matter. The opinions of colleagues, summaries of student evaluations and the quality of the graduate students supervised will be important in this evaluation. Efforts should show promise of continued growth as a teacher.

If the individual's job involves outreach, then presentations, publications and other output may be evaluated with their other teaching and research activities. For these activities, the candidate should be developing a reputation of excellence among peers.

The candidate should have some committee responsibility in his/her department, the College, and the University. The candidate for promotion to Associate Professor should also be participating in local and national committees of professional organizations and provide service to the local community as appropriate.

Promotion to Associate Professor is typically accompanied by the award of tenure; however, appointments can be made to this rank with or without tenure. The University Handbook for Appointed Personnel (UHAP) provides complete information on these points.

### **Appointment or Promotion to Professor**

The major criterion for appointment or promotion to Professor is excellent productivity and leadership in instructional, Cooperative Extension and research programs, with an appropriate balance of service resulting in regional, national and international recognition in the candidate's field. The candidate's position description is to be used in assessing the outcomes of the identified expectations.

Measures of research achievement include publications in leading peer-reviewed journals, generation of external support technology development and transfer, and peer recognition as reflected by participation in meetings and symposia. Other factors considered are evidence of innovation in research and interdisciplinary activities.

The faculty member's instructional program must reflect high standards of scholarship, creativity and commitment to growth and development. The candidate should exhibit a broad-based perspective and a maturity of judgment that reflects distinguished academic leadership. Instructional activities must effectively address the mission of the candidate's unit and the needs of its clientele. Further, his/her instructional program should demonstrate excellence in education of undergraduate and graduate students. Criteria for promotion to Professor will also include the candidate's assumption of instructional responsibility and leadership activities which contribute to meeting his/her unit's mission.

Candidates with significant outreach programs are expected to contribute with distinction to appropriately-targeted, peer-respected publications and other public media. Instructional efforts must include effective skills in communication commensurate with excellence in focused outreach education efforts. Contribution to outreach education and service will be weighed in accordance with the candidate's programmatic area and unit's mission.

The candidate should have some committee responsibility in his/her department, the College, and the University. The candidate for promotion to Professor should also be participating in local and national committees of professional organizations and provide service to the local community as appropriate.

[Return to CALS Guidelines Main Page](#)

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Document located at <http://cals.arizona.edu/dean/p&tguidelines.html>  
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**College of Agriculture and Life Sciences**  
**Guidelines and Criteria for Promotion and Tenure**

*Revised February 2001/ Abstracted February 2001*

In the College of Agriculture and Life Sciences (CALs), each faculty member's position description reflects the relative responsibilities assigned to teaching, research, extension and service activities in relationship to the unit's mission and strategic plan. This position description provides the context for evaluating a candidate's success in meeting performance expectations for promotion and/or tenure. Both formal and non-formal instruction are defined as teaching by CALs, including classroom sessions, demonstrations, workshops and distributed learning. Research/creative activities may be basic and/or applied and may include the use of innovative approaches and new technology. The requirement of excellent performance and the promise of continued excellence necessary for the granting of promotion and/or tenure includes compliance with relevant University and Board of Regents policies.

**Promotion to Associate Professor**

*General*

Based on research accomplishments and excellence in teaching, Extension and service activities. Reputation for excellence among peers at this and other institutions should be emerging.

*Research*

Performance should reflect independent and productive scholarly activity appropriate to the candidate's field. Measures include publications, grants, attendance and presentations at national meetings, and invited participation in post-graduate programs, national meetings and symposia. If individual's primary scholarly activities or responsibilities involve innovative or creative products (i.e., as in design, delivery systems, teaching), P&T materials may not show as much tangible evidence in terms of number of publications and grant support as would be the case for those with more scientific investigative responsibilities.

*Teaching*

Candidate should be an accomplished teacher, well-prepared, with a mastery of the fundamentals of subject matter. Opinions of colleagues, summaries of student evaluations and quality of the graduate students supervised will be important in this evaluation. Efforts should show promise of continued growth as a teacher. If position involves outreach, then presentations, publications and other output may be evaluated with other teaching and research activities.

*Service*

Committee responsibility in department, College and University. Participation in local and national committees of professional organizations. Service to the local community as appropriate.

**Promotion to Professor**

*General*

Based on excellent productivity and leadership in instructional, Extension and research programs, with an appropriate balance of service resulting in regional, national and international recognition in candidate's field.

*Research*

Measures of research achievement include publications in leading peer-reviewed journals, generation of external support, technology development and transfer, and peer recognition as reflected by participation in meetings and symposia. Other factors considered are evidence of innovation in research and interdisciplinary activities.

*Teaching*

Instructional program must reflect high standards of scholarship, creativity and commitment to growth and development. Candidate should exhibit a broad-based perspective and a maturity of judgment that reflect distinguished academic leadership. Instructional activities must effectively address the mission of the candidate's unit and the needs of its clientele and. Further, instructional program should demonstrate excellence in education of undergraduate and graduate students.

Candidates with significant outreach programs are expected to contribute with distinction to appropriately-targeted, peer-respected publications and other public media. Instructional efforts must include effective communication skills commensurate with excellence in focused outreach education efforts. Contributions will be weighed in accordance with the candidate's programmatic area and unit's mission.

*Service*

Committee responsibility in the department, College and University. Participation in local and national committees of professional organizations. Service to the local community as appropriate.



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Department of Agricultural and Biosystems Engineering**

## **PROMOTION AND TENURE/CONTINUING STATUS AND PROMOTION CRITERIA**

### **Department of Agricultural and Biosystems Engineering (ABE) (Revised May 14, 2010)**

The ABE Promotion and Tenure (P&T)/Continuing Status and Promotion (CS&P) Committee will perform 3- and 6-year reviews for probationary faculty members who are being considered for promotion, tenure or continuing appointment in accordance with Departmental, College and University policies and procedures and will recommend appropriate action to the Department Head. In addition, every probationary faculty member will be reviewed annually in accordance with Department, College and University guidelines, and written comments will be forwarded to the Department Head. The Promotion and Tenure Committee will evaluate each candidate in the areas of Teaching, Research, Extension, and Service as appropriate for his or her appointment. During its evaluation the Committee will consider whether the candidate has met Departmental, College, and University criteria. Each candidate should demonstrate achievement of productivity, distinction, and leadership in teaching, research, extension; intramural and extramural service; and other professional activities. The Committee will consider excellence in teaching, service, research and extension to be of equal importance. Each candidate also must demonstrate satisfactory performance of collegial activities in support of departmental goals and the mission of the College of Agriculture and Life Sciences and University. In addition, interdisciplinary activities in teaching, research, and extension, and the contribution of the candidates' program to the department, will be considered. The following provides criteria for evaluation in each of the four areas.

#### **a. Teaching**

The Committee will develop a comprehensive evaluation based on materials supplied by the candidate, peers, department head, and students. The following items will be considered in the evaluation: (1) Course content, (2) Effectiveness and quality of instruction, based on student and peer evaluation, (3) New course development, (4) Teaching load, (5) Student advising, (6) Publication of teaching related materials and journal articles, and (7) Awards.

#### **b. Research**

To satisfy the primary criteria in this category, the candidate must develop and maintain research programs and publish manuscripts in refereed journals. Publications in the journals unique to Agricultural and Biosystems Engineering disciplines are particularly emphasized. However, because of the diversity of Agricultural & Biosystems Engineering, refereed journals of other professional societies or other topical refereed publications are equally acceptable. Additional items to be considered include the (1) Strong record of externally funded projects and (2) Other forms of publications and communications, and (3) Awards.

#### **c. Extension**

Extension requires the development and implementation of comprehensive and cohesive programs and requires communication with diverse clientele. Candidates should demonstrate that they have developed effective programs and are recognized as experts or resource persons in areas defined by their programs. The effectiveness of the programs will be judged according to the following criteria: (1) Presentations and publications in Proceedings, (2) Clientele relations, Cooperation with other extension specialists and agents in providing a systems approach to problems, (3) Demonstrations and Research, (4) Refereed publications, and (5) Awards.

#### **d. Service**

Each candidate's service activities will be evaluated on the basis of (1) Departmental activities, (2) College Activities, (3) University activities, (4) Service in Professional Societies, and (5) Other professionally related service. In the overall evaluation of the candidates' service activities, consideration is given to what opportunities the candidates have had to participate in service activities, recognizing that often committee assignments are appointive.

Specifically, candidates for Promotion and Tenure (P&T) are expected to meet the following criteria for rank at which promotion is sought.

	Assistant to Associate Professor	Associate to Full Professor
Teaching	Satisfy the department's teaching obligations and develop new courses. Receive positive student evaluations and favorable peer teaching evaluations from senior colleagues. Contribute to development of department's academic programs evidenced by course syllabi. Participate in student advising, including service on graduate students' thesis or dissertation committees.	Satisfy department's teaching obligation and receive recognition as an effective teacher. Exercise leadership in developing department's academic program as evidenced by originating or revising courses as documented in course syllabi. Receive positive student and peer teaching evaluations. Demonstrate outstanding record of student advising, including service as chair of graduate students' thesis or dissertation committees.
Research	Engage in high quality original research and scholarly activities as evidenced by publication record in reputable refereed journals. Establish the promise of sustained scholarly activity in one or more areas. Provide evidence of recognition at regional and national levels. Contribute to grant and contract activities. Involve graduate students in research and scholarly activities.	Demonstrate record as a productive scholar through continuing publication activity in reputable refereed journals over a period of years. Provide evidence of recognition at national and international levels. Demonstrate leadership in seeking outside funding for research through grants and contracts. Engage students in collaborative research and scholarly activities.
Service	Contribute to department, college and university committees. Contribute to profession through service to professional organizations and/or professional journals.	Exercise leadership in department, college and university through service as committee member and/or chairperson. Contribute to profession through outstanding and continued service to professional organizations and/or professional journals.



Candidates for Continuing Status and Promotion (CS&P) are expected to meet the following specific criteria for rank at which continuing status is sought. Attention should be given to the candidate's appointment (i.e., % Extension, % Research, and % teaching).

	Assistant to Associate Specialist	Associate to Full Specialist
Extension	Develop a statewide extension program addressing the needs of key clientele. Provide evidence of program identification, program implementation and program impacts. Demonstrate a record of productive scholarly activity through the Extension publications and newsletters, and the development of websites and other communication tools used to serve clientele. Contribute to grant and contract efforts to help support Extension activities.	Expand established Extension programs with evidence of significant impacts on clientele. Demonstrate leadership in gaining recognition for Extension activities statewide and nationally. Provide evidence of continuing publication activity to address clientele needs. Demonstrate leadership in seeking outside funding for Extension programs through grants and contracts.
Research	Engage in high quality original research and scholarly activities as evidenced by publication record in reputable refereed journals. Establish the promise of sustained scholarly activity in one or more areas. Provide evidence of recognition at regional and national levels. Contribute to grant and contract activities.	Demonstrate record as a productive scholar through continuing publication activity in reputable refereed journals over a period of years. Provide evidence of recognition at national and international levels. Demonstrate leadership in seeking outside funding for research through grants and contracts.
Teaching	Satisfy the department's teaching obligations and develop new courses. Receive positive student evaluations and favorable peer teaching evaluations from senior colleagues. Contribute to development of department's academic programs evidenced by course syllabi. Participate in student advising, including service on graduate students' thesis or dissertation committees.	Satisfy department's teaching obligation and receive recognition as an effective teacher. Exercise leadership in developing department's academic program as evidenced by originating or revising courses as documented in course syllabi. Receive positive student and peer teaching evaluations. Demonstrate outstanding record of student advising, including service as chair of graduate students' thesis or dissertation committees.
Service	Contribute to department, college and university committees. Contribute to profession through service to professional organizations and/or professional journals.	Exercise leadership in department, college and university through service as committee member and/or chairperson. Contribute to profession through outstanding and continued service to professional organizations and/or professional journals.

## **APPENDIX II. GUIDELINES FOR PROMOTION, TENURE AND CONTINUING REVIEWS IN THE SCHOOL OF ANIMAL AND COMPARATIVE BIOMEDICAL SCIENCES (Revised 8/20/2013)**

### **A. Promotion and Tenure Committee (PTC)**

The Promotion and Tenure Committee (PTC) will have responsibility for recommendations concerning tenured and tenure-eligible (T/TE) faculty. Membership of the Promotion and Tenure Committee (PTC) will consist of the three T members of the PRC, plus two of the C members of the PRC. The third C member of the PRC may participate fully in PTC discussions but cannot vote. The vote-abstaining C member will be chosen by chance (coin flip).

The PTC will evaluate and make recommendations on faculty appointments, promotions, and tenure status decisions. For tenure-eligible faculty, the PTC will provide annual evaluative reports regarding the candidate's progress toward tenure and promotion. The PTC will also participate in the formal third-year progress toward tenure review, by reviewing the candidate's dossier and preparing a report regarding the candidate's status. At the candidate's request, a representative of the PTC and the department head may meet jointly with the candidate to discuss this report. The PTC will also review the formal applications for tenure or promotion, typically at the sixth-year and provide a written recommendation to the department head. Such recommendation (recommended or not recommended for promotion and/or tenure) will be confidential. **Deliberations, evaluations, and recommendations of the PTC are absolutely confidential, as are any evaluations or recommendations received by them.**

### **B. Promotion and Continuing Status Committee (PCC)**

The Promotion and Continuing Status Committee (PCC) will have responsibility for recommendations concerning continuing and continuing-eligible (C/CE) faculty. Membership of the Promotion and Continuing Status Committee (PCC) will consist of the three C members of the PRC, plus two of the T members of the PRC. The third T member of the PRC may participate fully in PCC discussions but cannot vote. The vote-abstaining T member will be chosen by chance (coin flip).

The PCC will evaluate and make recommendations on faculty appointments, promotions, and continuing status decisions. The PCC will also participate in the formal third-year progress toward continuing status review, by reviewing the candidate's dossier and preparing a report regarding the candidate's status. At the candidate's request, a representative of the PCC and the department head may meet jointly with the candidate to discuss this report. The PCC will also review the formal applications for continuing status or promotion, typically at the sixth-year and provide a written recommendation to the department head. Such recommendation (recommended or not recommended for promotion and/or continuing status) will be confidential.

**Deliberations, evaluations, and recommendations of the PTC are absolutely confidential, as are any evaluations or recommendations received by them.**

### **C. Responsibilities of the PTC and PCC**

1. In collaboration with the PRC, and department head, the PTC or PCC will assure that appropriate mentoring is taking place for all tenure- and continuing-track faculty who are not tenured or continued, or fully promoted. The PTC or PCC may also, upon request, assist candidates with preparation of dossiers.
2. Review dossiers presented in support of applications for promotion in rank and/or for tenure or continuing status.
3. Provide the department head with written evaluations of candidates for promotion, tenure, or continuing status, together with recommendations for or against promotion and/or tenure or continuing status, in keeping with CALS guidelines.
4. Provide a formal third-year review for non-tenured or non-continuing candidates who are eligible for reappointment.
5. Consult with the department head regarding promotion in rank for year-to-year appointees.
6. Consult with the department head regarding initial faculty appointments (see Departmental Guidelines, Section III.a.)

Recommendations for promotion and tenure/continuing status requires scholarly accomplishment over a period of years in the broad range of faculty responsibilities, and includes evaluation by external referees. Annual performance reviews will be considered as part of the promotion and tenure/continuing process, but such evaluations are not determinative on promotion and tenure/continuing issues. Satisfactory ratings in the annual performance reviews do not necessarily indicate overall satisfactory progress toward promotion and tenure/continuing status.

#### **D. General Criteria and Conditions for Appointment, Tenure, and Continuing Status**

The three activities under which faculty are evaluated for promotion and tenure/continuing status, as set down by the University administration, are research, teaching, and service. Candidates for any faculty rank (assistant, associate, or full professor, assistant, associate, or full research scientist, assistant, associate, or full specialist) are expected to show progressive achievement in the activities at the different ranks.

##### **D.1. Research (Tenure- and Continuing-Tracks)**

Publication record. To be considered are quality, quantity, and category of output. Refereed papers will generally, but not necessarily, be given more weight than nonrefereed journal articles. A comprehensive and critical review may be given equal value as refereed scientific journal articles. Evaluation of quality is of great importance and should include assessment of both technical quality of the information and literary quality of the paper.

Research productivity, independent of communicated information. The development of devices or methods, especially those leading to patents, should be included in the evaluation.

Pertinence and impact of research. Does the research program represent a well-designed plan that has meaningful, realistic and achievable goals? Is the research recognized as being locally, nationally or internationally important?

Cooperation. If the work should be interdisciplinary, is it? Does the researcher cooperate well with others? Has he/she made contributions to other projects not identified directly with his/her own program?

Research support generation. Has researcher developed grant funds? If grant record is low, has researcher exerted diligent effort in seeking support? Do peer reviews indicate excellence? Has researcher used funds effectively and efficiently?

Reputation as a researcher. Evidence of the investigator's quality as a researcher is sometimes noted by the activities in which he/she is invited to participate. Are any of the published or presented papers invited ones? Is the individual invited to join national or international panels or advisory committees? Has the researcher received awards for his/her research?

Technology Transfer. Invention disclosures, patent applications, patents issued, and assisting patent attorneys with prosecution of same. Licensing agreements to commercialize research discoveries

## **D.2. Teaching (Tenure- and Continuing-Tracks)**

Student advising. The total number of students, both graduate and undergraduate, for whom the individual serves as major advisor or on advisory committees will be considered.

Classes. The total number of classes taught, the number of credits, the level of the classes and enrollment are to be considered. Substitute lectures and associated work also are to be noted.

Course content. Was the course taught at the level intended (i.e., the level indicated by course number and prerequisites)? Is the depth and breadth of material covered in the course appropriate to the number of credits and the level of which the course is offered?

Effectiveness and quality of instruction. The basic issue is effectiveness of the instructor in teaching students. This point is addressed in several ways.

Self-evaluation. The instructor should realistically assess to what extent course objectives were met and why.

Student evaluation. Student evaluations are based on how well the course met his/her expectations, but is often not a legitimate standard as the sole indicator of course effectiveness. Student evaluations are one aspect of overall evaluation and should be reconciled with the instructor's self-evaluation and other aspects of the overall teaching evaluation.

Student performance in subsequent courses. Are students able to perform satisfactorily in courses for which the evaluated course is a prerequisite?

Evaluations by students that have graduated should be considered when available.

Peer evaluations should be considered when available.

Additional teaching activities. Efforts to improve teaching methods and equipment should be acknowledged. These efforts include participation in teaching seminars or workshops, obtaining teaching improvement grants or contracts, procurement of equipment, and production of reviews, book chapters or texts.

New course development. Efforts to develop a new course or new course materials, as part of the department's strategic plan, should be noted. These efforts include preparing lecture materials and notes, developing new audiovisuals, and developing new problems, computer programs, or laboratory exercises.

### **D.3. Service: Academic**

University service, to the department, college, and university, including committee work and *ad hoc* assignments.

Professionally-related service, to government agencies and the public.

Professional societies, including membership and serving as an officer or on committees.

Nonprofessional service (to public and private organizations) is admirable, but is not to be reported or evaluated.

### **D.4. Service: Clinical/Outreach**

#### **D.4.a. Diagnostic Service:**

Provides accurate and timely expert opinion on the results of diagnostic testing. Effectively communicates findings to laboratory clients

Community Participation: Routine interaction with and information transfer to users such as veterinarians, animal owners and organizations are included. Serves as a source of expert opinion to the media.

Surveillance: This service area includes useful participation in various programs that monitor for and respond to diseases of public concern.

Communication: Included are personal conversation, meeting appearances, lay publications and traditional publication in monographs, newsletters, case reports or formal articles.

Collaboration: Works effectively with other laboratory diagnosticians, extension personnel and private veterinarians in order to solve diagnostic problems.

Workload: Effectively manages a diagnostic caseload commensurate with percent effort, rank and experience.

Supervisory: When part of the candidate's job description, effectively supervises a section(s) of the diagnostic laboratory.

#### **D.4.b. Formal Extension Service**

Program Development: Included is development of programs to enhance technology transfer to the public.

Publication: This includes production of educational materials in any of a variety of formats.

Public Interaction: This includes presentations at meetings and participation in organizations with activities to which veterinary outreach applies.

Innovation: Creation and development of new ideas and applications that are benefit to the public are involved.

### **E. Conditions for Appointments and Promotions in Rank**

#### **E.1. Appointment to Lecturer or Instructor**

Appointment to Lecturer or Instructor will be based upon UHAP, using relevant procedures and principles outlined there.

#### **E.2. Appointment to Staff Scientist or Research Professorial Tracks**

Faculty may be appointed to staff scientist or research professorial tracks upon recommendation by one or more faculty and availability of appropriate funding, with approval by the department head after consultation with the PTCC. In keeping with UHAP 3.08, appointments "...that are dependent for continuation upon funding from a source other than state appropriations shall so state in the Notice of Appointment and may terminate when the funding is no longer available."

#### **E.3. Appointment or promotion to Assistant Professor, Assistant Specialist, Assistant Research Scientist, or Assistant Research Professor**

Appointment or promotion to Assistant Professor is made chiefly on the basis of past achievements and future promise, and in the vast majority of cases follows a conventional faculty search. The position gives an individual the opportunity to develop potential, and to demonstrate effective teaching, scholarly activity (or the equivalent in the case of clinical faculty), formal extension work, and service in various forms. An individual appointed at or promoted to this level will usually have a PhD or equivalent. Exceptions are assistant specialists in veterinary extension (DVM or equivalent degree) and, in some cases assistant research scientists (diagnosticians with the DVM/equivalent degree and ACVP diplomate status or eligibility). The quality of the training and the candidate's record should be weighed in

evaluation of his/her potential. The individual should be willing and able to organize and clarify complex material in order to be an effective teacher. Additionally, the individual should show evidence of productivity in scholarly work and of capability for sustained independent study. At this stage, significance and originality of the work will be more important than its quantity.

#### **E.4. Appointment or promotion to Associate Professor, Associate Specialist, Associate Research Scientist, or Associate Research Professor**

Promotion to the rank of Associate Professor, Associate Specialist, Associate Research Scientist or Associate Research Professor is based on significant accomplishment in instructional, research, clinical service, and outreach programs (as appropriate). There should be clear prospects of sustained, long-term productivity and participation in interdisciplinary, college, university, and community activities.

Promotion to Associate Professor is based on excellence in research accomplishments, teaching, and service. The individual's performance should have reflected independent and productive scholarly activity appropriate to her/his field. Research funding is at the heart of scholarly endeavor, and the candidate for promotion to associate professor with tenure should provide evidence of a stable funding base; this will usually be evidenced, not simply by obtaining research funding, but obtaining a renewal of an initial grant. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be evidenced by publications, grants, attendance, and presentations at national meetings, and invited participation in post-graduate programs, national meetings, and symposia, all to be evaluated according to the individual's percentage of time designated for research. The efforts and results should have attracted the attention and respect of professional peers.

An individual seeking promotion to Associate Professor, should have acquired considerable teaching experience and should be accomplished and well prepared, with a mastery of the fundamentals of subject matter and demonstrated ability to relate this knowledge to other disciplines. The subject should be presented with respect for the necessary balance and emphasis among the special areas of knowledge represented within the specific academic setting. The individual's teaching, regardless of the context (lecture hall, laboratory, or seminar), should reflect critical and selective use of current as well as traditional concepts, and should evidence originality of thought and method. The opinion of colleagues, graduate students, and undergraduate students will be important in this evaluation. Efforts should promise continued growth as a teacher. The candidate should have committee responsibilities in the department, the college, and the university, and should also be participating in local and national committees. Promotion to Associate Professor is ordinarily, although not always, accompanied by the award of tenure.

Promotion to the rank of Associate Specialist is based on program accomplishments that demonstrate innovation, initiative, a high level of professional expertise, and development of working relationships with colleagues and clientele. Programs must address clientele needs and show evidence of adaptation to changing needs and priorities. These efforts must show evidence of obtaining research funds and materials. They must be recognized and accepted by peers and clientele at the local, regional, and statewide levels, and must provide evidence of a growing

reputation at the national and international level (as appropriate). There must be evidence of continued professional growth and development of professional competence. An Associate Specialist should have a consistent record of publications of various types in the assigned subject area, and should display leadership in the specific program area.

Promotion to the rank of Associate Research Scientist is based upon accomplishments in research or equivalent scholarly service in the individual's field of endeavor, as well as appropriate extension education, resident instruction, service, and/or clinical service activities. A reputation among peers for excellence in research should be documented by publications, grants, presentations at national meetings, and invited seminars. If a substantial portion of the appointment is in Cooperative Extension, there is an expectation of proportionately fewer journal publications and more research reports and articles that convey research results to clientele. However, the research program should attract attention and respect of professional peers as well as clientele groups. The individual may have acquired some teaching experience, served on graduate student committees, and supervised graduate students.

Promotion to the rank of Associate Research Professor is based upon accomplishments in research in the individual's field of endeavor, as well as contributions to the department in at least one of the other traditional areas (i.e., teaching or departmental service). A reputation among peers for excellence in research should be documented by publications, grants, presentations at national meetings, and invited seminars. The individual may have teaching and mentoring experience, through supervision of graduate students and service on graduate student committees.

#### **E.5. Appointment or promotion to Professor, Specialist, Research Scientist, or Research Professor**

Promotion to the rank of Professor is ordinarily based on excellence in instruction, research, and service, resulting in regional, national and international recognition. A high level of productivity and leadership in research, teaching, and professional activities is expected. Evidence will be comprised of publications in leading peer-reviewed journals, generation and renewal of external research support, technology development and transfer, service on research or instructional committees, service to professional organizations, and peer recognition as reflected by participation in meetings and symposia. The successful candidate will also have demonstrated ability to attract excellent graduate students and post-doctoral scientists. Promotion to Professor will signify that the individual is now an established figure in his/her field.

The faculty member's teaching should be of a special quality, reflecting depth and vision not often found at lower ranks. The quality should be evident from student and peer evaluations, and formal and informal instruction should reflect high standards of scholarship and creativity and effective skills in communication. Instructional activities should effectively address the mission of the department and the needs of students. His/her program should not only be productive, but should provide training for graduate students, post-doctoral fellows, research-oriented students, and other faculty. The number of graduate students and post-doctoral students must not be over-emphasized, since the complexity of some research programs, time required of the principal investigator, and laboratory space available are limiting factors. Excellence of the training is the



key element. Outreach and service activities should be appropriately targeted at the college, university and national, and international levels.

The candidate should reflect a wider perspective and a greater maturity of judgment than is usual for junior faculty. Although difficult to characterize, these advanced attributes are evident in the individual's skill in communication and in the ability to generalize in teaching. They are evident also in strong leadership, innovation in research, cognizance of other fields and awareness of inter-disciplinary interactions, and in acceptance of responsibilities in the department, college, university, and community.

Typically, promotion to Research Professor will be based primarily on research, as outlined for promotion to Professor, with contributions in many cases in teaching and mentoring of graduate students.

Promotion to the rank of Full Specialist is based on sustained, high quality accomplishment in research, clinical service, and extension education and outreach activities, with an established reputation for excellence at local, regional, national, and international levels within the Specialist's field. The Specialist's record in research must exhibit productive scholarly activity in an independent line of inquiry, evidence of funding for research through grants and contracts, and leadership at the national and international levels. The accomplishments in research and extension education should be documented by evaluations, peer-reviewed publications, generation of external support, technology development and transfer, attendance and presentations at local, regional and nation/international meetings, and invited participation in interdisciplinary programs. The Specialist's extension education program must reflect high standards in scholarship, effective skills in communication, and leadership in program improvement/development. The faculty member's activities should be recognized for excellence by peers, individual clientele, and by organized commodity groups.

Promotion to the rank of Research Scientist is based on sustained, high quality accomplishment in research or equivalent scholarly service and, when appropriate, clinical service, extension education, and outreach activities, with an established reputation for excellence at the local, regional, national, and international levels within his/her field. This may be dominated by provision of diagnostic service. The record in research must include productive scholarly activity in an independent line of inquiry, evidence of funding for research through grants and contracts, and leadership at state, national, and international levels. Accomplishments in research and extension education should be documented by evaluations, peer-reviewed publications, generation of external support, technology development and transfer, attendance and presentations at local, regional and national/international meetings, and invited participation in interdisciplinary programs. The extension education program must reflect high standards of scholarship, effective skills in communication, and leadership in program improvement/development. These activities should be recognized for excellence by peers, individual clientele, and by organized commodity groups.

## **F. Changes in Appointment and Rehires**

Tenure- or continuing-eligible faculty may be considered for other appointed positions in the University during their first five years of tenure-eligible service, but not thereafter. This appointment may be tenure/continuing-eligible or nontenure/noncontinuing-eligible, except to that of nontenure-eligible lecturer in the same discipline. An individual is allowed, during the sixth year, prior to denial of tenure, to switch to an academic professional position if hired on the basis of a competitive search. Individuals denied tenure or whose appointment was not renewed for other than reorganization or budgetary reasons shall not be considered for other available appointed positions at the University. Individuals whose faculty service was terminated for cause shall not be considered for employment in any position at the University. Individuals who resign from faculty positions to take up employment elsewhere may subsequently be considered for appointments at the University.

### **G. Responsibilities of Applicants for Promotion and/or Tenure/Continuing Status**

The responsibilities of Applicants for promotion and/or tenure or continuing status are clearly described in CALS and University of Arizona guidelines, and should be followed in detail.

### **H. Responsibilities of the Department Head**

The department head will meet with tenure- or continuing-eligible faculty at least once a year to review promotion and tenure/continuing criteria and to answer questions. He/she will monitor mandatory review requirements of the university and provide timely notice to faculty when P/T/C actions are due. Notification will include guidelines for organization of materials, criteria for evaluation, a projected timeline for review completion, and a copy of the promotion, tenure, and continuing guidelines for the department and CALS. Guidelines from the previous year may be used until current guidelines are made available by the Provost. Letters from external reviewers should be requested no later than September 1 of the academic year in which the promotion and/or tenure/continuing action is to be taken. All letters received from outside evaluators must be included, with clarification as to how the letters were solicited. The department head is responsible to write a letter which will accompany the materials forwarded to the Dean, in compliance with the Provost's guidelines.

### **I. Review Processes and Timelines for Promotion and/or Tenure/Continuing Status**

#### **I.1. Annual Reviews of Progress Toward Promotion and/or Tenure/Continuing Status**

For tenure- and continuing-eligible faculty, the PTC or PCC respectively, must include a special component in the annual review to specifically assess and provide feedback on the progress of the individual toward tenure or continuing status. However, per UHAP 4.08.02, "... Annual performance reviews may be taken into account as part of the promotion and continuing status process, but such evaluations are not determinative on promotion and continuing status issues. ..."

#### **I.2. Third-Year Review of Progress Toward Promotion and/or Tenure/Continuing Status**

By August 15 of the third calendar year after appointment to a tenure- or continuing-eligible

position, the faculty member must present to the department head a dossier that details accomplishments. The department head will inform the candidate regarding the preparation of the dossier for the purpose of this evaluation. The format will be that established by the college and university. It should include information on research, teaching, formal extension, and service. These reviews will include all materials required for the promotion and tenure or promotion and continuing status review, with the exception of outside letters. The PTC or PCC will examine the dossier and recommend to the department head renewal or nonrenewal of the faculty member's appointment. After reviewing the applicant's dossier and the PTC/PCC recommendations, the department head will in turn recommend renewal or nonrenewal of appointment, and forward the dossier to the Dean. Upon approval by the Dean, the department head will communicate with the faculty member, in writing, the outcome of the evaluation and share substantive recommendations regarding the candidate's progress.

### **I.3. Application for Promotion and/or Tenure/Continuing Status**

Dossiers for promotion, tenure, and continuing status shall be submitted to the department head by August 15 of the evaluation academic year. The dossier, including the letters of evaluation from the external reviewers, will be evaluated by the PTC or PCC respectively and prepare a written recommendation to the department head. After reviewing the applicant's dossier and the PTC/PCC recommendations, the department head will in turn recommend renewal or nonrenewal of appointment, and forward the dossier to the Dean on or before November 1. The College's recommendation will be forwarded to the Provost's office before January 15. Official notice regarding promotion, tenure, or continuing status will be sent to the faculty member by the Provost.



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Department of Agricultural Education**

Rec'd 9/99  
(Current)

Department of Agricultural Education



Forbes 224  
Tucson, Arizona 85721  
(520) 621-1523  
FAX: (520) 621-9889

DEPARTMENT OF AGRICULTURAL EDUCATION  
CRITERIA FOR PROMOTION AND TENURE

Promotion to Associate Professor

Promotion to Associate Professor is based on accomplishments and evidence of emerging excellence in teaching, as well as research/outreach/service activities. For such promotion, the individual's performance should reflect productive scholarly activity specific to the candidate's Workload Assignment. A reputation for excellence in one or more areas addressing (a) the application of knowledge, (b) the integration of knowledge, and (c) the method and practice of teaching should be emerging. Documented evidence should be presented that include peer refereed research presentations and publications, generation of extramural support, participation in professional meetings and symposia, delivery of professional improvement in-service to teacher practitioners, and the development and dissemination of curriculum materials for secondary and postsecondary student or teacher audiences. The specific mix and weighting of scholarly output will be evaluated in terms of the candidate's percentage of appointment designated for teaching and research/outreach/service as outlined in the Workload Assignment.

To be promoted to Associate Professor in the Department of Agricultural Education, an individual should first and foremost be an accomplished teacher and student advisor with a mastery of her/his subject matter and demonstrated ability to effectively relate knowledge to students. Peer input of teaching effectiveness will be an important evaluation component, but equally important will be undergraduate and graduate student evaluations. The candidate's overall record should clearly indicate growth as a teacher.

The candidate for promotion to Associate Professor should present documented evidence of service activities in the Department, College and University as appropriate. The individual should also document participation in agricultural science and education professional activities at the state, regional and national levels, and contribute to the outreach education programs of the Department in support of teacher practitioners and administrators throughout Arizona and beyond.

August 1993

DEPARTMENT OF AGRICULTURAL EDUCATION  
CRITERIA FOR PROMOTION AND TENURE

Promotion to Professor

Promotion to Professor is based upon recognized excellence, leadership and maturity in instructional, as well as research/outreach/service activities. The individual's performance should reflect regional and national distinction in one or more area addressing (a) the application of knowledge, (b) the integration of knowledge, and (c) the method and practice of teaching. The candidate should be recognized as a respected senior member of the agricultural education profession or a closely related field such as vocational/technological or science education. Documented evidence should be presented that include peer refereed research presentations and publications, generation of extramural support, participation in regional and national meetings and symposia, the development and delivery of professional in-service programs for teacher practitioners, and the development and dissemination of curriculum materials for secondary and postsecondary student or teacher audiences. The specific mix and weighting of scholarly output will be evaluated in terms of the candidate's percentage of appointment designated for teaching and research/outreach/service as outlined in the Workload Assignment.

To be promoted to Professor in the Department of Agricultural Education, an individual must have recognized stature as a master teacher and advisor of undergraduate and graduate students. The candidate's teaching should present clear evidence of sustained high quality, reflecting experienced depth, vision and leadership across a broad range of educational programming. Student and peer recognition for sustained excellence and leadership in instruction are requirements for attaining the rank of Professor of Agricultural Education.

The candidate for promotion to Professor will have an extensive record of outstanding service to the Department, College and University. In addition, he/she will have been recognized for regional and national service to their profession. Overall, the candidate should exhibit a broad-based perspective and maturity of judgment that reflects distinguished academic leadership and stewardship.

August 1993

*incl. 3 yr review*

**DEPARTMENT OF AGRICULTURAL EDUCATION**  
**Promotion and Tenure/Continuing Status Review Process**  
**(for the 3-, 6-Year Review Model)**  
**(Effective July 1, 2003)**

**Third-Year Review for Agricultural Education Probationary Faculty**

The formal third-year review for Agricultural Education faculty will follow the guidelines and instructions issued by the Office of the Provost. These reviews will include all materials required for the promotion and tenure/continuing status dossier with the exception of outside letters. All third-year reviews will be submitted no later than October 1 for review by the Department Head, with additional review by the department P&T committee if necessary. If it appears there will be a recommendation for non-retention following the third-year review, the dossier must be submitted to the Dean's office by November 1 in order to meet the deadlines for full review at all levels as required by university policy.

If the results of the third-year review are satisfactory but warrant an interim review prior to the sixth year, the department head or Dean or college committee may request an additional formalized fourth- or fifth-year review.

**Annual Reviews for Agricultural Education Probationary Faculty**

All Agricultural Education faculty members are evaluated in the context of their position description, both for annual review and for promotion and tenure/continuing status. As part of the special annual review component for probationary faculty, performance in teaching, research and service (the areas of contribution necessary for tenure/continuing status) will be measured against written departmental and college guidelines and criteria for promotion and tenure/continuing status. Overall progress will be assessed in the context of the candidate's performance to date as an indication that the candidate is making progress toward meeting these criteria by the sixth year of appointment.

Each year, in addition to the usual materials submitted for annual review in the department and the College (APROL, position description, goals and objectives), probationary faculty will submit an up-to-date curriculum vitae following the format required for the P&T/C dossier.

Probationary faculty will be reviewed annually by a unit peer committee and by the unit head. This peer review committee will be formed in accordance with university and unit guidelines and will include rank superior faculty only. The committee will provide written comments regarding the faculty member's progress in teaching, research and service to the department head. The department head will also assess the faculty member's progress and provide a written summary of the evaluation results to the probationary faculty member.

If progress toward tenure/continuing status as measured during the annual review is satisfactory, the department head will forward a copy of his/her assessment letter or memorandum to the Vice Provost and Dean, but the complete set of review materials will be retained in the department. If performance in any of the three required areas (teaching, research or service) is not satisfactory, the full review packet must be forwarded to the Dean, along with a written plan containing specific steps for improvement developed by the faculty member in consultation with the department head. This plan will become part of the materials used to measure this aspect of performance in the next annual review.

Additional information on the streamlined review process for probationary faculty at the University of Arizona is available on the Vice Provost's website (under "Tenure/Promotion" or "Continuing Status"):



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Department of Agricultural and Resource Economics**



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## Summary

### Department of Agricultural and Resource Economics University of Arizona Criteria for Promotion and Tenure

January 2007

#### **Teaching:**

Each professorial tenure-track faculty member generally teaches one undergraduate and one graduate class. The department has its own master's program and participates in the Department of Economics PhD program. The general teaching criterion, for promotion purposes, is whether the candidate is "carrying their weight" in a dynamic department where each member is expected to contribute. Excellence in teaching and advising is emphasized as a necessary attribute and is evaluated based on student evaluation scores, student FTE's, awards, peer evaluation, and undergraduate and graduate advisees. The candidate's instructional program must reflect high standards of scholarship and creativity. Instructional activities must effectively address the mission of the candidate's unit and the needs of its clientele. Further, the instructional program should demonstrate excellence in education of undergraduate and graduate students.

Teaching through publications aimed at lay audiences is vital. A wide variety of publication outlets are available and should be used. Annual Cotton and Grain reports, newsletters, and articles in the popular press are some examples. Special published reports, such as those of national professional associations of agricultural economists or reports done for congressional committees may be an important and recognized part of the job

The department adheres to the guidelines and criteria for promotion and tenure as stated in the *College of Agriculture and Life Sciences Criteria for Promotion and Tenure, Revised February 2001*.

#### **Research:**

Measures of research achievement include publications in leading peer-reviewed journals, generation of external support, and peer recognition as reflected by participation in meeting and symposia. Other factors considered are evidence of innovation in research and interdisciplinary activities. Because of the wide variety of journals, selection of the appropriate journal is more a function of the topic than of the journal's "prestige". For example, while the *American Journal of Agricultural Economics* is published by the national association, it has focused heavily on analyses of commercial agriculture. The *Journal of Agricultural and Resource Economics*, published by an association of all states in the United States west of the Mississippi River and the western Canadian provinces, gives greater emphasis to natural resource issues. The two journals are of equal quality. There are other journals of agricultural economics that also are of high quality but have other focuses. Of course, journals of general economics are often appropriate.

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Natural resources or public land issues might be appropriate for journals not specifically for agricultural economists or economists. Such journals include *Land Economics*, *The Natural Resources Journal*, and *Water Resources Research*. Even journal such as *Poultry Science* or the *Journal of Range Management* may be most appropriate for a multi-disciplinary article.

The department adheres to the relative research standards for promotion outlined in the *College of Agriculture and Life Sciences Criteria for Promotion and Tenure, Revised February 2001*. More specifically, however, one could say that "A reputation for excellence among peers should be emerging" for an assistant professor seeking promotion and tenure, if the record shows seven or eight refereed journal articles, one or more technical bulletins, a number of other reports and presentations, and evidence of forthcoming productivity. For promotion to professor, one must show continued productivity and have established a widely recognized reputation.

**Service/Outreach:**

All faculty both professorial and academic professionals are expected to serve on departmental committees. Because of the small size of the department, all get the opportunity. Members are encouraged to serve on College and University committees as the opportunities arise. Chair positions are valued more highly than committee membership.

Professional service activities are also encouraged such as serving as a reviewer for professional journals. Selection as a reviewer by editors indicates recognition of the reviewer's professional credentials. Also, serving as an officer or on a committee of regional or national associations is recognized as professional service. Such service indicates recognition by leaders in the profession. Grantsmanship is also a valued service because it adds resources not otherwise available to the department.

Outreach includes advisory and educational activities for government, individuals, and groups beyond the university campus, and might include government agencies, farm organizations, resource and environmental groups, Native Americans, and others. For some faculty, outreach is a recognized and highly important part of their university work.

The department adheres to the outreach standards outlined in the *College of Agriculture and Life Sciences Criteria for Promotion and Tenure, Revised February 2001*. More specifically, for promotion to full professor, "Candidates with significant assignments in university outreach programs are expected to contribute with distinction to appropriately targeted, peer-respected publications and other public media. Instructional efforts must include effective skills in communications commensurate with excellence in focused outreach education efforts. Contribution to university outreach education and service will be weighed in accordance with the candidate's programmatic area and unit's mission".

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## Summary

### Department of Agricultural and Resource Economics University of Arizona Criteria for Promotion and Continuing Status

August 2006

**Extension:** Extension economists (specialists), who are classified as academic professionals, are expected to serve equally with professorial teaching-research faculty in departmental activities and to meet the professional standards of the agricultural and resource economics discipline.

Excellence as an extension specialist requires excellence as an agricultural economist. Part of the specialists' applied research, often done jointly with research faculty, should be published in the same journals as required of professorial researchers in the department. Applied research done cooperatively with extensionists or researchers of other disciplines might well be published in their journals.

Teaching through publications aimed at lay audiences is vital. A wide variety of publication outlets are available and should be used. Extension Bulletins, Extension Reports, Annual Cotton and Grain reports, newsletters, and articles in the popular press are some examples. Special published reports, such as those of national professional associations of agricultural economists or reports done for congressional committees may be an important and recognized part of an extension specialist's job. Computer software and accompanying documentation to improve farm and ranch management is a recognized output of extension economists.

The department adheres to the statements of relative criteria for promotion to assistant specialist, associate specialist, and specialist as stated in the *College of Agriculture and Life Sciences Criteria for Promotion and Continuing Status*, Revised February 2001.

**Research:** For lengthy, problem oriented, or multi-disciplinary research, an agricultural experiment station technical bulletin, extension technical bulletin and/or a journal article are expected products. Both technical bulletins and journal articles are refereed publications, and are highly valued. Chapters in books, and books themselves are other natural research publication outlets.

Because of the wide variety of journals, selection of the appropriate journal is more a function of the topic than of the journal's "prestige". For example, while the *American Journal of Agricultural Economics* is published by the national association, it has focused heavily on analyses of commercial agriculture. The *Journal of Agricultural and Resource Economics*, published by an association of all states in the United States west of the Mississippi River and the western Canadian provinces, gives greater emphasis to natural resource issues. The two journals are of equal quality. There are other journals of agricultural economics that also are of high

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Natural resources or public land issues might be appropriate for journals not specifically for agricultural economists or economists. Such journals include *Land Economics*, *The Natural Resources Journal*, and *Water Resources Research*. Even journal such as *Poultry Science* or the *Journal of Range Management* may be most appropriate for a multi-disciplinary article.

The department adheres to the relative research standards for promotion outlined in the *College of Agriculture and Life Sciences Criteria for Promotion and Tenure*, Revised February 2001. More specifically, however, one could say that "A reputation for excellence among peers should be emerging" for an assistant professor seeking promotion and tenure, if the record shows seven or eight refereed journal articles, one or more technical bulletins, a number of other reports and presentations, and evidence of forthcoming productivity. For promotion to professor, one must show continued productivity and have established a widely recognized reputation.

**Service/Outreach:** All faculty both professorial and academic professionals are expected to serve on departmental committees. Because of the small size of the department, all get the opportunity. Members are encouraged to serve on College and University committees as the opportunities arise. Chair positions are valued more highly than committee membership.

Professional service activities include serving as an officer or on a committee of regional or national associations. Such service indicates recognition by leaders in the profession. Also important is serving as a reviewer for professional journals. Selection as a reviewer by editors indicates recognition of the reviewer's professional credentials. Grantsmanship is also a valued service because it adds resources not otherwise available to the department.

Outreach includes advisory and educational activities for government, individuals, and groups beyond the university campus, and might include government agencies, farm organizations, resource and environmental groups, Native Americans, and others. For some faculty, outreach is a recognized and highly important part of their university work. The department adheres to the outreach standards outlined in the *College of Agriculture and Life Sciences Criteria for Promotion and Tenure*, Revised February 2001. More specifically, for promotion to full professor, "Candidates with significant assignments in university outreach programs are expected to contribute with distinction to appropriately targeted, peer-respected publications and other public media. Instructional efforts must include effective skills in communications commensurate with excellence in focused outreach education efforts. Contribution to university outreach education and service will be weighed in accordance with the candidate's programmatic area and unit's mission".



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Department of Entomology**

**Department of Entomology**  
**Criteria, Ranks, Conditions of Appointment, Promotion, and Tenure**  
**Revised November 8, 2010**

**1. General Criteria**

The three activities under which faculty are evaluated for promotion and tenure, as set down by the University administration, are research, teaching, and service. Candidates for any of the three faculty ranks (assistant professor, associate professor, or full professor) are expected to show progressive achievement in the activities at the different ranks. The expected activities are outlined below with criteria by which to evaluate activities in the three categories suggested. Note that time in rank is not a criterion for promotion.

**a. Research**

Publication Record. To be considered are quality, quantity, and category of output. Refereed papers will generally be given more weight than nonrefereed journal articles. Nonrefereed publications that have a demonstrated impact on the scientific community, such as a comprehensive and critical review, may be given equal value as refereed scientific journal articles. Evaluation of quality is of great importance and should include assessment of both technical quality of the information and literary quality of the paper.

Research Productivity, Independent of Communicated Information. The development of devices or methods, especially those leading to patents, should be included in the evaluation.

Pertinence and Impact of Research. Does the research program represent a well-designed plan that has meaningful, realistic and achievable goals? Is the research recognized as being locally, nationally or internationally important?

Cooperation. If the work should be interdisciplinary, is it? Does the researcher cooperate well with others? Has he/she made contributions to other projects not identified directly with his/her own program?

Research Support Generation. Has researcher developed grand funds? If grant record is low, has researcher exerted diligent effort in seeking support? Do peer reviews indicate excellence? Has researcher used funds effectively and efficiently?

Reputation as a Researcher. Evidence of the investigator's quality as a researcher is sometimes noted by the activities in which he/she is invited to participate. Are any of the published or presented papers invited ones? Is the individual invited to join national or international panels or advisory committees? Has the researcher received awards for his/her research?

**b. Teaching**

Student Advising. To be considered is the total number of students, both graduate and undergraduate, for whom the individual serves as major advisor or on advisory committees.

Classes. The total number of classes taught, the number of credits, the level of the classes and enrollment are to be considered. Substitute lectures and associated work also are to be noted.

Course Content.

Was the course taught at the level intended (i.e., the level indicated by course number and prerequisites)?

Is the depth and breadth of material covered in the course appropriate to the number of credits and the level of which the course is offered?

Effectiveness and Quality of Instruction. The basic issue is effectiveness of the instructor in teaching students. This point is addressed in several ways.

Self-evaluation. The instructor should realistically assess to what extent course objectives were met. He/she is in one of the best positions to determine this.

Student evaluation. The student is also in a good position to evaluate effectiveness of teaching in terms of presentation technique. Although student evaluations also encompass a student's perception of how well the course met his/her expectations, this is often not a legitimate standard by which to judge the course. It should be recognized that student evaluations are only one aspect of overall evaluation, and they should be reconciled with the instructor's self-evaluation and other aspects of the overall teaching evaluation.

Student performance in subsequent courses. Are students able to perform satisfactorily in courses for which the evaluated course is a prerequisite?

Graduated student evaluations. Significant contributions to the evaluation of a course are remarks by students who have graduated. Such information where available should be considered by the review committee.

Peer evaluations. To be obtained where possible.

Additional Teaching Activities. Efforts to improve teaching methods and equipment should be acknowledged. These efforts include participation in teaching seminars or workshops, obtaining teaching improvement grants or contracts, procurement of equipment, and production of reviews, book chapters or texts.

New Course Development. Efforts to develop a new course or new course materials will be noted. These efforts include preparing lecture materials and notes, developing new audiovisuals, and developing new problems, computer programs or laboratory exercises.

Outreach Teaching. High school/teacher trainees, classes and field studies.

**c. Service**

University Service. This is service to the Department, School, College, and University. This includes committee work, ad hoc assignments and special task assignments.

Professionally Related Service. This includes service to government agencies and the public.

Professional Societies. This includes membership, offices held, and committee work.

Nonprofessional Service. Although admirable, service to public and private organizations not related to one's profession is not to be reported or evaluated.

## **2. Appointment and Promotion**

### **a. Appointment to Lecturer or Instructor**

The categories of Lecturer and Instructor are rarely used in Entomology. When actions relative to these two categories are required, they will be treated under the procedures detailed in the University Handbook and using relevant procedures and principles outlined therein.

### **b. Appointment or Promotion to Assistant Professor**

Appointment or promotion to Assistant Professor is made chiefly on the basis of past achievements and future promise. The position gives an individual the opportunity to develop potential, and to demonstrate effective teaching and productive scholarly output. To be appointed or promoted to this level, an individual must have a doctoral degree. The quality of the training and the candidate's record should be weighed in the evaluation of the individual's potential. The individual should be able and willing to organize and clarify complex material in order to be an effective teacher. Additionally, the individual should show evidence of productivity in scholarly work and of capability for sustained independent study. At this time, however, the significance and originality of the work, rather than its quantity, will be more important.

### **c. Third Year Review**

By August 15 of the second calendar year after appointment as an Assistant Professor the faculty member must present a dossier to the Department Head that details her or his accomplishments. For example, if appointed during 2004, the dossier must be submitted to the Department Head by August 15, 2006. The format followed must be as established by the University and CALS. It should include information on research, teaching and service as described in Section 1 above. These reviews will include all materials required for the promotion and tenure review with the exception of outside letters. The dossier will be examined by the P & T Committee, which may request a meeting with the faculty member. The P & T Committee will recommend renewal or nonrenewal of the faculty member's appointment to the Department Head. This review will also advise the faculty member as to his or her progress toward achieving a positive tenure decision.

### **d. Promotion to Associate Professor**

Promotion to Associate Professor is based on excellence in research accomplishments, teaching and/or service activities. For such promotion, the individual's performance should have reflected independent and productive scholarly activity appropriate to his/her field of endeavor. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be evidenced by publications, grants, attendance and presentations at national meetings, and invited participation in post-graduate programs, national meetings and symposia. Such activity should be considered in terms of the individual's percentage of time designated for research. The faculty member's efforts and results, whatever their character, should be attracting the attention and respect of professional peers.

To be promoted to Associate Professor, an individual should have acquired considerable teaching experience and should be an accomplished teacher, well-prepared, with a mastery of the fundamentals of subject matter and demonstrated ability to relate this knowledge to other disciplines. The subject should be presented with respect for the



necessary balance and emphasis among the special areas of knowledge represented within the specific academic setting. The individual's teaching, regardless of the context (lecture hall, laboratory or seminar), should reflect critical and selective use of current as well as traditional concepts, and should evidence originality of thought and method. The opinion of colleagues, graduate students and undergraduate student evaluations will be important in this evaluation. Efforts should promise continued growth as a teacher.

The candidate should have some committee responsibilities in the Department, the College, and the University. The candidate for promotion to Associate professor should also be participating in local and national committees.

Promotion to Associate Professor is ordinarily accompanied by the award of tenure, however, appointments can be made to this rank without tenure. The University Handbook provides complete information on these points.

**e. Promotion to Professor**

The major criterion for promotion to Professor is continuation of high-quality research and professional activity as demonstrated by: publications in top-quality journals; successful competition for research grants; ability to attract excellent graduate students and post-doctoral scientists; service on national research committees; national and international recognition as reflected by participation in meetings and symposia; and peer recognition. Promotion to Professor will signify that the individual is now an established figure in his/her field. The faculty member's teaching should be of a special quality, reflecting depth and vision not often found at lower ranks. His/her program should not only be productive, but should provide training for graduate students, post-doctoral fellows, research-oriented students, and other faculty. The number of graduate students and post-doctoral students must not be over-emphasized, since the complexity of some research programs, time required of the principal investigator, and laboratory space available are limiting factors. Excellence of the training is the key element.

The candidate should reflect a wider perspective and a greater maturity of judgement than is usual for junior faculty. Although difficult to characterize, these advanced attributes are evident in the individual's skill in communication and in the ability to generalize in teaching. They are evident also in strong leadership, innovation in research, cognizance of other fields and awareness of inter-disciplinary interactions, and in acceptance of responsibilities in the Department, College, University and community.

Original version APPROVED: 9/21/1992 Faculty Meeting

Revised version with changes to 1a. Publication Record and an addendum on Third Year Review **(2c)** APPROVED: 9/27/2004 Faculty Meeting

Revised version with statement added to 1. General Criteria ("Note that time in rank is not a criterion for promotion.") APPROVED: 11/8/2010 Faculty Meeting.

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## SECTION III: DEPARTMENTAL AND COLLEGE CONTINUING STATUS AND PROMOTION CRITERIA

### Department of Entomology Criteria, Ranks, Conditions of Appointment, Promotion, and Continuing Status

Approved: Faculty Meeting 9-28-05

#### 1. General Criteria

The four activities under which faculty are evaluated for promotion and continuing status, as used by University administration during annual performance evaluation, are research, teaching, extension and service. Candidates for any of the three faculty ranks (assistant specialist, associate specialist, or full specialist) are expected to show progressive achievement in the activities at the different ranks. The expected activities and evaluation criteria are outlined below. Output within each category should be in accordance with the percentage appointed to the individual.

##### a. Research

Publication Record To be considered are quality, quantity, and category of output. Refereed papers will generally, but not necessarily, be given more weight than non-refereed journal articles. A comprehensive and critical review may be given equal value as refereed scientific journal articles. Review articles, books and book chapters subject to critical review will be highly valued. Scientists solicited to submit a book chapter often indicates international recognition as an expert in the field. Evaluation of quality is of great importance and should include assessment of both technical quality of the information and literary quality of the paper.

Refereed publications should be published in journals that have a wide impact on targeted clientele. It is recognized that applied research often has a greater impact when published in commodity or topical research journals. These should be valued, but scientists involved should also endeavor to publish the work in international journals when appropriate.

Non-refereed publications are an important component of the technology transfer mechanism. They should be valued as essential distributed education. Non-refereed publications must be peer reviewed.

Publication output has significance as being a measure of activity and achievement.

Research Productivity, Independent of Communicated Information The development of devices or methods, especially those leading to patents, should be included in the evaluation.

Pertinence and Impact of Research Does the research program represent a well-designed plan that has meaningful, realistic and achievable goals? Is the research recognized as being locally, nationally or internationally important?

Cooperation If the work should be interdisciplinary, is it? Does the researcher cooperate well with others? Has he/she made contributions to other projects not identified directly with his/her own program?

Research Support Generation Has researcher developed grant funds? If grant record is low, has researcher exerted diligent effort in seeking support? Do peer reviews indicate excellence? Has researcher used funds effectively and efficiently?

Funded competitive grants and contracts imply critical review and the high value of the research intended and should be weighted over those from non-competitive sources.

Reputation as a Researcher Evidence of the investigator's quality as a researcher is sometimes noted by the activities in which he/she is invited to participate. Are any of the published or presented papers invited ones? Is the individual invited to join national or international panels or advisory committees? Has the researcher received awards for his/her research?

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## **b. Teaching**

Student Advising To be considered is the total number of students, both graduate and undergraduate, for whom the individual serves as major advisor or on advisory committees.

Classes The total number of classes taught, the number of credits, the level of the classes and enrollment are to be considered. Substitute lectures and associated work also are to be noted.

Course Content The following questions should be addressed:

Was the course taught at the level intended (i.e., the level indicated by course number and prerequisites)?

Is the depth and breadth of material covered in the course appropriate to the number of credits and the level of which the course is offered?

Effectiveness and Quality of Instruction The basic issue is effectiveness of the instructor in teaching students. This point is addressed in several ways.

Self-evaluation: The instructor should realistically assess to what extent course objectives were met. He/she is in one of the best positions to determine this.

Student evaluation: The student is also in a good position to evaluate effectiveness of teaching in terms of presentation technique and course content. Although student evaluations also encompass a student's perception of how well the course met his/her expectations, this is often not a legitimate standard by which to judge the course. It should be recognized that student evaluations are only one aspect of overall evaluation, and they should be reconciled with the instructor's self-evaluation and other aspects of the overall teaching evaluation. Individual teacher evaluations, such as Percentile Course Instructor Evaluation Questionnaire (CIEQ) ratings, may be quoted in the committee's report.

Student performance in subsequent courses: Are students able to perform satisfactorily in courses for which the evaluated course is a prerequisite?

Graduated student evaluations: Significant contributions to the evaluation of a course are remarks by students who have graduated. Such information where it is available should be considered by the review committee.

Peer evaluations should be obtained when possible. Team taught classes offer the opportunity for instructors to evaluate one another.

Additional Teaching Activities Efforts to improve teaching methods and equipment should be acknowledged. These efforts include participation in teaching seminars or workshops, obtaining teaching improvement grants or contracts, procurement of equipment, and production of reviews, book chapters or texts.

New Course Development Efforts to develop a new course or new course materials will be noted. These efforts include preparing lecture materials and notes, developing new audiovisuals, and developing new problems, computer programs or laboratory exercises.

Outreach Teaching includes schoolteacher trainees, classes and field studies, non-course accredited educational classes for interested clientele (this includes a wide variety of groups and subjects). Outreach teaching should not be confused with extension education programs which are classes given as part of a larger program.

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**c. Extension**

Extension Productivity The development of extension programs generating measurable impacts should be highly valued. The importance of programs should be evaluated considering the program goals and the population reached. Program value at the community, state, government and international level should be considered. Extension programs are highly variable, but should all have well defined goals and an in-built program evaluation mechanism.

Pertinence and Impact of Extension Program Does the extension program represent a well-designed plan that has meaningful, realistic and achievable goals?

Cooperation If the work should be interdisciplinary, is it? Does the scientist cooperate well with others? Has he/she made contributions to other projects not identified directly with his/her own program?

Publication Record To be considered are quality, quantity, and category of output. Refereed papers will generally, but not necessarily, be given more weight than non-refereed journal articles. Review articles, books and book chapters subject to critical review will be highly valued. Scientists solicited to submit a book chapter often indicates international recognition as an expert in the field. Evaluation of quality is of great importance and should include assessment of both technical quality of the information and literary quality of the paper.

Refereed publications should be published in journals that reflect the target clientele and impact potential. Non-refereed publications must be reviewed objectively. It is recognized that extension materials often have a greater impact when published in commodity or non-traditional media. Quality extension work using electronic media, and popular media conduits (radio, television, press, etc.) should also be valued.

Non-refereed publications are an important component of the technology transfer mechanism. They should be valued as essential distributed education.

Publication output has significance as being a measure of activity and achievement.

Research Support Generation Has specialist developed grant funds? If grant record is low, has specialist exerted diligent effort in seeking support? Do peer reviews indicate excellence? Has the specialist used funds effectively and efficiently?

Funded competitive grants and contracts imply critical review and the high value of the extension program intended and should be weighted over those from non-competitive sources.

Reputation as an Extension Specialist Evidence of the specialist's quality is sometimes noted by the activities in which he/she is invited to participate. Are any of the published or presented papers invited ones? Is the individual invited to join national or international panels or advisory committees? Has the specialist received awards for his/her extension work?

Extension Classes The total number of classes taught, the number of hours, the level of the classes and enrollment are to be considered.

Course Content The following questions should be addressed:

Was the course taught at the level intended? Is the depth and breadth of material covered in the course appropriate to the number of credits and the level of which the course is offered?

Effectiveness and Quality of Instruction The basic issue is effectiveness of the instructor in teaching extension clientele. This point may be addressed in several ways.

Self-evaluation: The instructor should realistically assess to what extent course objectives were met. He/she is in one of best positions to determine this.

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Extension clientele evaluation: The student is also in a good position to evaluate effectiveness of teaching in terms of presentation technique and course content. Although student evaluations also encompass a student's perception of how well the course met his/her expectations, this is often not a legitimate standard by which to judge the course. It should be recognized that student evaluations are only one aspect of overall evaluation, and they should be reconciled with the instructor's self-evaluation and other aspects of the overall teaching evaluation. Extension specialists should be encouraged to solicit clientele evaluation.

Peer evaluations should be obtained when possible. Team-taught programs offer the opportunity for instructors to evaluate one another.

Additional Teaching Activities Efforts to improve teaching methods and equipment should be acknowledged. These efforts include participation in teaching seminars or workshops, obtaining teaching improvement grants or contracts, procurement of equipment, and production of reviews, book chapters or texts.

New Course Development Extension specialists are constantly engaged in the activities involved in developing new courses, programs and associated materials. The enormous amount of time and effort involved should be noted. These efforts include preparing presentation materials and notes, developing new multimedia teaching aids, and developing practical exercises and workshops.

Evaluation of Extension Programs and Specialists Specialists work with an extremely wide variety of people and organizations. It is beneficial to involve key groups in the evaluation process. These could involve but would not be limited to: grower commodity associations, state lead organizations, industrial companies, State and Federal governmental agencies, academic institutions, extension based faculty and staff, public organizations, etc.

#### **d. Service**

University Service This is service to the Department, School, College, and University. This includes committee work, ad hoc assignments and special task assignments. Internal review of pending publications is a valuable service to the University system.

Professionally Related Service This includes service to government agencies, commercial partners, scientific peers and the public.

Professional Societies This includes membership, offices held, and committee work. Review of pending publications is a valuable service to professional societies and indicates expert status.

Nonprofessional Service Although admirable, service to public and private organizations not related to one's profession is not to be reported or evaluated.

## **2. Appointment and Promotion**

### **a. Appointment to Lecturer or Instructor**

The categories of Lecturer and Instructor are rarely used in Entomology. When actions relative to these two categories are required, they will be treated under the procedures detailed in the University Handbook and using relevant procedures and principles outlined therein.

### **b. Appointment or Promotion to Assistant Specialist**

Appointment or promotion to Assistant Specialist is made chiefly on the basis of past achievements and future promise. The position gives an individual the opportunity to demonstrate effective extension programming, teaching and productive scholarly output. To be appointed or promoted to this level, an individual must have a doctoral degree. The quality of the training and the candidate's

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record should be weighed in the evaluation of the individual's potential. The individual should be able and willing to organize and clarify complex material in order to be an effective teacher. Additionally, the individual should show evidence of productivity in scholarly work and of capability for sustained independent study. At this time, however, the significance and originality of the work, rather than its quantity, will be more important.

**c. Third Year Review**

By August 15 of the second calendar year after appointment as an Assistant Specialist, the faculty member must present a dossier to the Department Head that details her or his accomplishments. For example, if appointed during 2006, the dossier must be submitted to the Department Head by August 15, 2008. The format followed must be as established by the University and CALS. It should include information on research, teaching, extension and service as described in Section 1 above. These reviews will include all materials required for the promotion and continuing status review with the exception of outside letters. The Promotion and Continuing Appointment (P & CA) Committee, which may request a meeting with the faculty member, will examine the dossier. The P & CA Committee will recommend renewal or non-renewal of the faculty member's appointment to the Department Head. This review will also advise the faculty member as to his or her progress toward achieving a positive decision regarding continuing status.

**d. Promotion to Associate Specialist**

Promotion to Associate Specialist is based on excellence in extension, research, teaching and service activities. For such promotion, the individual's performance should have reflected independent and productive scholarly activity appropriate to his/her field of endeavor. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be evidenced by developing programs, publications, grants, attendance and presentations at national meetings, and invited participation in post-graduate programs, national meetings and symposia. The faculty member's efforts and results, whatever their character, should be attracting the attention and respect of professional peers.

To be promoted to Associate Specialist, an individual should have acquired considerable extension experience and should be an accomplished teacher, well-prepared, with a mastery of the fundamentals of subject matter and demonstrated ability to relate this knowledge to other disciplines. The subject should be presented with respect for the necessary balance and emphasis among the special areas of knowledge represented within the specific setting. The individual's teaching, regardless of the context (lecture hall, laboratory or seminar), should reflect critical and selective use of current as well as traditional concepts, and should evidence originality of thought and method. Efforts should promise continued growth as an educator.

The candidate should have some committee responsibilities in the Department, the College, and the University. The candidate for promotion to Associate Specialist should also be participating in local and national committees.

The award of continuing appointment ordinarily accompanies promotion to Associate Specialist; however, appointments can be made to this rank without continuing appointment. The University Handbook provides complete information on these points.

**e. Promotion to Specialist**

The major criterion for promotion to Specialist is continuation of high-quality extension, research and professional activity as demonstrated by the following: established extension programs, publications in a variety of media forms including top-quality journals, and the successful competition for extension and research grants. In addition, the candidate should show the following: the ability to attract excellent graduate students and postdoctoral scientists; service on national extension, teaching or research committees; national and international recognition reflected by participation in meetings and symposia; and peer recognition. Promotion to Specialist will signify that the individual is now an established figure in his/her field. The faculty member's teaching should be of a special quality, reflecting depth and vision not often found at lower ranks. His/her program should not only be productive, but should provide training for graduate students, post-doctoral fellows, research-oriented students, and other faculty when possible. The number of extension programs,

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research projects, classes, graduate students and post-doctoral students must not be over-emphasized, since the complexity of some programs, time required of the principal investigator, and laboratory space available are limiting factors. Excellence of the training is the key element. Quality not necessarily quantity is the important focus.

The candidate should reflect a wider perspective and a greater maturity of judgment than is usual for junior faculty. Although difficult to characterize, these advanced attributes are evident in the individual's skill in communication and in the ability to generalize in extension work and teaching. They are evident also in strong leadership, innovation in all areas, cognizance of other fields and awareness of inter-disciplinary interactions, and in acceptance of responsibilities in the Department, College, University and community.

### **3. Membership on the Promotion & Continuing Appointment (P&CA) Committee**

Members of the P&CA Committee will rank above the candidate being evaluated. For candidates undergoing the third year review or applying for promotion to Associate Specialist, the P&CA Committee will consist of all voting Entomology faculty at the Associate and Full ranks. For candidates applying for promotion to Full Specialist, the P&CA Committee will consist of all voting Entomology faculty at the Full rank. Voting Entomology faculty are all tenure-track and continuing-track faculty members who have their primary appointments in Entomology (core faculty) and all Joint Entomology faculty.



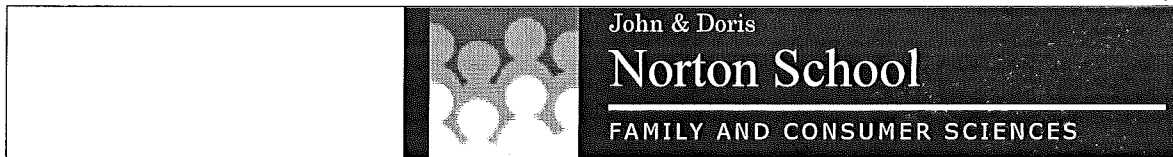
**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Norton School of Family and Consumer Sciences**





**CRITERIA POLICIES AND PROCEDURES FOR APPOINTMENT  
PROMOTION AND TENURE DECISIONS**

**NORTON SCHOOL OF FAMILY AND CONSUMER SCIENCES  
September 2005**

The Norton School of Family and Consumer Sciences consists of two divisions: Family Studies and Human Development and Retailing and Consumer Sciences. Through these areas, the Norton School offers undergraduate and graduate programs and statewide outreach programs. The faculty in these programs are involved in research, teaching, extension, and outreach service. The academic programs and research endeavors of the Norton School are oriented toward a common mission, i.e., the generation and application of knowledge for the well-being of individuals and families in their total environment. While specific programs of the Norton School differ in content, the academic credentials of faculty are typically based in the behavioral social sciences. Basic research, applied research and program development projects are each valued for the contribution they make to the common mission of the Norton School.

Evaluation of faculty for promotion and tenure will take into account the combination of responsibilities in teaching, research, extension, and outreach/service designated in the faculty members appointment. Quality of performance will be evaluated according to standards for excellence appropriate to the academic discipline of the faculty member.

**Norton School Promotion and Tenure Committee**

According to the Norton School of Family and Consumer Sciences By-Laws, the Norton School Promotion and Tenure (P & T) Committee is structured and proceeds as follows:

The Committee is comprised of three standing and two ad hoc members for each review. The standing members will be comprised of one tenured faculty member from each division elected by the teaching/research faculty within that division and one continuing member who will be elected by Cooperative Extension specialists. Two ad hoc members may be appointed by the Director, from among the tenured and continuing faculty, to ensure that subject matter relevancy and faculty rank requirements are being met for the individual being reviewed.

**Norton School of Family and Consumer Sciences  
GUIDELINES CRITERIA FOR PROMOTION AND TENURE**

Criteria are listed below for the ranks of associate professor and professor in the Norton School of Family and Consumer Sciences. In the College of Agriculture and Life Sciences (CALs), each faculty member has a position description which is reviewed and updated as appropriate, and which reflects the relative responsibilities assigned to teaching, research, extension and service activities in relationship to the unit's mission and strategic plan. This position description provides the context for evaluating a candidate's success in meeting performance expectations for promotion and/or tenure. Both formal and non-formal instruction are defined as teaching by the CALs, including classroom sessions, demonstrations, workshops, distributed learning and/or distance delivery. Research/creative activities may be basic and/or applied and may include the use of innovative approaches and new technology. (See Appendix A in the CALs P&T Guidelines for

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examples of specific activities in each area.) The University Handbook for Appointed Personnel (UHAP) provides complete information on the promotion and tenure process.

### Appointment or Promotion to Associate Professor

Appointment or promotion to associate professor is based on research accomplishments and excellence in teaching, Cooperative Extension and service activities. The individual's performance should reflect independent and productive scholarly activity appropriate to the candidate's field. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be evidenced by publications, grants, attendance and presentations at national meetings, and invited participation in post-graduate programs, national meetings, and symposia. Such activity should be considered in terms of the individual's designated percentage of time. The position description is critical in discerning the expectations of the faculty member. If the individual's primary scholarly activities or responsibilities involve innovative or creative products (i.e., as in design, deliver systems, teaching), P&T materials may not show as much tangible evidence in terms of number of publications and grant support as would be the case for those with more scientific investigative responsibilities. The faculty member's efforts and results, whatever their character, should be attracting the attention and respect of professional peers.

An individual should be an accomplished teacher, well prepared, with a mastery of the fundamentals of subject matter. The opinions of colleagues, summaries of student evaluations and the quality of the graduate students supervised will be important in this evaluation. Efforts should show promise of continued growth as a teacher.

If the individual's job involves outreach, then presentations, publications and other output may be evaluated with their other teaching and research activities. For these activities, the candidate should be developing a reputation of excellence among peers.

The candidate should have some committee responsibility in his/her department, the CALS, and the University. The candidate for promotion to associate professor should also be participating in local and national committees of professional organizations and provide service to the local community as appropriate.

Promotion to Associate Professor is typically accompanied by the award of tenure; however, appointments can be made to this rank with or without tenure. The University Handbook for Appointed Personnel (UHAP) provides complete information on these points.

\*From CALS Promotion and Tenure Guidelines <http://ag.arizona.edu/dean/p&tguidelines.html>.



## **CRITERIA POLICIES AND PROCEDURES FOR APPOINTMENT PROMOTION AND TENURE DECISIONS**

### **NORTON SCHOOL OF FAMILY AND CONSUMER SCIENCES September 2005**

The Norton School of Family and Consumer Sciences consists of two divisions: Family Studies and Human Development and Retailing and Consumer Sciences. Through these areas, the Norton School offers undergraduate and graduate programs and statewide outreach programs. The faculty in these programs are involved in research, teaching, extension, and outreach service. The academic programs and research endeavors of the Norton School are oriented toward a common mission, i.e., the generation and application of knowledge for the well-being of individuals and families in their total environment. While specific programs of the Norton School differ in content, the academic credentials of faculty are typically based in the behavioral social sciences. Basic research, applied research and program development projects are each valued for the contribution they make to the common mission of the Norton School.

Evaluation of faculty for promotion and tenure will take into account the combination of responsibilities in teaching, research, extension, and outreach/service designated in the faculty members appointment. Quality of performance will be evaluated according to standards for excellence appropriate to the academic discipline of the faculty member.

#### **Norton School Promotion and Tenure Committee**

According to the Norton School of Family and Consumer Sciences By-Laws, the Norton School Promotion and Tenure (P & T) Committee is structured and proceeds as follows:

The Committee is comprised of three standing and two ad hoc members for each review. The standing members will be comprised of one tenured faculty member from each division elected by the teaching/research faculty within that division and one continuing member who will be elected by Cooperative Extension specialists. Two ad hoc members may be appointed by the Director, from among the tenured and continuing faculty, to ensure that subject matter relevancy and faculty rank requirements are being met for the individual being reviewed.

### **Norton School of Family and Consumer Sciences GUIDELINES CRITERIA FOR PROMOTION AND TENURE**

Criteria are listed below for the ranks of associate professor and professor in the Norton School of Family and Consumer Sciences. In the College of Agriculture and Life Sciences (CALs), each faculty member has a position description which is reviewed and updated as appropriate, and which reflects the relative responsibilities assigned to teaching, research, extension and service activities in relationship to the unit's mission and strategic plan. This position description provides the context for evaluating a candidate's success in meeting performance expectations for promotion and/or tenure. Both formal and non-formal instruction are defined as teaching by the CALs, including classroom sessions, demonstrations, workshops, distributed learning and/or distance delivery. Research/creative activities may be basic and/or applied and may include

the use of innovative approaches and new technology. (See Appendix A in the CALS P&T Guidelines for examples of specific activities in each area.) The University Handbook for Appointed Personnel (UHAP) provides complete information on the promotion and tenure process.

### **Appointment or Promotion to Professor**

The major criterion for appointment or promotion to professor is excellent productive and leadership in instructional, Cooperative Extension and research programs, with an appropriate balance of service resulting in regional, national and international recognition in the candidate's field. The candidate's position description is to be used in assessing the outcomes of the identified expectations.

Measures of research achievement include publications in leading peer-reviewed journals, generation of external support, technology development and transfer, and peer recognition as reflected by participation in meetings and symposia. Other factors considered are evidence of innovation in research and interdisciplinary activities.

The faculty member's instructional program must reflect high standards of scholarship, creativity and commitment to growth and development. The candidate should exhibit a broad-based perspective and a maturity of judgment that reflects distinguished academic leadership. Instructional activities must effectively address the mission of the candidates unit and the needs of its clientele. Furthermore, his/her instructional program should demonstrate excellence in education of undergraduate and graduate students. Criteria for promotion to Professor will also include the candidate's assumption of instructional responsibility and leadership activities which contribute to meeting his/her unit's mission.

Candidates with significant outreach programs are expected to contribute with distinction to appropriately-targeted, peer-respected publications and other public media. Instructional efforts must include effective skills in communication commensurate with excellence in focused outreach education efforts. Contribution to outreach education and service will be weighed in accordance with the candidate's programmatic area and unit's mission.

The candidate should serve in a leadership capacity and have committee responsibility in his/her department the CALS and the University. The candidate for promotion to Professor should also be participating in local and national committees of professional organizations and provide service to the local community as appropriate.



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**School of Natural Resources**

**SCHOOL OF NATURAL RESOURCES AND THE ENVIRONMENT**  
**Revised and Adopted: March 31, 2014**

**PROMOTION AND TENURE AND CONTINUING ELIGIBLE PROCEDURES**

The procedures, below, are established for the School of Natural Resources and the Environment (SNRE) and are intended to supplement policies and procedures outlined in the University Handbook for Appointed Personnel (UHAP) (<http://www.arizona.edu/~uhap>), and the College of Agriculture and Life Sciences (CALs) Guidelines and Criteria for Promotion and Tenure and Promotion and Continuing Status (<http://ag.arizona.edu/dean/ptcindex.html>), and CALs "Information on Promotion and Tenure/Continuing Status Issues," (<http://ag.arizona.edu/dean/cwindex.html>). Should there be a conflict between SNRE procedures and those of the College (CALs) or University the latter will prevail. New tenure- and continuing-eligible faculty normally will undergo a probationary review in the third year and a mandatory tenure or continuing status review in the sixth year.

**Third-Year Review for Probationary Faculty**

The formal third-year review for probationary faculty will follow the guidelines and instructions issued by the Office of the Provost (<http://facultyaffairs.arizona.edu/>). These reviews will include all materials required for the promotion and tenure/continuing status dossier with the exception of letters from reviewers outside of the University. If the results of the third-year review are satisfactory, but warrant an interim review prior to the sixth year, the Director or Dean or College review committee may request an additional formal fourth- or fifth-year review.

**Annual Reviews for Probationary Faculty**

"Annual performance reviews shall be taken into account as part of the promotion and tenure process, but such evaluations are not determinative on promotion and tenure issues. Satisfactory ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion and tenure" (UHAP 3.10.02). Similar language relevant to continuing-eligible faculty occurs in UHAP 4.08.02. Probationary faculty must have a special component added to their annual review to specifically assess and provide feedback on progress toward tenure or continuing status. As part of this special annual review component, performance in teaching, research, and service will be measured against School and College guidelines and criteria for promotion and tenure/continuing status. School criteria and performance standards are defined in sections B and C that follow. Performance to date for a probationary faculty member will be the primary indicator that he or she is making progress toward meeting these criteria by the sixth year of appointment.

Each year, in addition to the usual materials submitted for annual performance review, probationary faculty will submit an up-to-date curriculum vitae, statement, and documentation on instruction following the format required for the P&T or CE dossier. Probationary faculty will be reviewed annually by the SNRE Faculty Status Committee (FSC), School Director, and appropriate Program Chair. The Committee will provide written comments to the Director regarding the faculty member's progress in all areas of performance. The Director, in consultation with the Program Chair, will also assess the faculty member's progress and provide a written summary of the evaluation to the probationary faculty member.

If progress toward tenure/continuing status, as measured during the annual review, is satisfactory, the Director will forward this outcome to the Dean, but the complete set of review materials will be retained in the School. If performance in any of the three required areas (teaching, research, or service) is not satisfactory, the full review packet must be forwarded to the Dean, along with a written plan containing

specific steps for improvement as developed by the faculty member in consultation with the Director and Program Chair. This plan will become part of the materials used to measure performance in the next annual review.

### **FACULTY STATUS COMMITTEE**

The following procedures govern the organization and operation of the School's Faculty Status Committee which serves to evaluate and recommend Tenure/Continuing Status, Promotion, Reappointment and Non-Renewal. The Committee also provides recommendations on proposals for adjunct and other affiliated faculty status at the request of the Director.

1. The Committee will be selected by vote of Voting Members of the SNRE Faculty. The Committee shall consist of three members, each serving a period of three (3) years in staggered terms, with the longest serving member designated as Chairperson. After completing a term on the Committee, a faculty member is not eligible for re-election to the Committee until one (1) full year has elapsed since the end of his or her term. In any year, the Committee will have, at minimum, two (2) Full Professors. The third member can be at the Associate Professor rank or higher. Faculty in Continuing Status with comparable rank are also eligible to serve on the Committee. Each year, one (1) member of the Committee will be elected to replace the member rotating off.
2. To ensure that the Committee has a representative familiar with the professional discipline of the faculty member under review, the candidate for tenure and/or promotion will select a representative to the committee. The Director, after considering the compatibility of the backgrounds of the other four committee members, will appoint a second *ad hoc* member. All members will be of higher rank than the individual being reviewed. For individuals who are continuing status eligible and undergoing review, the Director will ensure that the committee is composed of a majority of faculty with continuing eligible status. This may require substitution of committee members and/or appointment of members from outside the School of Natural Resources and the Environment. This will be done in consultation with the candidate and the School FSC committee. Final makeup of the committee must be approved by the Dean. Faculty with jointly funded appointments whose split-appointment form calls for representation from that faculty member's other department can have a sixth committee member appointed to the Committee. Standards and criteria established by the College and presented in Chapter III of the College Handbook will be used in reviews of Academic Professionals. All members of the FSC Committee will vote on a review and the vote shall be reported to the Director.
3. The Director, in coordination with Program Chairs, will monitor the formal review requirements of the University and CALS and request that the committee conduct reviews at the appropriate time. Individuals to be reviewed will receive guidelines for organization of materials, appropriate criteria for evaluation, the projected time schedule for completion of the review, and a copy of School, College and University procedures and/or guidelines.
4. Each individual undergoing formal review is responsible for preparing and submitting to the School Committee the requested documentation of his or her activities within the School following the most recent guidelines set by the Provost.

5. Candidates for promotion and tenure/continuing status must have letters of evaluation from professionals outside the University (at least five) included in their file. The candidates may suggest the names of individuals who are in a position to prepare meaningful evaluations; the Director in consultation with the committee will be responsible for actual solicitation of the external letters. University regulations state that names suggested by the candidate cannot exceed fifty percent of the external review letters.
6. The Committee will transmit its recommendation and evaluation to the Director for review, comment, and subsequent action. The Committee report will address the candidate's position or stature in the discipline area and represent a peer evaluation of scholarly and academic achievements.
7. The letter forwarded to the Dean by the Director will supplement information provided in the School Committee report, and will include an independent evaluation of the candidate's value and contributions to the School. The Director will notify the candidate by letter of the recommendation being forwarded to the Dean.
8. The committee will also be responsible for promotion consideration of non-tenure eligible faculty and other professionals with an academic title who desire affiliation with the School of Natural Resources and the Environment.

#### **CRITERIA FOR PROMOTION, TENURE, CONTINUING STATUS, AND PERFORMANCE**

The following statements of criteria for promotion, tenure, continuing status, and performance apply to the faculty of the School of Natural Resources and the Environment. These statements clarify and extend policies contained in the University of Arizona Handbook for Appointed Personnel (UAHP), College of Agriculture and Life Sciences Guidelines and Criteria for Promotion and Tenure and Promotion and Continuing Status, and Procedures for the School Faculty Status Committee.

The School Committee is charged with preparing a recommendation to the Director concerning the appointment, reappointment, promotion, granting of tenure/continuing status, dismissal or non-retention of any faculty member. The recommendation of the Committee shall be based upon the candidate's overall qualifications and record of performance in Instruction, Research, Service, Extension/Outreach, and Administration based upon their appointment.

In evaluating a candidate's qualifications and performance against the appropriate standards, reviewers should exercise reasonable flexibility and balance heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. Reviewers must judge whether the candidate is engaging in a program of work that is both sound and productive. Cases will arise in certain interdisciplinary programs within the School in which the work of a faculty member may depart markedly from established academic patterns. In such cases, reviewers must take exceptional care to apply the criteria with sufficient flexibility. However, flexibility does not entail a relaxation of high standards.

Promotion will be recommended upon satisfactory compliance with the performance standards of the higher rank. Tenure or Continuing Status will normally be recommended upon promotion to Associate Professor or Associate Specialist. Tenured and Continuing Status faculty members will be evaluated yearly against the performance standards for their rank (see procedures for Post-Tenure Review).

Specific Criteria for Promotion Follow:



**CRITERIA FOR PROMOTION BY RANK – TENURE ELIGIBLE FACULTY**

<b>Criteria</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Instruction</b>		
Teaching Effectiveness	Demonstrated proficiency in instruction and in using a variety of teaching/learning techniques; recognized by students, colleagues, and administrators as an effective instructor. Evidence of new skills/training in instruction.	Recognized by students, colleagues, and administrators, for sustained performance as an effective teacher and as an instructional leader and mentor for new faculty.
Course Content	Incorporates the most appropriate information, concepts, and teaching materials to achieve course objectives. Carries the latest research findings into instructional settings, including individual studies.	Over a sustained period, has improved courses, and credit-bearing individual studies, by incorporating the latest and most relevant information, concepts and teaching practices adopted in collaboration with program faculty.
Curriculum Role	Evidence of constructive, cooperative participation in curricular development within a School Program, and for the SNRE Core Curriculum, if possible.	Sustained evidence of constructive leadership in working with colleagues to achieve broad curricular improvements within a School Program and the SNRE Core Curriculum.
Advising-Mentoring	Competent performance in helping students in wise curriculum and career planning. Mentoring of graduate students in research processes and protocols.	Sustained leadership in academic advising of all types and in mentoring students in professionally and personally rewarding activities and mentoring of graduate students in research.
<b>Research/Scholarship</b>		
Relevance	Research contributes significantly to School and Program goals, and addresses timely information needs or represents important basic research findings.	Sustained evidence of constructive and farsighted leadership in developing research programs focused on solving important problems of the profession and of people.
Contributions	Timely and reasonable level of research output/products. Value of research results recognized by peer scientists and users. Personally contributes to creativity and productivity of associates.	Sustained producer of timely research output; evidence of national and international reputation; effective stimulator of creativity/productivity of associates. Contributions include syntheses and new concepts and general principles that have an impact.
<b>Professional Service</b>		
	Contributes to the profession, management groups, users, and citizens at the State and national level. Serves on Unit, College, or University committees.	Contributes to the profession, especially as an officer, editorial board member, or other high-profile service at the national and international level. Evidence of leadership on Unit, College, or University committees.

**CRITERIA FOR PROMOTION BY RANK – CONTINUING ELIGIBLE FACULTY**

<b>Criteria</b>	<b>Associate Specialist</b>	<b>Specialist</b>
<b>Instruction*</b>		
Curriculum Role	Extension faculty are in a unique position to offer insight on educational needs and should show evidence of participation in curricular development within the School. Teaching encompasses campus-based and off campus activities, and may include "outreach" directed at off-campus audiences.	Sustained evidence of constructive leadership in working with colleagues to achieve broad curricular improvements within the School. Evidence of leadership and high achievement in "outreach" directed at on-campus and off-campus audiences.
Advising-Mentoring	Competent performance in helping students make good curriculum and career planning decisions. Mentoring of graduate students in research processes and protocols.	Sustained leadership in academic advising of all types and in mentoring students in pre-professional activities and mentoring of graduate students in research.
*Extension faculty with some level of Instructional appointment will follow Criteria for Instruction described in the Tenure Eligible Faculty table (above).		
<b>Extension/Scholarship</b>		
Relevance	Programs must address priority needs and show evidence of success in obtaining support.	Sustained evidence of constructive and farsighted leadership in developing research programs focused on solving important problems of the profession and of people.
Contributions	A record of outstanding innovation, initiative, and professional expertise, especially in working with subject-matter colleagues and clientele. Timely and reasonable level of output/products, including publications of various types in their assigned subject area. Evidence of continued professional growth.	Sustained record of outstanding innovation, initiative, and professional expertise, especially in working with subject-matter colleagues and clientele. Evidence of national and international reputation. Contributions include syntheses and new concepts that have affected professional practice.
<b>Professional Service</b>		
	Contributes to the profession, management groups, users, citizens, and the community, as appropriate. Serves on Unit, College, or University committees.	Contributes to the profession, especially as an officer, editorial board member, or other high-profile service, especially at the regional, national and international level. Evidence of leadership on Unit, College, or University committees.



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Department of Nutritional Sciences**

**Department of Nutritional Sciences  
Criteria for Promotion and Tenure  
Assistant Professor to Associate Professor**

**Criteria for Promotion**

Faculty members will be considered for promotion in the Department of Nutritional Sciences on the basis of performance in the areas of research, instruction, and service. Evaluation of performance in these areas will be weighed in proportion to the responsibilities of the faculty member whose promotion is being considered. It is not necessary to excel in every category.

**Research-** The candidate must clearly demonstrate an active and successful research program

*Measured by:*

- Research papers in peer-reviewed journals (3/yr for average size lab is good output assuming an 80:20 split. 2/yr minimum for Clinical Research)
- Outside Grant support (sufficient to support an active research program. Level of support difficult to judge but should be adequate to support personnel/supplies for program) preferably from National Agencies (on multi-year span, extending into new contract. In some cases individual donors may be considered).
- Collaborative research is an asset.
- Review Articles/Book Chapters-either invited or peer-reviewed.
- Supervision of graduate students/post-doctoral/fellows.
- Invitations to National/International meetings, symposia and/or presentations at professional conferences (2 in later years of Assistant Professor is acceptable)
- Research paper reviews for peer-reviewed journals; membership on Editorial Boards, etc.
- Invitations to seminars, workshops etc.
- Development of innovative processes, patents, technology transfers, etc.
- Participation in grant review committees (NIH, NSF, etc.)

*Overall:* Evidence of an emerging/developing funded research program recognized at the National level. Recognition at the International level an asset, but not required.

**Instruction** - The candidate must show evidence of teaching effectiveness.  
(teaching Portfolio required)

*Measured by:*

- Ability to transmit information and motivate students (motivation hard to measure but might include extra assignments, lab rotations, discussions in class, etc.)
- Student evaluations (remember Electives often get higher evaluations that required courses)

- Availability for student counseling, advice, and independent study.
- Contributions to curriculum and development of new courses.
- Participation in teaching related continuing education opportunities.

Candidates with high percentage teaching, commitments should also include:

- A reputation for teaching excellence within the University or College or at the local level (high schools etc). Based on student evaluations, invitations to workshops, employment of graduates and graduation record etc.
- Development of teaching materials, e.g. textbooks, manuals, web sites, curriculum content.
- Constant monitoring, knowledge and application of new teaching methods.

*Overall:* Evidence of commitment to excellence in teaching and learning.

### **Service**

- Time/commitments to Departmental/College/University committees. Should not be too extensive for Junior Faculty, who should be focusing on research.
- Participation at local fairs/shows, if appropriate
- Responsibility/membership in Professional Societies
- Cooperation in National/International Programs
- Service on National Committees (review boards, study sections etc.). Not expected to be extensive for Junior Faculty

*Overall:* Evidence of contributions to University Governance and Professional Service.

**Overall Expectations:** A promising, successful scientist, with some National recognition, growing into the role of academician.

In addition to these criteria, decisions for promotion and tenure will also be based on letters of evaluation from persons outside of the University who are familiar with the candidate's work. A recommendation to the University administration will also include basic vita and a list of honors and awards for professional work.

**Department of Nutritional Sciences**  
**Criteria for Promotion and Tenure**  
**Associate Professor to Professor**

**Criteria for Promotion**

Faculty members will be considered for Promotion in the Department of Nutritional Sciences on the basis of performance in the areas of research, instruction, and service. Evaluation of performance in these areas will be weighed in proportion to the responsibilities of the faculty member whose promotion is being considered. It is not necessary to excel in every category.

The major criteria for promotion to Professor are excellent productivity and leadership in research, instruction and/or cooperative extension. Promotion to Professor should signify that the candidate is established in their field of specialty. A sustained record of scholarly activities is essential.

**Research**

The candidate must demonstrate an established, active research program. Recognition at the national level and preferably at the international level is required. The Research program must have a history of productivity and funding. These requirements will be assessed by those criteria given in the promotion document for Assistant to Associate Professor. Those criteria documenting an established and recognized research program are important.

In brief these are:

- Recognition by peers in a given research area at the national level and international levels as measured by invitations to speak at national and international symposia; seminar invitations; membership in editorial boards; invitations to contribute reviews (preferably peer review); participation in national committees (NIH, NSF, etc.).
- A history of continuous funding also is important.
- Other areas not listed here are given in the Assistant to Associate professor document.

**Instruction**

The instructional program should reflect high standards of scholarship, creativity and commitment to the progressive education of both undergraduate and graduate students and, if applicable the training of post-doctoral fellows. Criteria for promotion to Professor will include the candidate's assumption of instruction responsibility and leadership activities that are commensurate with the goals of College and Department.

The individual criteria that are used to assess teaching effectiveness are given in the Assistant to Associate document.

For a candidate whose major responsibility is in instruction demonstration of a regional or national reputation is required. Also evidence and recognition of innovative teaching methods is important. At the professional level, it is incumbent on faculty to take responsibility for course

and curriculum development. Thus candidates should have demonstrated a propensity in these areas.

### **Service**

The candidate should show leadership in service commitments to the University, College and Department, Professional Organizations and also to National Agencies.

### **Overall Expectation**

An established, productive scientist with national recognition with a stable and well-funded program, the candidate should be recognized as a leader in their area of research. The instruction program should also be established but with a leadership role in developing new courses and curricula changes. A leadership role should also be evident in service on University and national committees.

*Section IIIa: Departmental Continuing Status & Promotion Criteria*

**Department of Nutritional Sciences  
Criteria for Promotion and Continuing Status  
For Extension Specialist  
Assistant Specialist to Associate Specialist**

**Criteria for Promotion**

Cooperative Extension professional personnel will be considered for promotion and continuing appointment in the Department of Nutritional Sciences on the basis of performance in extension, service, and if appropriate, in research and instruction.

Evaluation of performance in these areas will be weighed in proportion to the responsibilities of the faculty member whose promotion is being considered.

The evaluation of **extension** will be based on:

- Program conception, planning, execution, evaluation and effectiveness.
- The development of applied (problem-solving) research as an adjunct to enhance and extend program dimensions and impact.
- The quality of interaction and relationships with clientele, peers and community and professional groups.

The evaluation of **research** will be based on:

- Initiative and success in planning and conducting research and ability to attract external research support.
- Publication of research results in refereed journals, technical journals and presentation of research papers, progress and results at professional meetings, symposia and conferences.
- Development of innovative processes and/or products which may be patentable or copyrighted.

The evaluation of **instruction** will be based on:

- Documentation of teaching effectiveness, including student, client, and/or peer evaluation.
- Availability for undergraduate and/or graduate student mentoring, and independent study.

The evaluation of **service** will be based on:

- Participation in Departmental/College/University committees.  
(Not extensive for junior faculty).
- Responsibility/membership in Professional Societies.

Overall Expectations: A promising, successful faculty member with some National recognition.

In addition to these criteria, decisions for promotion and continuing status will also be based on letters of evaluation from persons outside the University who are familiar with the candidate's work.



**Department of Nutritional Sciences  
Criteria for Promotion and Continuing Status  
For Extension Specialist  
Associate Specialist to Full Specialist**

**Criteria for Promotion**

Cooperative Extension professional personnel will be considered for promotion and continuing appointment in the Department of Nutritional Sciences on the basis of performance in extension, service, and if appropriate, in research and instruction. Evaluation of performance in these areas will be weighed in proportion to the responsibilities of the faculty member whose promotion is being considered.

- Indication of professional standing, recognition at the local, state, and national level, and leadership in one's subject-matter area and in professional organizations.
- Evidence of many program accomplishments which demonstrate innovation, initiative, and leadership in addressing changing needs and priorities.
- Evidence of well established, collaborative working relationships with colleagues and clientele. Evidence of continued high quality performance in conducting instruction or educational outreach programs and research.
- Peer recognition and acceptance of publications which should be numerous and may include print or video training materials, and documented computer programs. This person is expected to have served in leadership roles in the Department, College, and University as well as in public service and professional organizations.



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**School of Plant Sciences**

**COLLEGE OF AGRICULTURE AND LIFE SCIENCES  
GUIDELINES AND CRITERIA  
FOR PROMOTION AND TENURE  
Revised February 2001**

*Foreword*

The College of Agriculture and Life Sciences (CALs) has three distinct major responsibilities: teaching, research, and extension. There is an emphasis on teamwork and integration of these functions, often utilizing an interdisciplinary collaborative approach. In addition to the normal University purposes, CALs follows provisions of the Hatch Act in 1887 which established the Agricultural Experiment Station, and the Smith-Lever Act in 1914 that founded Cooperative Extension.

The college uses university, college and unit-specific criteria for promotion and tenure or continuing status and the position description of each faculty member to guide advancement decisions. In CALs, each faculty member's position description reflects the relative responsibilities (percentage of effort) assigned to teaching, research, Extension and service in relationship to the unit's mission and strategic plan. This position description is part of the promotion and tenure or promotion and continuing status dossier.

The College of Agriculture and Life Sciences defines teaching and research in two ways to encompass both our campus-based faculty and our off campus faculty. We use the term "outreach" to mean teaching and research directed at off campus audiences. We also use formal and non-formal descriptions for teaching, so the term "teaching" applies not only to traditional classroom sessions, but also to field trips, field days, workshops, and other activities.

Examples of activities in each of these areas that may be considered in evaluating faculty are listed in [Appendix A](#). CALs endorses [The University of Arizona Promotion and Tenure and Promotion and Continuing Status Guidelines](#). These guidelines were used in formulating our guidelines and criteria and are appended to this document as Appendix B.

*College of Agriculture and Life Sciences Mission Statement:*

The College of Agriculture and Life Sciences stimulates learning through exploration and discovery to enhance agriculture, the environment, our natural resource base, family and youth well-being and the development of local communities. We accomplish this mission by the integration, dissemination, and application of knowledge in the agricultural and life sciences. The College of Agriculture and Life Sciences accomplishes this mission by the teaching, discovery, integration, dissemination, and application of knowledge in the agricultural and life sciences.

**GUIDELINES AND CRITERIA FOR PROMOTION AND TENURE**

Criteria are listed below for the ranks of assistant professor, associate professor, and professor. In the College of Agriculture and Life Sciences (CALs), each faculty member has a position

description which is reviewed and updated as appropriate, and which reflects the relative responsibilities assigned to teaching, research, extension and service activities in relationship to the unit's mission and strategic plan. This position description provides the context for evaluating a candidate's success in meeting performance expectations for promotion and/or tenure. Both formal and non-formal instruction are defined as teaching by CALS, including classroom sessions, demonstrations, workshops and distributed learning. Research/creative activities may be basic and/or applied and may include the use of innovative approaches and new technology. (See [Appendix A](#) for examples of specific activities in each area.) The requirement of excellent performance and the promise of continued excellence necessary for the granting of promotion and/or tenure includes compliance with relevant University and Board of Regents policies. The [University Handbook for Appointed Personnel \(UHAP\)](#) provides more information on the promotion and tenure process.

### **Appointment to Assistant Professor**

Appointment to Assistant Professor is made chiefly on the basis of past achievements and future promise. The position gives an individual the opportunity to develop potential, and to demonstrate effective teaching and productive scholarly output. To be appointed to this level, an individual must have a doctoral or other terminal degree. The quality of the training and the candidate's record should be weighed in the evaluation of the individual's potential. The individual should be able and willing to organize and clarify complex material to be an effective teacher. The individual should show evidence of productivity in scholarly work and the capability for sustained independent study. At this time, however, the significance and originality of the work, rather than its quantity, will be more important.

### **Appointment or Promotion to Associate Professor**

Appointment or Promotion to Associate Professor is based on research accomplishments and excellence in teaching, Cooperative Extension and service activities. The individual's performance should reflect independent and productive scholarly activity appropriate to the candidate's field. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be evidenced by publications, grants, attendance and presentations at national meetings, and invited participation in post-graduate programs, national meetings and symposia. Such activity should be considered in terms of the individual's designated percentages of time. The position description is critical in discerning the expectations of the faculty member. If the individual's primary scholarly activities or responsibilities involve innovative or creative products (i.e., as in design, delivery systems, teaching), P&T materials may not show as much tangible evidence in terms of number of publications and grant support as would be the case for those with more scientific investigative responsibilities. The faculty member's efforts and results, whatever their character, should be attracting the attention and respect of professional peers.

An individual should be an accomplished teacher, well-prepared, with a mastery of the fundamentals of subject matter. The opinions of colleagues, summaries of student evaluations and the quality of the graduate students supervised will be important in this evaluation. Efforts should show promise of continued growth as a teacher.

If the individual's job involves outreach, then presentations, publications and other output may be evaluated with their other teaching and research activities. For these activities, the candidate should be developing a reputation of excellence among peers.

The candidate should have some committee responsibility in his/her department, the College, and the University. The candidate for promotion to Associate Professor should also be participating in local and national committees of professional organizations and provide service to the local community as appropriate.

Promotion to Associate Professor is typically accompanied by the award of tenure; however, appointments can be made to this rank with or without tenure. The [University Handbook for Appointed Personnel \(UHAP\)](#) provides complete information on these points.

### **Appointment or Promotion to Professor**

The major criterion for appointment or promotion to Professor is excellent productivity and leadership in instructional, Cooperative Extension and research programs, with an appropriate balance of service resulting in regional, national and international recognition in the candidate's field. The candidate's position description is to be used in assessing the outcomes of the identified expectations.

Measures of research achievement include publications in leading peer-reviewed journals, generation of external support, technology development and transfer, and peer recognition as reflected by participation in meetings and symposia. Other factors considered are evidence of innovation in research and interdisciplinary activities.

The faculty member's instructional program must reflect high standards of scholarship, creativity and commitment to growth and development. The candidate should exhibit a broad-based perspective and a maturity of judgment that reflects distinguished academic leadership. Instructional activities must effectively address the mission of the candidate's unit and the needs of its clientele. Further, his/her instructional program should demonstrate excellence in education of undergraduate and graduate students. Criteria for promotion to Professor will also include the candidate's assumption of instructional responsibility and leadership activities which contribute to meeting his/her unit's mission.

Candidates with significant outreach programs are expected to contribute with distinction to appropriately-targeted, peer-respected publications and other public media. Instructional efforts must include effective skills in communication commensurate with excellence in focused outreach education efforts. Contribution to outreach education and service will be weighed in accordance with the candidate's programmatic area and unit's mission.

The candidate should have some committee responsibility in his/her department, the College, and the University. The candidate for promotion to Professor should also be participating in local and national committees of professional organizations and provide service to the local community as appropriate.

## **Promotion Process Year-to-Year Faculty, Non-Tenure Eligible**

The College of Agriculture and Life Sciences (CALs) uses a similar process for non-tenure eligible faculty as for those with similar titles who are tenure track. (Ex. Research assistant professor, research associate professor, research professor.) The process should be equitable for both tenure track and non-tenure track faculty in similar positions.

For year-to-year faculty, there should be very clear position responsibilities. There must be criteria and measures for the activities that are part of the job description and a process for evaluation just as there are for regular faculty. These candidates are evaluated by the same process as other CALs faculty up through the level of the dean. The dossier then goes to the provost for a final decision. There is no review by a university committee as there would be if the candidate were a tenure eligible assistant professor or tenured associate professor. The promotion can be made effective once the provost has issued a decision, or it can become effective the following July 1.

The dossier should be prepared following the same provost's instructions and templates as for tenure track faculty with similar titles. The cover page should be clearly marked "For promotion only," and "non-tenure eligible." It should include a clear position description and appropriate criteria and guidelines for promotion to each level in the position (i.e., assistant, associate, and full). College guidelines specifically address the use of the position description to provide the context for all evaluations. An abstract of the relevant guidelines should be included in the dossier.

Outside letters (5-7) should be obtained by the unit head following the same instructions as the provost's issues for tenure track candidates. The university allows the candidate to suggest names of potential evaluators but no more than half the letters in the dossier may come from names suggested by the candidate. The unit head must describe the selection process and provide brief background information on the referees. All outside evaluators should be independent of the candidate.

The dossier will be reviewed and letters of evaluation will be provided by the unit P&T committee, unit head, college P&T committee and dean. The provost will make the final decision. In the past, cases which do not involve tenure have not gone to the university committee.



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Department of Soil, Water and Environmental Science**

**Department of Soil, Water and Environmental Science**  
**Criteria for Promotion and Tenure Promotion and Continuing Status**  
**Revised August 2011**

The guidelines below include the ranks of Assistant Professor, Associate Professor and Professor.

**Appointment or Promotion to Assistant Professor**

Appointment or promotion to Assistant Professor is made chiefly on the basis of past achievements and future promise. The position gives an individual the opportunity to develop potential, and to demonstrate effective teaching and productive scholarly output. To be appointed or promoted to this level, an individual must have a doctoral degree. The quality of the training and the candidate's record should be weighted in the evaluation of the individual's potential. The individual should be able and willing to organize and clarify complex material in order to be an effective teacher. Additionally, the individual should show evidence of productivity in scholarly work and of capability for sustained independent study. At this time, however, the significance and originality of the work, rather than its quality, will be more important.

**Appointment or Promotion to Associate Professor**

Promotion to Associate Professor is based on research accomplishments and excellence in reaching and/or service activities. For such promotion, the individual's performance should have reflected independent and productive scholarly activity appropriate to his/her field of endeavor. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be considered in terms of the individual's percentage of time designated for research. The faculty member's efforts and results, whatever their character, should be attracting the attention and respect of professional peers.

To be promoted to Associate Professor, an individual should have acquired considerable teaching experience and should be an accomplished teacher, well-prepared, with a mastery of the fundamentals of subject matter and demonstrated ability to relate this knowledge to other disciplines. The subject should be presented with respect for the necessary balance and emphasis among the special areas of knowledge represented within the specific academic setting. The individual's teaching, whether in the lecture hall, laboratory, clinic, community programs, or informal discussion should reflect critical and selective use of current as well as traditional concepts, and should evidence originality of thought and method. The opinions of colleagues will be important in this evaluation, but another factor may be the undergraduate student evaluations and the quality of the graduate students supervised. Efforts should promise continued growth as a teacher. The candidate should have some committee responsibility in his College, and the University. The candidate for promotion to Associate Professor should also be participating in local and national committees.

Promotion to Associate Professor is ordinarily accompanied by the award of tenure; however, appointments can be made to this rank without tenure. The University Handbook provides complete information on these points.



## **Appointment or Promotion to Professor**

The major criterion for promotion to Professor is excellence in instructional, research and outreach programs, resulting in regional, national and international recognition in the candidate's field. The candidate should have achieved distinction in productivity and leadership in research, teaching and professional activities. Among the measures of such achievement in research are publications in leading peer-reviewed journals, generation of external support, technology development and transfer, service on research or instructional committees, service to professional organizations and peer recognition as reflected by participation in meetings and symposia.

Other factors considered are evidence of innovation in research, interdisciplinary activities, and acceptance of responsibilities in the College, University and community.

The faculty member's instructional program must reflect high standards of scholarship, creativity and commitment to growth and development. The candidate should exhibit a broad-based perspective and a maturity of judgment that reflects distinguished academic leadership and stewardship. Instructional activities must effectively address the mission of the candidate's unit and the needs of its clientele. Further, his/her instructional program should demonstrate excellence in education of undergraduate and graduate students. Criteria for promotion to Professor will also include the candidate's assumption of instructional responsibility and leadership activities, which contribute to meeting his/her unit's mission.

Candidates with significant assignments in University outreach programs are expected to contribute with distinction to appropriately targeted, peer-respected publications and other public media. Instructional efforts must include effective skills in communication commensurate with excellence in focused outreach education efforts. Contribution to University outreach education and service will be weighed in accordance with the candidate's programmatic area and unit's mission.

\* The Department of Soil, Water, and Environmental Science currently uses the same guidelines for both Tenure eligible and Continuing eligible appointments in the context of the position description for each faculty member. Particular attention is given to the individual's assignment (i.e. appointment in research, teaching, extension). Guidelines for P&T and P&C will be revised when we amend current guidelines corresponding to the proposed CALS Guidelines.



**College of Agriculture and Life Sciences**

**Guidelines and Criteria for Promotion and Tenure/Continuing Status**

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**Department of Veterinary Science and Microbiology**

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## Department of Veterinary Science and Microbiology

### APPENDIX II. GUIDELINES FOR PROMOTION, TENURE AND CONTINUING REVIEWS

#### A. Promotion and Tenure Committee (PTC)

The Promotion and Tenure Committee (PTC) will have responsibility for recommendations concerning tenured and tenure-eligible (T/TE) faculty. Membership of the Promotion and Tenure Committee (PTC) will consist of the three T members of the PRC, plus two of the C members of the PRC. The third C member of the PRC may participate fully in PTC discussions but cannot vote. The vote-abstaining C member will be chosen by chance (coin flip).

The PTC will evaluate and make recommendations on faculty appointments, promotions, and tenure status decisions. For tenure-eligible faculty, the PTC will provide annual evaluative reports regarding the candidate's progress toward tenure and promotion. The PTC will also participate in the formal third-year progress toward tenure review, by reviewing the candidate's dossier and preparing a report regarding the candidate's status. At the candidate's request, a representative of the PTC and the department head may meet jointly with the candidate to discuss this report. The PTC will also review the formal applications for tenure or promotion, typically at the sixth-year and provide a written recommendation to the department head. Such recommendation (recommended or not recommended for promotion and/or tenure) will be confidential. **Deliberations, evaluations, and recommendations of the PTC are absolutely confidential, as are any evaluations or recommendations received by them.**

#### B. Promotion and Continuing Status Committee (PCC)

The Promotion and Continuing Status Committee (PCC) will have responsibility for recommendations concerning continuing and continuing-eligible (C/CE) faculty. Membership of the Promotion and Continuing Status Committee (PCC) will consist of the three C members of the PRC, plus two of the T members of the PRC. The third T member of the PRC may participate fully in PCC discussions but cannot vote. The vote-abstaining T member will be chosen by chance (coin flip).

The PCC will evaluate and make recommendations on faculty appointments, promotions, and continuing status decisions. The PCC will also participate in the formal third-year progress toward continuing status review, by reviewing the candidate's dossier and preparing a report regarding the candidate's status. At the candidate's request, a representative of the PCC and the department head may meet jointly with the candidate to discuss this report. The PCC will also review the formal applications for continuing status or promotion, typically at the sixth-year and provide a written recommendation to the department head. Such recommendation (recommended or not recommended for promotion and/or continuing status) will be confidential. **Deliberations, evaluations, and recommendations of the PTC are absolutely confidential, as are any evaluations or recommendations received by them.**

#### C. Responsibilities of the PTC and PCC

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1. In collaboration with the PRC, and department head, the PTC or PCC will assure that appropriate mentoring is taking place for all tenure- and continuing-track faculty who are not tenured or continued, or fully promoted. The PTC or PCC may also, upon request, assist candidates with preparation of dossiers.
  2. Review dossiers presented in support of applications for promotion in rank and/or for tenure or continuing status.
  3. Provide the department head with written evaluations of candidates for promotion, tenure, or continuing status, together with recommendations for or against promotion and/or tenure or continuing status, in keeping with CALS guidelines.
  4. Provide a formal third-year review for non-tenured or non-continuing candidates who are eligible for reappointment.
  5. Consult with the department head regarding promotion in rank for year-to-year appointees.
  6. Consult with the department head regarding initial faculty appointments (see Departmental Guidelines, Section III.a.)

Recommendations for promotion and tenure/continuing status requires scholarly accomplishment over a period of years in the broad range of faculty responsibilities, and includes evaluation by external referees. Annual performance reviews will be considered as part of the promotion and tenure/continuing process, but such evaluations are not determinative on promotion and tenure/continuing issues. Satisfactory ratings in the annual performance reviews do not necessarily indicate overall satisfactory progress toward promotion and tenure/continuing status.

#### **D. General Criteria and Conditions for Appointment, Tenure, and Continuing Status**

The three activities under which faculty are evaluated for promotion and tenure/continuing status, as set down by the University administration, are research, teaching, and service. Candidates for any faculty rank (assistant, associate, or full professor, assistant, associate, or full research scientist, assistant, associate, or full specialist) are expected to show progressive achievement in the activities at the different ranks.

##### **D.1. Research (Tenure- and Continuing-Tracks)**

Publication record. To be considered are quality, quantity, and category of output. Refereed papers will generally, but not necessarily, be given more weight than nonrefereed journal articles. A comprehensive and critical review may be given equal value as refereed scientific journal articles. Evaluation of quality is of great importance and should include assessment of both technical quality of the information and literary quality of the paper.

Research productivity, independent of communicated information. The development of devices or methods, especially those leading to patents, should be included in the evaluation.

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Pertinence and impact of research. Does the research program represent a well-designed plan that has meaningful, realistic and achievable goals? Is the research recognized as being locally, nationally or internationally important?

Cooperation. If the work should be interdisciplinary, is it? Does the researcher cooperate well with others? Has he/she made contributions to other projects not identified directly with his/her own program?

Research support generation. Has researcher developed grant funds? If grant record is low, has researcher exerted diligent effort in seeking support? Do peer reviews indicate excellence? Has researcher used funds effectively and efficiently?

Reputation as a researcher. Evidence of the investigator's quality as a researcher is sometimes noted by the activities in which he/she is invited to participate. Are any of the published or presented papers invited ones? Is the individual invited to join national or international panels or advisory committees? Has the researcher received awards for his/her research?

Technology Transfer. Invention disclosures, patent applications, patents issued, and assisting patent attorneys with prosecution of same. Licensing agreements to commercialize research discoveries

## **D.2. Teaching (Tenure- and Continuing-Tracks)**

Student advising. The total number of students, both graduate and undergraduate, for whom the individual serves as major advisor or on advisory committees will be considered.

Classes. The total number of classes taught, the number of credits, the level of the classes and enrollment are to be considered. Substitute lectures and associated work also are to be noted.

Course content. Was the course taught at the level intended (i.e., the level indicated by course number and prerequisites)? Is the depth and breadth of material covered in the course appropriate to the number of credits and the level of which the course is offered?

Effectiveness and quality of instruction. The basic issue is effectiveness of the instructor in teaching students. This point is addressed in several ways.

Self-evaluation. The instructor should realistically assess to what extent course objectives were met and why.

Student evaluation. Student evaluations are based on how well the course met his/her expectations, but is often not a legitimate standard as the sole indicator of course effectiveness. Student evaluations are one aspect of overall evaluation and should be reconciled with the instructor's self-evaluation and other aspects of the overall teaching evaluation.

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Student performance in subsequent courses. Are students able to perform satisfactorily in courses for which the evaluated course is a prerequisite?

Evaluations by students that have graduated should be considered when available.

Peer evaluations should be considered when available.

Additional teaching activities. Efforts to improve teaching methods and equipment should be acknowledged. These efforts include participation in teaching seminars or workshops, obtaining teaching improvement grants or contracts, procurement of equipment, and production of reviews, book chapters or texts.

New course development. Efforts to develop a new course or new course materials, as part of the department's strategic plan, should be noted. These efforts include preparing lecture materials and notes, developing new audiovisuals, and developing new problems, computer programs, or laboratory exercises.

### **D.3. Service: Academic**

University service, to the department, college, and university, including committee work and *ad hoc* assignments.

Professionally-related service, to government agencies and the public.

Professional societies, including membership and serving as an officer or on committees.

Nonprofessional service (to public and private organizations) is admirable, but is not to be reported or evaluated.

### **D.4. Service: Clinical/Outreach**

#### **D.4.a. Diagnostic Service:**

Provides accurate and timely expert opinion on the results of diagnostic testing. Effectively communicates findings to laboratory clients

Community Participation: Routine interaction with and information transfer to users such as veterinarians, animal owners and organizations are included. Serves as a source of expert opinion to the media.

Surveillance: This service area includes useful participation in various programs that monitor for and respond to diseases of public concern.

Communication: Included are personal conversation, meeting appearances, lay publications and traditional publication in monographs, newsletters, case reports or formal articles.

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Collaboration: Works effectively with other laboratory diagnosticians, extension personnel and private veterinarians in order to solve diagnostic problems.

Workload: Effectively manages a diagnostic caseload commensurate with percent effort, rank and experience.

Supervisory: When part of the candidate's job description, effectively supervises a section(s) of the diagnostic laboratory.

#### **D.4.b. Formal Extension Service**

Program Development: Included is development of programs to enhance technology transfer to the public.

Publication: This includes production of educational materials in any of a variety of formats.

Public Interaction: This includes presentations at meetings and participation in organizations with activities to which veterinary outreach applies.

Innovation: Creation and development of new ideas and applications that are benefit to the public are involved.

### **E. Conditions for Appointments and Promotions in Rank**

#### **E.1. Appointment to Lecturer or Instructor**

Appointment to Lecturer or Instructor will be based upon UHAP, using relevant procedures and principles outlined there.

#### **E.2. Appointment to Staff Scientist or Research Professorial Tracks**

Faculty may be appointed to staff scientist or research professorial tracks upon recommendation by one or more faculty and availability of appropriate funding, with approval by the department head after consultation with the PTCC. In keeping with UHAP 3.08, appointments "...that are dependent for continuation upon funding from a source other than state appropriations shall so state in the Notice of Appointment and may terminate when the funding is no longer available."

#### **E.3. Appointment or promotion to Assistant Professor, Assistant Specialist, Assistant Research Scientist, or Assistant Research Professor**

Appointment or promotion to Assistant Professor is made chiefly on the basis of past achievements and future promise, and in the vast majority of cases follows a conventional faculty search. The position gives an individual the opportunity to develop potential, and to demonstrate effective teaching, scholarly activity (or the equivalent in the case of clinical faculty), formal extension work, and service in various forms. An individual appointed at or promoted to this level will usually have a PhD or equivalent. Exceptions are assistant specialists in veterinary extension (DVM or equivalent degree) and, in some cases assistant research

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scientists (diagnosticians with the DVM/equivalent degree and ACVP diplomate status or eligibility). The quality of the training and the candidate's record should be weighed in evaluation of his/her potential. The individual should be willing and able to organize and clarify complex material in order to be an effective teacher. Additionally, the individual should show evidence of productivity in scholarly work and of capability for sustained independent study. At this stage, significance and originality of the work will be more important than its quantity.

#### **E.4. Appointment or promotion to Associate Professor, Associate Specialist, Associate Research Scientist, or Associate Research Professor**

Promotion to the rank of Associate Professor, Associate Specialist, Associate Research Scientist or Associate Research Professor is based on significant accomplishment in instructional, research, clinical service, and outreach programs (as appropriate). There should be clear prospects of sustained, long-term productivity and participation in interdisciplinary, college, university, and community activities.

Promotion to Associate Professor is based on excellence in research accomplishments, teaching, and service. The individual's performance should have reflected independent and productive scholarly activity appropriate to her/his field. Research funding is at the heart of scholarly endeavor, and the candidate for promotion to associate professor with tenure should provide evidence of a stable funding base; this will usually be evidenced, not simply by obtaining research funding, but obtaining a renewal of an initial grant. A reputation for excellence among peers at this and other institutions should be emerging. The reputation should be evidenced by publications, grants, attendance, and presentations at national meetings, and invited participation in post-graduate programs, national meetings, and symposia, all to be evaluated according to the individual's percentage of time designated for research. The efforts and results should have attracted the attention and respect of professional peers.

An individual seeking promotion to Associate Professor, should have acquired considerable teaching experience and should be accomplished and well prepared, with a mastery of the fundamentals of subject matter and demonstrated ability to relate this knowledge to other disciplines. The subject should be presented with respect for the necessary balance and emphasis among the special areas of knowledge represented within the specific academic setting. The individual's teaching, regardless of the context (lecture hall, laboratory, or seminar), should reflect critical and selective use of current as well as traditional concepts, and should evidence originality of thought and method. The opinion of colleagues, graduate students, and undergraduate students will be important in this evaluation. Efforts should promise continued growth as a teacher. The candidate should have committee responsibilities in the department, the college, and the university, and should also be participating in local and national committees. Promotion to Associate Professor is ordinarily, although not always, accompanied by the award of tenure.

Promotion to the rank of Associate Specialist is based on program accomplishments that demonstrate innovation, initiative, a high level of professional expertise, and development of working relationships with colleagues and clientele. Programs must address clientele needs and show evidence of adaptation to changing needs and priorities. These efforts must show evidence



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of obtaining research funds and materials. They must be recognized and accepted by peers and clientele at the local, regional, and statewide levels, and must provide evidence of a growing reputation at the national and international level (as appropriate). There must be evidence of continued professional growth and development of professional competence. An Associate Specialist should have a consistent record of publications of various types in the assigned subject area, and should display leadership in the specific program area.

Promotion to the rank of Associate Research Scientist is based upon accomplishments in research or equivalent scholarly service in the individual's field of endeavor, as well as appropriate extension education, resident instruction, service, and/or clinical service activities. A reputation among peers for excellence in research should be documented by publications, grants, presentations at national meetings, and invited seminars. If a substantial portion of the appointment is in Cooperative Extension, there is an expectation of proportionately fewer journal publications and more research reports and articles that convey research results to clientele. However, the research program should attract attention and respect of professional peers as well as clientele groups. The individual may have acquired some teaching experience, served on graduate student committees, and supervised graduate students.

Promotion to the rank of Associate Research Professor is based upon accomplishments in research in the individual's field of endeavor, as well as contributions to the department in at least one of the other traditional areas (i.e., teaching or departmental service). A reputation among peers for excellence in research should be documented by publications, grants, presentations at national meetings, and invited seminars. The individual may have teaching and mentoring experience, through supervision of graduate students and service on graduate student committees.

#### **E.5. Appointment or promotion to Professor, Specialist, Research Scientist, or Research Professor**

Promotion to the rank of Professor is ordinarily based on excellence in instruction, research, and service, resulting in regional, national and international recognition. A high level of productivity and leadership in research, teaching, and professional activities is expected. Evidence will be comprised of publications in leading peer-reviewed journals, generation and renewal of external research support, technology development and transfer, service on research or instructional committees, service to professional organizations, and peer recognition as reflected by participation in meetings and symposia. The successful candidate will also have demonstrated ability to attract excellent graduate students and post-doctoral scientists. Promotion to Professor will signify that the individual is now an established figure in his/her field.

The faculty member's teaching should be of a special quality, reflecting depth and vision not often found at lower ranks. The quality should be evident from student and peer evaluations, and formal and informal instruction should reflect high standards of scholarship and creativity and effective skills in communication. Instructional activities should effectively address the mission of the department and the needs of students. His/her program should not only be productive, but should provide training for graduate students, post-doctoral fellows, research-oriented students, and other faculty. The number of graduate students and post-doctoral students must not be over-

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emphasized, since the complexity of some research programs, time required of the principal investigator, and laboratory space available are limiting factors. Excellence of the training is the key element. Outreach and service activities should be appropriately targeted at the college, university and national, and international levels.

The candidate should reflect a wider perspective and a greater maturity of judgment than is usual for junior faculty. Although difficult to characterize, these advanced attributes are evident in the individual's skill in communication and in the ability to generalize in teaching. They are evident also in strong leadership, innovation in research, cognizance of other fields and awareness of inter-disciplinary interactions, and in acceptance of responsibilities in the department, college, university, and community.

Typically, promotion to Research Professor will be based primarily on research, as outlined for promotion to Professor, with contributions in many cases in teaching and mentoring of graduate students.

Promotion to the rank of Full Specialist is based on sustained, high quality accomplishment in research, clinical service, and extension education and outreach activities, with an established reputation for excellence at local, regional, national, and international levels within the Specialist's field. The Specialist's record in research must exhibit productive scholarly activity in an independent line of inquiry, evidence of funding for research through grants and contracts, and leadership at the national and international levels. The accomplishments in research and extension education should be documented by evaluations, peer-reviewed publications, generation of external support, technology development and transfer, attendance and presentations at local, regional and nation/international meetings, and invited participation in interdisciplinary programs. The Specialist's extension education program must reflect high standards in scholarship, effective skills in communication, and leadership in program improvement/development. The faculty member's activities should be recognized for excellence by peers, individual clientele, and by organized commodity groups.

Promotion to the rank of Research Scientist is based on sustained, high quality accomplishment in research or equivalent scholarly service and, when appropriate, clinical service, extension education, and outreach activities, with an established reputation for excellence at the local, regional, national, and international levels within his/her field. This may be dominated by provision of diagnostic service. The record in research must include productive scholarly activity in an independent line of inquiry, evidence of funding for research through grants and contracts, and leadership at state, national, and international levels. Accomplishments in research and extension education should be documented by evaluations, peer-reviewed publications, generation of external support, technology development and transfer, attendance and presentations at local, regional and national/international meetings, and invited participation in interdisciplinary programs. The extension education program must reflect high standards of scholarship, effective skills in communication, and leadership in program improvement/development. These activities should be recognized for excellence by peers, individual clientele, and by organized commodity groups.

## **F. Changes in Appointment and Rehires**

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Tenure- or continuing-eligible faculty may be considered for other appointed positions in the University during their first five years of tenure-eligible service, but not thereafter. This appointment may be tenure/continuing-eligible or nontenure/noncontinuing-eligible, except to that of nontenure-eligible lecturer in the same discipline. An individual is allowed, during the sixth year, prior to denial of tenure, to switch to an academic professional position if hired on the basis of a competitive search. Individuals denied tenure or whose appointment was not renewed for other than reorganization or budgetary reasons shall not be considered for other available appointed positions at the University. Individuals whose faculty service was terminated for cause shall not be considered for employment in any position at the University. Individuals who resign from faculty positions to take up employment elsewhere may subsequently be considered for appointments at the University.

### **G. Responsibilities of Applicants for Promotion and/or Tenure/Continuing Status**

The responsibilities of Applicants for promotion and/or tenure or continuing status are clearly described in CALS and University of Arizona guidelines, and should be followed in detail.

### **H. Responsibilities of the Department Head**

The department head will meet with tenure- or continuing-eligible faculty at least once a year to review promotion and tenure/continuing criteria and to answer questions. He/she will monitor mandatory review requirements of the university and provide timely notice to faculty when P/T/C actions are due. Notification will include guidelines for organization of materials, criteria for evaluation, a projected timeline for review completion, and a copy of the promotion, tenure, and continuing guidelines for the department and CALS. Guidelines from the previous year may be used until current guidelines are made available by the Provost. Letters from external reviewers should be requested no later than September 1 of the academic year in which the promotion and/or tenure/continuing action is to be taken. All letters received from outside evaluators must be included, with clarification as to how the letters were solicited. The department head is responsible to write a letter which will accompany the materials forwarded to the Dean, in compliance with the Provost's guidelines.

### **I. Review Processes and Timelines for Promotion and/or Tenure/Continuing Status**

#### **I.1. Annual Reviews of Progress Toward Promotion and/or Tenure/Continuing Status**

For tenure- and continuing-eligible faculty, the PTC or PCC respectively, must include a special component in the annual review to specifically assess and provide feedback on the progress of the individual toward tenure or continuing status. However, per UHAP 4.08.02, "... Annual performance reviews may be taken into account as part of the promotion and continuing status process, but such evaluations are not determinative on promotion and continuing status issues. ..."

#### **I.2. Third-Year Review of Progress Toward Promotion and/or Tenure/Continuing Status**

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By August 15 of the third calendar year after appointment to a tenure- or continuing-eligible position, the faculty member must present to the department head a dossier that details accomplishments. The department head will inform the candidate regarding the preparation of the dossier for the purpose of this evaluation. The format will be that established by the college and university. It should include information on research, teaching, formal extension, and service. These reviews will include all materials required for the promotion and tenure or promotion and continuing status review, with the exception of outside letters. The PTC or PCC will examine the dossier and recommend to the department head renewal or nonrenewal of the faculty member's appointment. After reviewing the applicant's dossier and the PTC/PCC recommendations, the department head will in turn recommend renewal or nonrenewal of appointment, and forward the dossier to the Dean. Upon approval by the Dean, the department head will communicate with the faculty member, in writing, the outcome of the evaluation and share substantive recommendations regarding the candidate's progress.

### **I.3. Application for Promotion and/or Tenure/Continuing Status**

Dossiers for promotion, tenure, and continuing status shall be submitted to the department head by August 15 of the evaluation academic year. The dossier, including the letters of evaluation from the external reviewers, will be evaluated by the PTC or PCC respectively and prepare a written recommendation to the department head. After reviewing the applicant's dossier and the PTC/PCC recommendations, the department head will in turn recommend renewal or nonrenewal of appointment, and forward the dossier to the Dean on or before November 1. The College's recommendation will be forwarded to the Provost's office before January 15. Official notice regarding promotion, tenure, or continuing status will be sent to the faculty member by the Provost.



## **College of Agriculture and Life Sciences**

### **Guidelines and Criteria for Promotion and Continuing Status**

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**University of Arizona Cooperative Extension**  
**Guidelines and Criteria for Promotion and Continuing Status**  
**for Cooperative Extension Agents**  
Revised and Approved by Faculty May 23, 2012

NOTE: For promotion and continuing status, all county agents hired after July 1, 2011 will follow these new criteria. Previously hired agents may choose to follow either the criteria under which they were hired or the new criteria.

The University of Arizona, as a land-grant institution, is dedicated to serving the people of Arizona and responding to their critical needs. The University of Arizona Cooperative Extension extends the university to the people of the state through a variety of outreach, educational, and applied research programs. Extension integrates teaching, issue-driven research, and creative activity for engaged outreach that ultimately leads to a change in behaviors or conditions.

Extension Agents, who live and work in counties throughout the state, are expected to work collaboratively with faculty in the College of Agriculture and Life Sciences, other colleges at the University of Arizona, and professionals at other universities, agencies, organizations, and institutions at the county, state, regional, and national levels. Extension Agents are also expected to develop innovative and progressive programs that meet client and community needs and relate to the strategic plans of the college and university. They develop Extension programs and conduct trainings that address priority needs, problem-solving research, and other educational methods throughout their assigned county(ies).

The work of Extension Agents focuses on the following four elements: program development and implementation, measures and accomplishments, cooperative and collaborative efforts, and scholarly contributions and professionalism. For purposes of review, promotion, and continuing appointment, all of these performance indicators are evaluated by peers, supervisors, and Extension administration. The Extension Agent position description provides the context for evaluating a candidate's success in meeting performance expectations for promotion and/or continuing status.

Extension Agents are expected to apply science based research to programming efforts and in some cases (when part of an organized Extension program) engage in discovery through applied research. Thus, forms of creative and scholarly works for Extension Agents include discovery as well as integration and application. Scholarship in Extension may also include the design or modification of methods 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, program development or improvement, curriculum design, and effective teaching strategies. Scholarship in Extension may result in published manuscripts describing the process of designing and implementing programs or curricula, or presentations of educational methods and practices to public and professional groups. (See Appendix A of the CALS Criteria for examples of activities to be used in conjunction with the position description in evaluating College of Agriculture and Life Sciences Faculty for Promotion and Tenure/Continuing Status.)

## STANDARDS OF ACHIEVEMENT FOR COOPERATIVE EXTENSION AGENT

<p><b>1) PROGRAM IDENTIFICATION AND DEVELOPMENT</b></p> <p>A variety of peer and clientele inputs are used to determine the content, quality, priority, and emphasis of the Extension faculty's programmatic leadership. Program planning reflects the assimilation and synthesis of information from advisory committees, clientele organizations, and key industry leaders relative to the strategic plans of Cooperative Extension and College of Agriculture and Life Sciences. Program content is based on relevant research and knowledge. The Extension faculty assesses opportunities to provide access and connect the people of the state to the resources of the university.</p>		
<p><b>ASSISTANT</b> (important for 3-year review)</p>	<p><b>ASSOCIATE</b> (assistant + associate standards)</p>	<p><b>FULL</b> (associate + full standards)</p>
<ul style="list-style-type: none"> <li>• Utilizes advisory groups, needs assessments, and/or other methods to provide leadership to determine program content, priorities, and emphasis in the county or designated area of responsibility.</li> <li>• Uses the program development process to address the varied educational needs of targeted audiences.</li> <li>• Recruits, involves, and recognizes volunteers/ cooperators to enhance educational outreach.</li> <li>• Collaborates with specialists, other university faculty and working groups. (Working groups focus on specific program topics/issues).</li> </ul>	<ul style="list-style-type: none"> <li>• Measureable goals and objectives are developed based on identified needs.</li> <li>• Integrates relevant information from a variety of sources to address critical issues and priority needs of clientele.</li> <li>• Modifies programs based on clientele needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate and provide leadership in Extension programs while including other agents, specialists, volunteers/cooperators and appropriate county and state agencies.</li> <li>• Mentor continuing eligible faculty.</li> </ul>

<p><b>2) PROGRAM IMPLEMENTATION (Inputs/Outputs)</b></p> <p>Extension faculty participate in single, multi-, and inter-disciplinary programming efforts to address identified priority issues. Financial, material, and human support is sought to extend program effectiveness. Faculty utilize the resources of the people, the university, government agencies, non-governmental organizations, and industry to carry out the planned program.</p>		
<p><b>ASSISTANT</b> (important for 3-year review)</p>	<p><b>ASSOCIATE</b> (assistant + associate standards)</p>	<p><b>FULL</b> (associate + full standards)</p>
<ul style="list-style-type: none"> <li>• Demonstrates ability to utilize research findings in an educational program.</li> <li>• Uses educational methods to address identified needs; program is appropriate for specific audiences.</li> <li>• Serves as facilitator in involving specialists and support personnel in county educational activities.</li> <li>• Communicates the benefits and values of Extension educational programs.</li> <li>• Develops evaluation procedures and methods that document achievement of program objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops instructional materials to meet the needs of the program audience.</li> <li>• Demonstrates ability to be creative in seeking solutions to problems and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently implements programs that are innovative, comprehensive and timely to meet the needs of targeted clientele.</li> <li>• Produces programs with significant and measurable outcomes and long term impacts.</li> <li>• Provides comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed.</li> </ul>

**3) MEASURES AND ACCOMPLISHMENTS (Outcomes & Impacts)**

The core of effective Extension efforts lies in the design and delivery of outstanding educational programs. Extension programs include *non-formal* teaching. Program design and delivery include a comprehensive educational plan, presentation and evaluation that involves stakeholders, clientele, and key community leadership in all phases. Extension faculty use a variety of available resources; creative, innovative and effective methods and technologies to create a quality learning environment. Faculty must use appropriate evaluation tools and techniques to review and enhance educational design and delivery and to assess outcomes and impacts.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>• Uses feedback to improve teaching and instructional methods and program delivery.</li> <li>• Develops methods with appropriate indicators to measure desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses evaluations to measure and document changes in awareness, knowledge, skills, and attitudes of clientele.</li> </ul>	<ul style="list-style-type: none"> <li>• Document behavior outcomes and impacts of Extension programs.</li> </ul>

**4) COOPERATIVE AND COLLABORATIVE TEAM EFFORTS (Integrated throughout)**

Extension faculty establish teamwork and enhance mutual support among colleagues but are evaluated as individuals. Extension faculty demonstrate effective working relationships with public officials, external funders, and representatives of local groups and organizations.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>• Fosters joint education and program delivery activities with Extension faculty, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi-county activities.</li> <li>• Relates effectively and appropriately to establish and maintain relationships with faculty in other counties, university faculty, public officials, clientele and representatives of local groups, organizations and other agencies.</li> <li>• Cooperates and contributes effectively as a team member with co-workers; performs in a collegial manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in multi-county and -state program teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates, sustains and/or expands highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele.</li> <li>• Provides leadership in collaborative efforts.</li> <li>• Demonstrates extended efforts in multi-disciplinary, multi-cultural and/or multi-county/-state program efforts.</li> </ul>



**5) GIFTS, GRANTS, CONTRACTS**

Extension faculty actively seek new and innovative funding and other resources (including in-kind support) to expand and sustain programming areas.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>Develop effective working relationships with sponsors, donors, and coworkers in securing and managing support and resources for Extension programs.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains effective working relationships in securing, maintaining, and managing support and resources for Extension programs.</li> </ul>	<ul style="list-style-type: none"> <li>Secure and sustain internal and external support and resources for Extension programming.</li> <li>Provides leadership in multi-county and –state funding.</li> </ul>

**6) SERVICE**

Extension faculty participate on and give leadership to committees, task forces, work groups, community organizations, and professional associations at various levels; internal and external to Extension. Higher levels of leadership are expected with increasing rank.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>Serves on county and state Extension committees and working groups.</li> <li>Participates in community organizations and state and national professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>Provides leadership and service in county and state Extension committees, work groups, community organizations and professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>Serves in leadership roles at county, multi- county, state, regional and national levels.</li> <li>Serves on college or university level committees.</li> </ul>

**7) HONORS, AWARDS AND RECOGNITION**

Extension faculty receive appropriate recognition from clientele, organizations, professional associations, and colleagues for their expertise and professional contributions. Additional evidence of recognition may be reflected throughout packet.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>Earns recognition for expertise and professionalism.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized at the state level for expertise and ability to develop and plan highly effective programs.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized at the regional and national level for expertise and effective programs.</li> </ul>

## 8) CREATIVE AND SCHOLARLY WORKS

Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work in its diverse forms must be based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or widespread adoption; and must be communicated to have impact on or significance for publics. In addition, a critical element is demonstrating a linkage between the scholarly output or creative activity and the faculty's Extension program. Behavioral and significant beneficial changes to clientele, and the adoption by peers are the ultimate goals of Extension scholarship. Scholarship could be shared with peers in journals, in formal peer-reviewed presentations at professional meetings, eXtension content pages and FAQ authoring, or in comparable peer-evaluated forums.

Creative activity is development of new technologies, materials, methods, or educational approaches to address an identified problem or need. Examples might include: integration of knowledge or technology leading to new interpretations or applications, invitation to present a paper by professional committees, original newsletters created by the candidate, newsletter or magazine articles, webinars, television presentations, patents, trade journal articles, computer programs, training manuals, websites, social media and newspaper columns. Creative works are demonstrated by designing and executing curriculum or programming, attracting external financial support or competitive grants, use of materials by peers or other professionals and peer recognition for contributions.

In order to be considered "peer-reviewed", a publication or other scholarly work must be evaluated by a university, college, association, or other organizational peer-review process. The review should be facilitated by an independent party who selects the reviewers, communicates reviewers' suggestions to the scholar, and insures that comments are incorporated in the revised version of a scholarly work. While not formally peer-reviewed, some scholarly and creative activity of our Extension faculty may be validated directly by peers or stakeholder groups. Examples of this would include outputs that are adopted as standards by other states, organizations, or other user groups over a wide area.

See Appendix A for examples of activities to be used in conjunction with the position description in evaluating College of Agriculture and Life Sciences Faculty for Promotion and Tenure/Continuing Status.)

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>• Prepares publications, scholarly works, and creative activities as appropriate for the information, educational objectives, and audiences.</li> <li>• Disseminates scholarly contributions using a variety of methods to appropriate audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and shares creative and scholarly work related to program responsibilities for diverse local and state audiences.</li> <li>• Documents and disseminates scholarly contributions and impacts using a variety of methods to stakeholders, clientele and decision-makers.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to develop scholarly and creative works for state, regional, and national audiences.</li> <li>• Demonstrate leadership and continued high level of scholarship and creative work.</li> <li>• Recognized and respected by peers for scholarship and creative activities.</li> </ul>