



Voiland College of
Engineering & Architecture

Supplementary Tenure & Promotion Criteria



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VOILAND COLLEGE OF ENGINEERING AND ARCHITECTURE
Washington State University
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Supplementary Procedures and Criteria for Tenure and Promotion

The Voiland College of Engineering and Architecture (VCEA) presents in this document its college-specific procedures and criteria for tenure and promotion for the VCEA tenure-track/tenured faculty and clinical and research faculty. As required by the *WSU Faculty Manual*, Section III.D.4, Page 54, these VCEA procedures and criteria supplement those in the *WSU Faculty Manual*, which presents the official general procedures and criteria for the granting of tenure and advancement in ranks. These two documents outline these official criteria and procedures for the VCEA faculty. It should be noted that neither promotion nor tenure is automatic, but requires affirmative action on the part of the university administration.

In order to account for the distinct character of the various college programs, two sets of criteria for tenure and promotion apply:

- one set to those departments and schools which administer engineering and/or computer science programs. Current department and schools/programs are:
 - Gene and Linda Voiland School of Chemical Engineering and Bioengineering
 - Department of Civil and Environmental Engineering
 - School of Electrical Engineering and Computer Science
 - School of Engineering and Computer Science, WSU Vancouver
 - Engineering and Computer Science Programs at WSU Tri-Cities
 - School of Mechanical and Materials Engineering
- another set to the:
 - School of Design and Construction

Additional supplementary criteria may be developed by individual departments/schools within the college pertaining to the portion of a program offered at a branch campus or for programs offered only at branch campuses. These criteria should be directed toward the goals and objectives of those particular units. In such cases, the supplementary department/school criteria must be approved by the Vice Chancellor for Academic Affairs, the Dean, and the Provost.

In rare appointments in which the requirement of a position dictates the use of special criteria, those criteria must be approved in writing by the Dean and the Provost at the time of initial appointment. As stated in the *WSU Faculty Manual*, weighting of criteria may reflect other considerations. The related weighting factors must be included as a part of the tenure and promotion documentation.

I Timeline for Tenure Review and/or Promotion

For faculty members initially appointed full time at the level of Assistant Professor, tenure & promotion consideration shall normally occur no later than the sixth year of appointment, but may exceptionally occur earlier, in especially meritorious cases, at the request of the Dean, and with the consent of the Provost, department Chair, and faculty member.

Faculty members initially appointed full time at the level of Associate Professor ordinarily will be considered for tenure no later than during the third year of service at WSU. The timing of tenure consideration is a negotiable condition of employment, which condition may include granting of tenure, through usual procedures, effective the date of initial appointment.

An Associate Professor, whether hired at or promoted to this rank, may normally be considered for promotion to Professor at the end of his or her fifth year of service at that rank at WSU. Whereas it is rare for a faculty member to attain the level of distinction expected for promotion to Professor prior to the end of the fifth year of service at the rank of Associate Professor, it is demonstrated merit rather than the number of

years of service as Associate Professor the principle that guides promotion consideration. Accordingly, consideration for promotion to Professor may occur earlier, but only under extraordinary circumstances of outstanding performance and with the prior approval of the Dean and the Provost.

Faculty members initially appointed full time at the level of Professor, ordinarily will be considered for tenure no later than during the first year of service at WSU. The timing of tenure consideration is a negotiable condition of employment, which condition may involve granting of tenure, through usual procedures, effective the date of initial appointment.

These criteria reflect the corresponding standards in the 2015-2016 edition of the *WSU Faculty Manual*, Sections III.E.3.f, page 52, III.E.4.f, page 56, and III.E.5.c, page 57.

II Procedures for Tenure Review, Promotion to Associate Professor and Professor

The procedures for tenure review and promotion to all ranks consist of common procedures for all cases and complementary procedures for specific tenure and/or promotion cases.

II.1 Common Procedures for All Cases

1. It is the responsibility of a faculty member to maintain an academic biographical record and file that provide materials relevant to the criteria for tenure and/or promotion. It is the joint responsibility of the faculty member and the department chair or school director and/or department/school promotion committee (if such exists) to ensure that the materials submitted present a concise, complete, and accurate case. The materials should be presented in a way that an assessment of the quality of the candidate's performance can be made an integral part of the case for tenure and/or promotion.
2. In order to emphasize the quality of the candidate's publications and research-effort contributions, no more than five selected manuscripts will be used in the evaluation and incorporated in the candidate's dossier. The candidate must include in the dossier a statement on the significance and intrinsic merit of each contribution. In the case of collaborative publications, this statement should include an explanation of his/her specific contributions.
3. Each year the progress of a faculty member towards tenure and/or promotion is reviewed by the department chair/school director and/or appropriate department/school promotion committee. The results of this review are then discussed by the department chair/school director with that faculty member. Thereafter, a written summary of the discussion is shared with the faculty member.
4. The department chair/school director or the department/school tenure and promotion committee, in consultation with the candidate and the Dean, will obtain at least four letters of recommendation from peers outside of Washington State University, with at least three of these letters to be obtained from peers recommended by colleagues other than the candidate. These recommendation-letter criteria augment the related regulations in the *WSU Faculty manual*. All the peers to provide the recommendation letters will be distinguished colleagues who normally serve at prestigious national or internationally known academic or research institutions and are qualified to evaluate the accomplishments of the faculty member in research and scholarly activities and/or other areas as appropriate; these peers should also be qualified to evaluate the national/international stature of a candidate who seeks promotion to professor. All external letters received must be included in the documentation forwarded to the Dean. In forwarding these letters with promotion and tenure materials, the department chair/school director will include the qualifications of the external reviewers.
5. Following review and discussion of each candidate's academic biographical record and file by all the eligible faculty of the department/school shall provide signed recommendations using confidential ballots provided by the Dean. The chair/director shall ensure that every eligible faculty member including those on leave, if practical, has an opportunity to review the record and to complete the confidential ballot. The "eligible faculty" are defined in the complementary procedures.

6. The chair/director shall forward the tenure and/or promotion ballots, together with the documentation and a personal recommendation, to the Dean. For branch campus faculty, the chair/director shall forward all materials and documentation simultaneously to the Dean and the branch campus Vice Chancellor for Academic Affairs.
7. There shall be a Voiland College of Engineering and Architecture Tenure and Promotion Advisory Committee to make recommendations on tenure and promotion cases to the college Dean. The committee will be composed of seven tenured faculty members, preferably holding the rank of professor, or higher, from within the college, appointed by the Dean. At least one of the seven faculty members must be from WSU Vancouver and one must be from WSU Tri-Cities. Each of the remaining five members will be from each of the schools or departments at the Pullman campus, listed on page 5. Committee members will serve two-year staggered terms. Whenever there is no VCEA full professor at a branch campus, the Dean will appoint to this committee the most senior VCEA tenured Associate Professor available at that campus; if there is none, the Dean will appoint a faculty member at the rank of at least professor from within the college from one of the Pullman schools/departments. Only faculty members at the rank of at least professor will make recommendations on cases of promotion to professor.
8. The Tenure and Promotion Advisory Committee will review and discuss each tenure and promotion case, and each member will make an individual recommendation to the Dean for each case; the Dean may participate in the committee discussions. In the formulation of their recommendations, the committee members will review all materials forwarded by the chair/director, except the signed tenure ballots, and by branch campuses, in cases involving branch-campus VCEA faculty. In these cases the branch-campus Vice Chancellor for Academic Affairs will review all materials and, after consultation with the Branch Campus Tenure and Promotion Advisory Committee, should one exist, make an independent recommendation regarding tenure and/or promotion and forward it both to the Tenure and Promotion Advisory Committee and to the Dean, since this recommendation emphasizes local considerations.
9. The Dean will review all materials and make an independent recommendation and forward documentation and recommendations (including the Dean's comments about the assessment of each case by the members of the College Advisory Committee) to the Provost's office, in the cases of tenure and simultaneous promotion applications; in the cases of applications for promotion to professor, all of these materials are only forwarded to the Provost's office when recommendations to promotion are positive.
10. Ultimately, tenure and/or promotion recommendations are submitted by the Provost to the President for action and to the Board of Regents for information.

II.2 Complementary Procedures for Tenure and/or Promotion to Associate Professor

Normally, faculty appointed at the assistant professor level will be recommended for promotion to associate professor at the time of tenure consideration. All accomplishments since awarding of the terminal degree are to be used in the evaluation; however, primary importance is placed on accomplishments since joining Washington State University.

1. The yearly progress review will involve participation of the tenured faculty members. The written summary of the review discussion between the department chair/school director with the non-tenured faculty member is countersigned by the faculty, whose signature solely signifies receipt of the statement. The faculty member has the right to attach a rebuttal to the review summary.
2. A formal tenure progress review will be conducted during the third year of service for faculty initially appointed full-time at the level of assistant professor. If a probationary period of fewer than

six years was negotiated at the time of hire, this review, if possible, should occur three years before the tenure decision must be made. The purpose of this review is to identify relevant strengths and any deficiencies in respect to the conferral of tenure. If the likelihood of development of a record leading to tenure is deemed low, a decision not to reappoint should be made at this time. The results of this tenure progress review shall be provided to the faculty member in writing.

3. Preparation for tenure review should begin as early as the spring semester of the 5th year. Typically, toward the end of the spring semester, the call for tenure and promotion files is sent to the colleges from the Provost's Office. The Dean's office will forward this list to the chairs/directors. Chairs and directors are encouraged to develop their own lists of faculty eligible for tenure and/or promotion in advance of the Provost's notification and to initiate the process by assembling a list of potential external reviewers. To enable timely completion and receipt of external letters, the candidate and the chair/director will jointly review the academic file and ensure that it is complete and ready for distribution to external referees.
4. At the beginning of the fall semester or earlier, when scheduled for tenure review or when being recommended for promotion, the candidate and the chair/director will again jointly review the academic file and ensure that it is complete. The entire package is typically due to the Dean early in the fall semester, and then due to the Provost by mid-semester.
5. The eligible faculty members who review the records of the candidates for tenure and provide thereafter confidential signed recommendations in the ballots provided by the Dean shall be all the tenured faculty members in the department/school.
6. In the case of promotion alone, the chair/director shall forward the documentation and a recommendation to the Dean, after consultation with the tenured associate professors and professors in the department/school.
7. Notification of the granting or denial of tenure, and promotion if jointly pursued, shall be given in writing to the particular faculty member by the Dean within three working days after the decision has been made by the Dean, the Provost, and the President, or designee acting for the President. This notification will include the date that the tenure, and promotion if jointly pursued, recommendation will be reported to the Board of Regents.
8. Cases of denial of tenure or promotion may be appealed by the candidate in accordance with the WSU Faculty Manual.

II.3 Complementary Procedures for Promotion to Professor

All accomplishments since awarding of the terminal degree are to be used in the evaluation. However, primary importance is placed on accomplishments since joining Washington State University.

1. The written summary of the review discussion between the department chair/school director with the associate professor may be appended to the annual review statement, if appropriate. As a result of this evaluation, potential candidates for promotion to professor will be identified.
2. During the spring semester of the year prior to the intended promotion date, the department chair/school director, after preliminary consultation with the Dean and the department/school promotion committee (if such exists), will recommend to the candidate whether or not to proceed with the preparation of complete documentation. Such a recommendation does not commit WSU to any particular outcome of the evaluation process. Faculty members who are discouraged from pursuing promotion in that year may, nonetheless, exercise their rights and options in accordance with the *WSU Faculty Manual*.

3. In the case of a department chair or school director being considered for promotion to professor, the Dean will be responsible for solicitation of external letters.
4. The eligible faculty members who review the records of the candidates for promotion and provide thereafter confidential signed recommendations in the ballots provided by the Dean shall be all the faculty members at the rank of professor or higher in the department/school.
5. Negative recommendations for promotion are returned by the Dean to the chairs/directors, without being forwarded to the Provost's office, with written reasons for the decision.
6. Notification of the promotion shall be given in writing to the particular faculty member by the Dean within three working days after the decision has been made by the Dean, the Provost, and the President, or designee acting for the President. This notification will include the date that the promotion recommendation will be reported to the Board of Regents.
7. Cases of denial of promotion may be appealed by the candidate in accordance with the WSU Faculty Manual.

III Departments/Schools with Engineering and/or Computer Science Programs

III.1 Evaluation Categories and Criteria for Tenure and Promotion

In order to be considered for tenure and promotion, faculty must have demonstrated accomplishments in the following basic categories of evaluation:

- a) research and scholarly activities
- b) teaching and associated scholarly activities
- c) professional activities and university service.

These basic categories of evaluation are described after the criteria for the ranks of Associate Professor and Professor.

The ability of a faculty member to interact effectively with colleagues and students is also of importance for tenure and promotion evaluation. Effective interactions with students include mentoring of undergraduate and graduate students.

The *WSU Faculty Manual* states that advancement in rank is not automatic. "Promotion is not to be regarded as guaranteed upon completion of a given term of service."

III.2 Criteria for the Rank of Associate Professor

Faculty being considered for tenure and/or promotion to associate professor must have demonstrated:

- outstanding achievements in research and scholarly activities
- effectiveness in teaching activities
- adequacy in both professional activities and university service.

Moreover, the potential for a faculty member to meet the requirements of future promotion to professor must be apparent at the time of tenure review.

III.3 Criteria for the Rank of Professor

Candidates for the rank of Professor must have demonstrated:

- fulfillment of the criteria for the rank of Associate Professor with superior records of accomplishment
- continued accomplishments in all of the basic categories of evaluation
- achievement of national or international recognition and reputation

The criteria for tenure and/or promotion to the rank of Professor are the same as those pertaining to the rank of Associate Professor with the additional requirement that candidates for this higher rank must demonstrate superior records of accomplishment. This requirement follows from the *WSU Faculty Manual* (III.D.4.c,

page 55), which states that: "documented evidence that the quality and quantity of the accomplishments of the candidate are at a significantly higher level than that expected of an associate professor is required."

The rank of professor is awarded to those faculty members who have also demonstrated continued accomplishments in each of the basic categories of evaluation. Promotion to the rank of professor or initial appointment at that rank furthermore requires that the faculty member presents evidence of national or international recognition and reputation for research and scholarly contributions and exhibit mature leadership qualities that are essential for the progress of the department/school.

National recognition is most often achieved through sustained outstanding accomplishments in research and scholarly activity including a sustained record of publication/presentation in high quality, peer referred outlets, leadership in professional activities, and funding obtained via a competitive review process.

Whereas it is rare for a faculty member to attain the level of distinction expected for promotion to Professor prior to the end of the fifth year of service at the rank of Associate Professor, as previously noted, it is demonstrated merit rather than the number of years of service as Associate Professor the principle that guides promotion consideration. Accordingly, consideration for promotion to Professor may occur earlier, but only under extraordinary circumstances of outstanding performance and with the prior approval of the Dean and the Provost.

III.4 Categories of Evaluation

An integral part of the tenure and/or promotion criteria is evidence of the quality of the candidate's performance as a faculty member and accomplishments in each of the categories of evaluation described in the following subsections.

1. Accomplishments in Research

Accomplished research is chiefly demonstrated through the establishment of an externally and competitively funded research program, successful mentorship of graduate students, and high-impact scholarship. Typical and primary examples of high-impact scholarship include publication of manuscripts in refereed journals or in selective, refereed proceedings of major conferences, particularly those organized by recognized professional societies and having rigorous acceptance criteria, and publication of scholarly books by recognized publishers. Evaluation of research or scholarly activity accomplishments in engineering and computer science will consider contributions such as the ones from the following representative lists in order of priority.

Tier One

- Publication of peer-reviewed research papers
- External, competitive, peer-reviewed research funding
- Other external funding of research
- Issued patents
- Involvement of graduate and postdoctoral scholars in research activities

Tier Two

- Publication of books
- Publication of book chapters
- Research resulting in IP licensing, commercialization, or contributions to public domain (such as open source software)
- Interdisciplinary research
- Involvement of undergraduate students in research activities
- Research papers presented at significant professional meetings, especially invited papers

Measures and methods that may be used to assess the quality of research and scholarly activities include the following:

- Awards for research
- Invited papers and lectures
- Record of citations
- Sustained and continuing productivity
- Relationship to unit goals and mission
- Dissemination and value of results to industry, the state, and the nation
- Development of new research programs
- Leadership in collaborative/interdisciplinary research

2. **Accomplishments in Teaching**

Accomplished teaching requires presenting courses that are current, providing a positive learning environment, ensuring that students receive preparation necessary for subsequent courses, and challenging students to attain the learning objectives of the course and the curriculum. Measuring accomplished teaching requires both student and peer evaluation. Evaluation of teaching and associated scholarly activities in engineering and computer science will consider contributions such as those from the following representative lists in order of priority.

Tier One

- Effective undergraduate teaching
- Effective graduate teaching
- Publication of pedagogical papers in appropriate peer-reviewed literature
- Mentoring of undergraduate students
- Mentoring of graduate students and postdoctoral scholars
- External funding of teaching-related activities
- Development of new or modified courses or curricula

Tier Two

- Teaching design content courses and courses with laboratories
- Developing and publishing textbooks and other innovative teaching methodology or materials
- Teaching especially large classes
- Supervising undergraduate independent study projects
- Teaching in online and/or distant-delivery education programs
- Interdisciplinary teaching
- Supervising teaching assistants
- Academic advising and other teaching-related interactions with students outside the classroom

Measures and methods that may be used to assess the quality of teaching activities include the following:

- Course evaluations
- Letters and/or interviews with current and former students
- Impact on student success after graduation
- Content/competency/currency of teaching and teaching methods as assessed by the peer evaluation committee
- Grants for teaching-related activities
- Teaching awards, both from within the University and external
- Quality of educational papers published assessed through citations and evaluation of their impact

- Application and/or development of innovative teaching methods
- Involvement in teaching improvement activities
- Awards won by students under the faculty member's direction
- External letters from peers

3. Professional Activities and University Service

Professional Service

Evaluation of acceptable accomplishment in professional activities will be based on contributions such as the ones from the following representative list in order of priority.

- Contributions to revisions of design codes, testing standards, and protocols
- Service in editing research or scholarly publications or proposals
- Service in a leadership role such as chair or an active member of a national committee
- Service as officer of national professional organizations
- Registration as a professional engineer and active participation in the National Society of Professional Engineers
- Service on advisory committees for relevant professional and educational organizations.
- Major consulting in areas of professional expertise
- Organizing and/or teaching workshops, short courses, or conferences in areas of professional expertise
- Service to the community, the state, or the nation related to professional expertise

Measures and methods that may be used to assess the quality of professional activities include the following:

- Sustained service
- Service awards
- External letters of commendation/citation

University Service

Evaluation of acceptable accomplishment in university service will be based on contributions such as the ones from the following representative list.

- Service on department/school, college or university committees
- Serving as adviser to recognized student organizations
- Assigned administrative positions or responsibilities
- Assignment to department/school, college or university-level special task groups
- Special activities in recruitment or other student affairs areas
- Development/alumni activities

Measures and methods that may be used to assess the quality of professional activities include the following:

- Holding leadership positions on committees, task groups, etc.
- Service Awards
- Letters of commendation/citation
- Assessments of outcomes of service activities

IV School of Design and Construction (SDC)

IV.1 Evaluation Categories and Criteria for Tenure and Promotion

This section contains guidelines for tenure and promotion that apply within the School of Design and Construction (SDC) at Washington State University (WSU). These guidelines summarize the comprehensive SDC tenure-&-promotion guideline document, to which reference should be made, and supplement the procedures, policies, and criteria specified in the WSU *Faculty Manual*, the Provost's Guidelines for Faculty Promotion and Tenure, and the related guidelines in the Voiland College of Engineering and Architecture (VCEA), and those in the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS).

IV.2 Criteria for Advancement of Rank to Associate Professor (tenure-track)

Candidates for tenure and promotion to the rank of Associate Professor in the SDC must demonstrate:

- outstanding accomplishments in disseminated design or construction research, scholarship, and/or creative activities
- excellence in teaching
- effectiveness in service and outreach

All candidates must also demonstrate effective, respectful, collegial, and professional interaction with faculty colleagues, staff, and students in ways that complement and/or support their own progress and those of others. Effective interactions with students include mentoring of undergraduate and graduate students. Furthermore, the potential for candidates to meet the requirements for future promotion to the rank of professor must be apparent.

Tenure-track faculty in the SDC are normally expected to distribute their efforts as follows:

- forty percent (40%) of their efforts to research, scholarship, and/or creative activities
- forty percent (40%) of their efforts to teaching
- twenty percent (20%) of their efforts to service and outreach.

There is, however, often overlap between the categories (*Faculty Manual*, p. 48) and it is also understood that it is difficult for faculty to break down their time commitments in ways precisely mirroring this percentage breakdown. Furthermore, tenure-track faculty may excel more in one category than the other(s), and tenured faculty as well as the director should do their best to recognize this in any ballot or evaluation.

However, for tenure and promotion at the level of Associate Professor, there will be no substitute for one category thoroughly at the expense of the other. According to a statement on page three of the "Recommendations for Faculty Promotion and/or Tenure" memo from the Office of the Provost (May 26, 2015), "good performance in one area cannot substitute for a failure to perform in other areas." Tenure-track candidates should be mindful to balance their loads during their time-to-tenure.

Tenure-track faculty in the SDC will be evaluated on the following three criteria (see subsection C, Categories of Evaluation, below):

1. Research, Scholarship, Creative Activity
2. Teaching
3. Service and Outreach.

IV.3 Criteria for Advancement in Rank to Professor

To obtain the rank of professor, candidates must have achieved:

- contributions to a major area of the candidate's work assignment that exceed the minimum requirements for associate professor
- national or international recognition
- a reputation as an established leader in his/her field of endeavor, documented by:
 - a well-established scholarly program
 - a substantial body and/or celebrated quality of peer-reviewed work

- evidence of professional stature
- continued excellence in research, teaching, and service

Candidates to professor must also demonstrate effective, respectful, collegial, and professional interaction with faculty colleagues, staff, and students in ways that complement and/or support their own progress and those of others. Effective interactions with students include mentoring of undergraduate and graduate students.

There is no specified time-in-rank to become eligible for application for advancement in rank to professor, yet it is highly unusual for a faculty member to be promoted with fewer than five years at the rank of associate professor. As with the process for promotion to associate professor, should candidates wish to be considered for promotion at their earliest eligibility, all material for the dossier must be complete by the conclusion of the fifth year since receiving promotion as an associate professor.

Although the criteria for advancement in rank to professor are generally the same as those for advancement in rank to associate professor, research, scholarship, and/or creative activities are nevertheless weighted more highly than accomplishments in teaching. Unless shifts in workload responsibility between research and teaching have been agreed upon in writing with the SDC director (to most effectively foster the strengths of the school), for promotion to professor all associate professors will be required to demonstrate excellence in research, scholarship, and/or creative activity; teaching; and service.

Candidates to the rank of professor must provide documented evidence that, as noted, the quality and quantity of accomplishments are at a significantly higher level than that expected of an associate professor (*Faculty Manual*, p. 56). Furthermore, the candidate must present evidence of national recognition (and/or international recognition, depending upon what is considered of highest quality in the field), as well as a reputation for disseminated scholarly design or construction research and/or creative activities. Accomplishments can include innovations in teaching methods carried out in conjunction with the candidate's teaching, but must be disseminated through rigorous peer review.

National or international recognition is most often achieved through outstanding accomplishments sustained over several years—with evidence of continuation. Such recognition is typically accompanied by a high level of professional activity, including leadership roles in professional organizations.

Evidence of continued accomplishments in all the three categories of evaluation:

1. Research, Scholarship, Creative Activity
2. Teaching
3. Service and Outreach

presented in subsection IV.4 is also required. Work completed, published, presented, or taught prior to achieving rank as an associate professor may be included in the dossier, but significantly greater weight shall be placed on that which was completed since the initial promotion.

IV.4 Categories of Evaluation

An integral part of the tenure and/or promotion criteria is evidence of the quality of the candidate's performance as a faculty member and accomplishments in each of the following three categories of evaluation:

1. Research, Scholarship, Creative Activity
2. Teaching
3. Service and Outreach

described in the following subsections.

1. Research, Scholarship, Creative Activity

The dissemination of outstanding design or construction research, scholarship, and/or creative activities is fundamental to all faculty in the SDC, including tenure-track candidates seeking advancement to associate professor and candidates seeking advancement to professor.

Tenure-track candidates for the rank of Associate Professor are expected to develop and maintain an independent, focused, and sustained program of high-quality research, scholarship, and/or creative activity that should:

- a) advance the theoretical, practical, and/or creative knowledge base of the professions of interior design, construction management, architecture, or landscape architecture
- b) demonstrate a comprehensive and up-to-date engagement with the existing body of knowledge that constitutes the basis of the candidate's area of research
- c) appear in publications or displays in peer-reviewed regional, national, or international venues sponsored by relevant professional organizations.

Candidates for the rank of Professor must both demonstrate the cumulative qualifications stated above for tenure and promotion to associate professor and present evidence of:

- a) national and/or international recognition
- b) a reputation for sustained scholarly production
- c) an increased level of professional activity.

This evidence may include, but is not limited to, a substantial body of publications; a select few book(s) and/or articles in well-regarded journals or presses; consistent invitations to exhibit work at high-quality venues; an established research program with a substantial record of external funding at a level appropriate to the candidate's discipline; major professional service as an editor of peer-reviewed journal(s); invitations to speak to professional organizations or societies; and national or international awards.

All candidates for rank advancement, tenure-track candidates for the rank of Associate Professor and candidates for the rank of Professor, are expected to demonstrate their accomplishments in research, scholarship, and creative activity in accordance with the following criteria.

If extramural support is vital for candidates to sustain their research program, then scholarly outputs must accompany that support. While often necessary, important, and prestigious (and it should be acknowledged as such), extramural support (e.g., grants) alone does not constitute the dissemination of scholarly and creative work. Multiple-authored publications are certainly acceptable, and it cannot be expected that the candidate is always the lead author on multiple-authored articles or grants (either published or submitted). However, for tenure and promotion it is to be expected that the candidate is a lead author or PI on at least one of these accomplishments. It must also be clear the candidate has established an independent body of research that can be distinguished from the work of others.

Importantly, to achieve tenure and/or promotion in the SDC, candidates must provide evidence of the *dissemination* of peer-reviewed research, scholarship, and/or creative activity, and this work must be of outstanding quality. Candidates also should strive to demonstrate that their research contributes to the core mission, vision, and values of the SDC: in particular, that which demonstrates the value of integration within the professions. Research initiated prior to arrival at WSU (and published after one's arrival) may be counted towards tenure and promotion, but there must be clear evidence of a scholarly body of work from research initiated at WSU.

Research, scholarship, and/or creative activity items are grouped in the three tiers shown below. Candidates for tenure and/or promotion consideration in the SDC should include in their respective portfolios at least three (3) items from Tier One (below), but also should include several items from Tier Two and Tier Three. Candidates should not, however, stack accomplishments in Tier Two or Tier Three and expect to receive tenure and promotion. Candidates whose scholarly and/or creative

contributions fall exclusively outside of Tier One are urged to communicate regularly with their mentoring committee and director to clarify their research and scholarship contributions towards tenure and promotion in the SDC. No matter the numbers of accomplishments in the various tiers, however, in the “evaluation of research, scholarship and creative activity, the quality of the work, not the sheer quantity, is the primary criterion.” (Faculty Manual, p. 48).

Because the school’s disciplines (as well as professional industry and practice) value certain types of disseminated research and scholarship in occasionally divergent ways (e.g., one discipline or profession/industry may value the presentation of a poster at a national conference as a top tier contribution, where another may not; one discipline may value collaborative work more highly than another, etc.), the list below is not intended to be entirely prescriptive. Candidates may wish to make a case for particular contributions in research, scholarship, and/or creative activities that bleed lines between tiers, are not listed below, or that may be valued more highly in other departments, programs, schools, or colleges—either within WSU or at other peer institutions.

However, there shall be no exception for peer-reviewed work—whether published written work or juried exhibitions. Peer-review is defined as having been formally-reviewed and evaluated by at least two independent scholars with knowledge of the topic. Peer review should also be “blind” reviewed to ensure fairness, and candidates should not be involved in reviewer selection.

Tier One

- Published, peer-reviewed books representing original work with the candidate as principal or co-author, issued by a reputable academic publisher (e.g., a university press).
- Book manuscripts, with the candidate as principal author, accepted by a reputable academic publisher (following peer-review and with evidence of acceptance).
- Peer-reviewed articles, with the candidate as principal or co-author, published in recognized regional, national, or international journals or edited books (either print or online).
- Editor or coordinator of recognized, peer-reviewed regional, national, or international journals or projects (either print or online).
- Editor of a published, peer-reviewed book, issued by a reputable academic publisher (e.g., a university press).
- Completed projects in interior design, construction management, architecture, or landscape architecture (or related fields) recognized through awards or meritorious citations by professional design or construction organizations or juries.
- Publication of creative work or construction projects, with the designer or construction manager as lead author, in recognized regional, national, or international design or construction journals.
- Exhibitions of creative work at museums, galleries, or exhibitions of regional, national, and international significance, selected through peer review
- Competition entries with a demonstrated, disseminated, and peer-reviewed scholarly component.
- Lead-PI on a successful research-oriented grant of national or international significance.
- Awarded fellowships and/or scholarships of regional, national, or international repute, adjudicated by peer-review panels.
- Chair or organizer of a significant regional, national, or international conference.
- Invited keynote or plenary speaker at a conference of regional, national, or international repute.
- Completed works of product design, graphic design, artwork, film, or digital media that have a demonstrated scholarly component and a relationship to the fields of interior design, construction management, architecture, or landscape architecture recognized through awards or meritorious citations by professional organizations or juries; or through publication in recognized regional, national, or international journals.

Tier Two

- Peer-reviewed articles, with the candidate as principal or co-author, accepted by recognized regional, national, or international journals or edited books (either print or online), but not yet published.
- Published, peer-reviewed books or articles in reputable journals with the candidate as secondary or other author (in these cases, the candidate's contributions must be specified in the curriculum vitae).
- Co-PI on a successful research-oriented grant of national or international significance.
- Lead-PI on a successful research-oriented grant of regional significance.
- Completed, peer-reviewed creative designs or construction projects, with a demonstrated scholarly component and an invitation to build or exhibit.
- Live presentation of peer-reviewed papers in regional, national, or international professional or academic conferences.
- Session chair for a regional, national, or international professional or academic conference (responsibilities typically include shaping the session content and selecting and editing papers for presentation).
- Curatorial roles in reputable regional, national, or international exhibitions or competitions.
- Poster presentations of peer-reviewed projects at regional, national, or international professional or academic conferences.
- Publication of peer-reviewed papers in conference proceedings of recognized regional, national, or international organizations.
- Invited book or exhibition reviews published in reputable regional, national, or international journals.
- Transfer or adoption of research or scholarly outcomes in regional, national, or international policy, code, or practices.

Tier Three

- Creative and/or scholarly works-in-progress with potential for tangible peer-reviewed outcomes including publication, construction, grant funding, or awards.
- Submitted or pending research-oriented grants, fellowships, or awards with candidate as either Lead-PI or Co-PI to agencies of regional, national, or international significance.
- Co-PI on an accepted research-oriented grant of regional significance.
- Reviews of candidate's scholarly, creative, or construction work in reputable regional, national, or international publications.
- Recognition for work in reputable regional, national, or international competitions.
- Demonstrated research activity that contributes to innovative instruction.
- Accepted abstract submission to conferences of regional, national, or international significance.
- Consulting role, with demonstrable scholarly or research component, on major projects in the fields of interior design, construction management, architecture, landscape architecture, or related fields.
- Published, peer-reviewed work in trade (or "for-profit") publications.
- Recognition of accomplishments through reputable popular media (magazines, newspapers, websites, television, film, etc.).

2. Teaching

The SDC expects teaching excellence from all candidates for tenure and promotion to associate professor and promotion to professor. Through annual teaching, syllabi, assignments, and their teaching portfolio, candidates should demonstrate a clearly defined pedagogical narrative and philosophy. These materials ought also to demonstrate the basic skills of effective instruction, including command of subject matter, organizational skills, clarity of presentation, and the ability to stimulate intellectual curiosity. Furthermore, there should be evidence that candidates are imparting contemporary, updated concepts and/or teaching methods and perspectives to students. Faculty in

the SDC are expected to continually assess their effectiveness in teaching and adjust their practices to improve student outcomes. College and/or university assessment tools should be employed to demonstrate excellence in teaching.

Candidates also should strive to demonstrate that their teaching contributes to the core mission, vision, and values of the SDC: in particular, those that demonstrate integration between the disciplines. Beyond simply teaching classes with students from more than one discipline (this may be part of a candidate's regular teaching assignment), special efforts to adopt integrated methods of instruction; to create innovations in integrated teaching; and/or to bridge traditional borders between disciplines should be articulated. Those who can demonstrate success in this realm shall be provided special commendation, although the forms of "success" must be clearly spelled out in the dossier, and ideally substantiated by external factors (e.g., future collaborations, student evaluations).

For promotion to professor, candidates must show evidence of continued development in teaching according to the criteria stated above. Special commendation will be provided for those candidates who have made demonstrable efforts to integrate the design and construction disciplines through teaching (beyond simply teaching an SDC course or existing courses with integrated components); who have taken leadership roles within the unit in regards to teaching; or who have made efforts to obtain extramural funding for curriculum development or teaching innovations.

While accomplishments in research, scholarship, and/or creative activity will be analyzed more closely for promotion to professor, it should be emphasized that candidates who cannot present a record of continuing excellence in instruction will not be considered favorably for promotion to the rank of professor. The candidate may request the SDC director to initiate a peer review of teaching (with the assessment included in the dossier), whether informal in nature or according to a peer review protocol.

Items of evidence of teaching excellence are grouped in the three tiers listed below. Candidates for tenure and/or promotion consideration in the SDC should include at least three (3) items from Tier One (below), but also should include several items from Tier Two and Tier Three. Candidates should not, however, expect to stack accomplishments in Tier Two or Tier Three and expect to be assessed for excellence in teaching in the SDC. Candidates whose teaching contributions fall exclusively outside of Tier One are urged to communicate regularly with their mentoring committee and director to clarify their teaching contributions towards tenure and promotion. Teaching in the SDC will be assessed based on the following criteria.

Tier One

- Consistently high student course evaluations (relative to program, school, or college averages).
- Positive peer reviews of teaching performance.
- Interdisciplinary course participation (e.g., SDC courses) with tangible results of success and/or collaboration between students and/or faculty.
- Teaching awards or honors, within or beyond the SDC.
- Regularly teaching required classes beyond a 2-2 teaching load.
- Development of new courses (beyond or including initial appointment).
- Development of innovative teaching methods, such as flipped classrooms.
- Development of new course content, assignments, lectures, or other instructional activities within older courses.
- Development of new (or old) courses for distance or online learning (typically in conjunction with WSU Global Campus).
- Securing grants to support instruction and/or the publication efforts of students.
- Positive student rapport, as substantiated by student evaluations.

Tier Two

- Voluntarily teaching classes beyond a 2-2 teaching load.
- Chair of interdisciplinary Ph.D. committee (IIDP program).
- Chair of graduate project with demonstrated teaching effort beyond regular course instruction.
- Mentor of undergraduate thesis in the Honors College.
- Evidence of improvements in instruction through assessment tools.
- Teaching experience at varying levels of instruction in the SDC; for example, lower division undergraduate, upper division undergraduate, and graduate levels (unless no such opportunities exist or have been granted).
- Instructional supervision or mentoring of independent and/or special student projects with demonstrable effort on the part of faculty (e.g. 499 courses).
- Regular availability and effective feedback to students (through office hours, written evaluations, and/or online correspondence).

Tier Three

- Invited guest lectures, seminars, or workshops provided to other classes in the SDC and university.
- Committee member (not chair) of masters-level graduate project or undergraduate thesis in the Honors College.
- Consistent instruction in courses where total classroom contact hours, preparation time, enrollment, or grading significantly exceeds that of other courses in the program or school.
- Development and/or updates of classroom instructional assignments or aids to improve learning and retention of course content.
- Attendance at workshops, seminars, and related events focusing upon improvements or innovations in teaching.

3. Service and outreach

Effective service and outreach is crucial to the effective operations of the program(s), school, college(s), and university, as well as to the professional growth of the tenure-track faculty candidate. Through involvement with the public, service and outreach is also essential to the land-grant mission of the university. Although there is no prescribed number of service and/or outreach activities that candidates must accomplish in order to fulfill obligations for tenure and/or promotion, all candidates are expected to contribute to service and outreach activities, exemplified by the categories presented below.

Tenure-track faculty are generally not expected to provide service and outreach at the same level as their tenured colleagues, particularly in the initial years of their appointment, but must contribute annually in an appropriate fashion as mutually agreed with the SDC director. Candidates who find their service and/or outreach activities overlapping with their teaching and/or their research, scholarship, or creative activities must clarify their efforts with their mentoring committee and the SDC director to ensure that credit is provided in the appropriate category.

Candidates for promotion to the rank of professor must show evidence of continued and increasing service to the program, school, college(s), university, community, and profession, exemplified by the categories listed below. Candidates for professor must be able to point to major service contributions well in excess of their contributions as assistant or associate professor. These contributions include, but are not limited to, university task force committees; chairing accreditation processes; curriculum development and/or reorganization; or invitations and participation on professional advisory boards. Effectiveness in service and outreach can include, but is not restricted to, any or all of the following, but should include some mix of program, school, college, and university service; community service; and/or professional service.

Program, school, college, and university service and outreach

- Participation in, and contributions to, program, school, college, and/or university committees.
- A significant commitment of time on a school, college, or university task force or other special service activity (e.g., chair of faculty senate committee).
- Participation in, and contributions to, school study tours beyond regular or assigned course load.
- Advisor of student organizations.
- Mentorship of undergraduate and graduate students beyond curriculum and courses.
- Involvement in student recruitment (e.g., SDC ambassador program, recruiting workshops, “Alive!”, presentations at high schools and/or community colleges).
- Volunteer work that contributes to the quality of education and overall academic experience of students, such as mentoring student activities in construction (e.g., Habitat for Humanity).
- Lectures or presentations at professional or student organization meetings, when such lectures neither meet the requirements, as listed above, for teaching or disseminated design or construction research, scholarship, and/or creative activity.
- Significant participation in program activities necessary for professional accreditation (e.g., chair).

Community service and outreach

- Civic engagement activities, such as participation on community panels; construction or preservation-related work; and landscape restoration.
- Citizen service positions in government agencies, commissions, or private non-profit entities (elected, appointed, or volunteer, with proportionate value acknowledged as appropriate by the mentoring committee).
- Volunteer lectures, tours, and workshops.

Professional service and outreach

- Volunteer work involving professional expertise that contributes to the organization of professional conferences, design competitions, or related activities.
- Coordination of lectures, exhibitions, or symposia not part of the candidate's normal employment responsibilities.
- Invited commentator for session of reputable regional, national, or international conference.
- Invited reviewer or juror for research grant proposals.
- Invited peer-reviewer for submitted abstracts, articles, or papers to a reputable scholarly journal or conference.
- Participation on advisory boards or committees of regional, national, or international professional organizations.
- Participation on visiting accreditation teams at other institutions.
- Participation in evaluation of examinations supervised by professional registration boards.
- Membership in regional, national, or international professional organizations.
- Technology transfer to further economic development.

V Definitions, Criteria, and Procedures for Promotion for Career-Track Faculty

This section includes definitions, procedures, and criteria for promotion for career-track faculty in the Voiland College of Engineering and Architecture. This supplements the procedures and criteria for promotion and advancement in rank outlined in the *WSU Faculty Manual* and describes the application process within the Voiland College of Engineering and Architecture.

Career-track faculty members play a vital departmental, school, and/or college role by providing leadership in research, teaching, and/or service—though, unlike tenure-track faculty, they are not necessarily expected to contribute to all three areas. Career-track faculty may normally hold the terminal degree in their discipline, although exceptions should be made depending upon circumstances and negotiations between faculty and school directors, department chairs, and/or the dean. Because of the myriad ways in which a career-track faculty member might contribute to the mission of the unit, it is the responsibility of the school director or department chair to develop a clear statement of the duties for each career-track faculty member, as well as the expectations for advancement in rank. These expectations should be reviewed each year during the annual review.

There are four sub-tracks of career-track faculty at WSU: Clinical faculty, Research faculty, Scholarly faculty, and Teaching faculty. As of 2020, the “Clinical” sub-track is reserved for those faculty who either work in actual clinics (e.g. health/medical) or are affiliated with them; thus, this sub-track is not applicable for VCEA faculty. However, should a VCEA faculty member be hired in this capacity, the definitions for Clinical faculty in the 2019-2020 *WSU Faculty Manual* (p. 97) shall apply. The categories in the sections below (Research faculty, Scholarly faculty, and Teaching faculty) cover the majority of career-track appointments in VCEA.

In general, the principal areas of evaluation for promotion of career-track faculty, similar to tenure-track faculty, are excellence in the areas of research, teaching, and/or service. The ability to interact effectively with colleagues, students, and staff will be a supplementary, but significant, consideration as well. However, unlike tenure-track faculty, career-track faculty will typically have a specific appointment focused more intentionally in one area (e.g. research) instead of the other (e.g. teaching). Contributions to service activities may or may not be a part of the career-track faculty member’s responsibilities. For promotion to career-track Professor, some external recognition of distinction is necessary.

It should be noted that promotion is not automatic but requires positive action on the part of the university administration. In appointments in which the requirement of a position dictates the use of special criteria, those criteria must be approved in writing by the dean, the vice chancellor for academic affairs (dependent upon location) and the provost at the time of initial appointment. As stated in the *WSU Faculty Manual*, weighting of criteria may reflect more localized considerations (dependent upon WSU location) with weighting factors reflecting the assigned duties of the faculty member. Additional criteria may be developed by individual schools or departments within the college (for example, pertaining to the portion of a program offered at a particular WSU location, for programs offered solely at that WSU location, etc.). These criteria should be directed toward the goals and objectives of those particular units and must be approved by the dean and the provost.

V.1 Research Faculty: Definition and Criteria for Promotion

Faculty in the research sub-track are in non-tenure track research appointments and predominantly conduct research, scholarship, or creative activity. Research faculty members may be expected to serve as principal or co-principal investigators on grants or contracts administered by the university, and otherwise should focus upon developing a strong, leading-edge research program of external research funding, scholarly publication, and doctoral/postdoctoral supervision. The appropriate qualifications for research faculty include having earned the terminal degree in an appropriate field.

Typically, the college will have made a commitment of office and/or research space. However, schools, departments, or colleges may expect research faculty members to provide all or significant portions of their own salary through extramural funding. The terms for space, start-up funds, and salary will generally be negotiated during the hiring process, although those terms can be renegotiated by the institution or the faculty member. In general, research faculty will have no significant teaching or service expectations unless those responsibilities are negotiated and commensurate funding support is provided.

In the VCEA, the promotion criteria for research faculty should essentially follow the related research/scholarly activity expectations for tenure-track faculty, including the publication of peer-reviewed scholarship. For promotion to both Research Associate Professor and Research Professor, service to the profession, mentoring of students and postdocs, or teaching may assist the case. However, these activities are not required.

For promotion to Research Associate Professor, the candidate must exhibit evidence of initiating an independent, externally funded research program. The expectation of gaining at least some portion of funding from competitive sources is relaxed. For example, a Research Assistant Professor whose sole source of external funding is from industry or from non-competitive external funding, would still be eligible for promotion to Research Associate Professor.

For promotion to Research Professor, candidates should establish an externally funded research program that supports themselves in addition to technical staff, graduate students, postdocs, and/or undergraduate researchers. Furthermore, Research Professors should have established a national reputation at a level appropriate to their research activities. Work completed or classes taught prior to achieving rank as a Research Associate Professor may be included in the dossier, but significantly greater weight shall be placed on that which was accomplished at WSU since the initial promotion.

It is the responsibility of the director or chair, in collaboration with the supervising faculty member or center, institute, or laboratory director (if applicable), to develop expectations and duties for each research faculty member, as well as ensuring that all reviewers are aware of same at the time of any evaluation. These expectations and duties, as well as expectations for advancement, should be reviewed each year during the annual review.

V.2 Scholarly Faculty: Definition and Criteria for Promotion

Faculty in the scholarly sub-track have significant responsibilities in at least two of the following areas: (a) teaching, (b) student advising, (c) research or scholarship, (d) creative activity, (e) outreach, (f) practice, (g) educational leadership, (h) administration, or (i) academic service. Most faculty in this sub-track will have a significant teaching or student advising responsibility. According to the WSU Faculty Manual, however, carrying a large teaching or advising load and receiving good student ratings is not sufficient for promotion. Candidates for promotion are expected to demonstrate a “scholarly approach to teaching, evidence of teaching effectiveness, and achievement or recognition in one or more of the additional areas (e.g., research/scholarship, educational leadership, outreach, etc.)” (2019-2020 *WSU Faculty Manual*, p. 98). Demonstration of a “scholarly approach to teaching” may include evidence of attention to the art, science, or profession of teaching (pedagogy). It is important that career-track faculty members work with the director/chair of their unit to clarify how a scholarly approach to teaching will be best measured.

Criteria for advancement in rank for Scholarly faculty (e.g. from Scholarly Assistant Professor to Scholarly Associate Professor) are generally the same as those for advancement in rank for tenure-track faculty—at least in the realm of teaching and service. Indicators of excellence in teaching may include student evaluations, peer evaluations, internal or external teaching awards, peer mentoring and new or updated courses or course material. Scholarly Faculty also may demonstrate excellence through publication(s) in journals related to the scholarship of teaching and learning; presentations about teaching accomplishments or strategies at professional meetings; and/or external awards (at least beyond the program or department). Ideally, this performance will be validated by external sources.

Scholarly faculty members aspiring to promotion in VCEA are not expected to advance a research program (unless this is specified in their contract), but accomplishments in research, scholarship, and/or creative activity should be considered in any case for promotion. Such activities, however, should not be used to substitute for excellence in teaching and service: they should enhance them.

Candidates for promotion to Scholarly Professor will be evaluated using the same general criteria as those desiring promotion to Scholarly Associate Professor but teaching and service accomplishments must demonstrate a steady improvement following the promotion to Scholarly Associate Professor. Work completed or taught prior to achieving rank as a Scholarly Associate Professor may be included in the dossier, but significantly greater weight shall be placed on that which was accomplished since the initial promotion.

It is the responsibility of the director or chair to develop expectations and duties for each scholarly faculty member, as well as ensuring that all reviewers are aware of same at the time of any evaluation. These expectations and duties, as well as expectations for advancement, should be reviewed each year during the annual review.

V.3 Teaching Faculty: Definition and Criteria for Promotion

Teaching faculty members are those whose primary responsibility is teaching and/or student advising and mentoring. Teaching faculty generally have little or no additional expectations in research, scholarship, creative activity, leadership, or academic service. Faculty with a teaching appointment will often have large teaching commitments according to their assignment and contract. Promotion criteria should include evidence of teaching effectiveness and innovation.

The primary responsibility of teaching faculty members in VCEA is to teach specific undergraduate courses, but they may be asked to teach graduate courses provided they have the appropriate credentials. For promotion in this sub-track, teaching excellence will be the principal, if not sole, criterion. Teaching faculty are generally given a 100% teaching appointment, and usually hold heavier teaching responsibilities (and loads) than tenure-track, tenured, or even scholarly faculty.

Criteria for advancement to Teaching Associate Professor are generally the same as those for advancement to Scholarly Associate Professor, although teaching faculty are neither expected to provide service nor a scholarly approach to teaching. However, accomplishments in such areas should be taken into account in a promotion case (though engagement in the latter activities cannot be used to substitute for excellence in teaching). Indicators of excellence in teaching may include student evaluations, peer evaluations, internal (i.e. program or department) teaching awards, and new or updated courses or course material. Publications in journals about teaching and learning; presentations about teaching accomplishments or strategies at professional meetings; or external awards may enhance the case for promotion, but are not required. Moreover, Teaching faculty should not expect to deliver the same courses with the same methods, year after year, and expect promotion—without some evidence of improvement or innovation to reflect shifts in pedagogy or advancements in the field.

Candidates for promotion to Teaching Professor will be evaluated using the same general criteria as those desiring promotion to Teaching Associate Professor, but teaching accomplishments should demonstrate a steady improvement since promotion to Teaching Associate Professor. Work completed or taught prior to achieving rank as a Teaching Associate Professor may be included in the dossier, but significantly greater weight shall be placed on that which was accomplished since the initial promotion.

It is the responsibility of the director or chair to develop expectations and duties for each teaching faculty member, as well as ensuring that all reviewers are aware of same at the time of any evaluation. These expectations and duties, as well as expectations for advancement, should be reviewed each year during the annual review.

V.4 Procedures for Promotion for Career-Track Faculty (Research, Scholarly, Teaching)

A request for promotion may be made by the career-track candidate or by the school director or department chair. Career-track faculty members are not typically considered for promotion to the next higher rank prior to completing five years at their current rank. If promotion to the next higher faculty rank is not pursued, or is not granted, career-track faculty members may remain at their current rank provided satisfactory performance continues. After five years of service at their current rank, there is no limit on the number of times a career-track faculty member may seek promotion to the next higher clinical faculty rank. Time in rank, however, is not sufficient by itself for promotion.

For promotion, the school or department must conduct a comprehensive review resembling the tenure-style review and, thus, in accordance with the same time schedule as the tenure and promotion reviews of tenure-track/tenured faculty. For promotion to career-track Associate Professor, this tenure-style review involves all career-track, tenure-track, and tenured faculty members in the school or department at the ranks of Associate Professor and higher. For promotion to career-track Professor, this review involves all career-track, tenure-track, and tenured faculty members in the school or department at the ranks of Professor and higher. If a school/department does not have adequate voting faculty members then the university-level policy regarding this will be adhered to.

Dossier preparations should be made in accordance with the provost's guidelines and the *WSU Faculty Manual* and include the standard material that a tenure-track promotion dossier might contain (such as a CV). However, the dossier should be appropriate for the appointment (i.e. candidates for Teaching Associate Professor would naturally include examples of teaching evaluations and peer review(s) of teaching, but those candidates for promotion to Research Associate Professor might not). Supplemental information may be provided to help advance the cases but should be done in moderation (i.e. candidates need not include an overabundance of student projects or student evaluations, particularly if they are not expected as part of the appointment).

Letters of recommendation are not required for promotion to career-track Associate Professor, but no more than three letters may be solicited by candidates to help support their case. Such letters may be solicited from current students, former students, and colleagues.

For promotion to career-track Professor, at least three letters of recommendation are required. The candidate should work with the school director or department chair to identify potential letter writers, although the school director or department chair may wish to solicit one of those letters without consultation from the candidate. At least one of these letters should be from a faculty member external to the school or department but could be internal to VCEA or WSU more generally. Ideally, that letter should be of a rank higher than that for which the candidate is seeking promotion. If letters from former students are solicited, those students should have risen to some position of leadership within their company, firm, laboratory, or institution and should be able to speak to the influence of the faculty member in their career.

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