

College of Agriculture and Life Sciences

GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE

June 17, 2023 Revision of the June 1, 2009 Guidelines

OVERVIEW

Included in this supplement to the Collective Bargaining Agreement (CBA) between the University of Vermont and United Academics for the period from May 10, 2021 – June 30, 2024 are general information and further guidelines for faculty in the College of Agriculture and Life Sciences (CALS) related to reappointment, promotion, and tenure (RPT). A draft of this revision of the June 1, 2009 Guidelines (the *CALS guidelines*) was developed by the CALS department chairs, then provided to the faculty for review and improvement. The final version was approved by vote of the faculty at the CALS faculty meeting of May 1, 2023 by vote of the CALS faculty. In developing these guidelines, the major challenge has been to recognize and incorporate attention to the heterogeneous skills, backgrounds, and goals of faculty members in the diverse array of departments in the College, notably including faculty whose appointments are in part or entirely through UVM Extension.

The CBA includes detailed information on the contractual relationship between faculty in the bargaining unit and on the preparation of faculty dossiers for RPT review. Article 14 contains the relevant language for reappointments, evaluations and promotions. In advance of beginning self-evaluation for their dossier, a faculty member seeking reappointment or promotion in CALS is to begin with careful review of the sections of CBA article 14 relevant to the action they are addressing. The actual templates for RPT dossiers detailed below include additional guidance for the development of the dossier consistent with the CBA. There are in addition a set of resources for faculty under review for reappointment, promotion, and tenure (RPT) on the Provost's website (links under Calendars and Schedules and Sources of Basic Information in the General Information section below).

This Supplement extends the CBA language and other source documents by providing further detail and clarity for faculty in CALS. First, it provides a general overview of the process. Then it addresses RPT for the faculty in the college, in five sections:

- I. Tenure-track faculty (page 6)
- II. Non-tenure-track faculty (page 11)
 - A. Lecturers (page 16)
 - B. Clinical faculty (page 18)
 - C. Research faculty (page 19)
 - D. Extension faculty (page 22)

Within these sections, the general approach is to address four key components of the RPT process in the following sequence:

1. Appointment terms and
2. Review schedules
3. Criteria relating to expectations relevant to the faculty group
4. Review Procedures

A specific timetable for moving review documents through the department, college, and university has been developed because of the contractual requirements for notifying faculty of the outcome. Consequently, faculty need to pay attention to these deadlines. The Dean's office in turn shall inform faculty of deadlines in a timely manner. The schedules are derived from specific documents on the Provost's website. Again, links to details on these calendars are included below in the general information.

Faculty appointments in CALS are sometimes combinations of appointments funded from different sources (including the General Fund, the Agricultural Experiment Station, UVM Extension, and extramural research grants). Faculty with these appointments need to develop RPT dossiers that provide a balanced representation of activities in all these areas following the guidelines in each section. The appendix provides additional guidance for faculty whose salary line is supported by more than one funding source.

GENERAL INFORMATION

Kinds of Reviews, which ones involve the Provost, and their forms

ACTIONS REQUIRING UNIVERSITY-LEVEL REVIEW

- 2nd Reappointment, Promotion and Tenure Review of **Tenure-track Faculty**
- Promotion of FT **Lecturers** and **Clinical Faculty**
- Promotion of FT or PT **Extension** and **Research Faculty**

ACTIONS REQUIRING COLLEGE/SCHOOL-LEVEL REVIEW

- Formal Peer Review
- 1st Reappointment of Tenure-track Faculty
- 4th Year Review of Full-Time Non-Tenure-track Faculty

FORMS FOR UVM-LEVEL REVIEW (WITH LINKS TO THEM):

- **RPT (Green) Sheet (University-level review) (Revision of February 2023)**
- **Formal Peer Review (Blue) Sheet (College/School-level review) (Revision of February 2023)**
- **Pink Sheet (everything else)**

Calendars and Schedules

Faculty and their supervisors involved in reappointment, promotion, and tenure actions need to be aware of two categories of calendar deadlines: those relating to appointment terms and those related to the annual review process at the college and university levels. The fundamental constraint is contractual: reappointment reviews *MUST* be *completed* prior to the end of a faculty's appointment period. The annual review cycle has two key components that largely drive the whole calendar, the review by the CALS Faculty Standards Committee and the review by the Faculty Senate's Professional Standards Committee. There are documents relating to both of these dimensions on the Provost's website:

[REAPPOINTMENT, PROMOTION AND TENURE KEY DATES](#)

[KEY DATES IN THE ANNUAL REVIEW CYCLE](#)

The Provost page with these documents is here: <https://www.uvm.edu/provost/calendar-key-dates>

Diversity, Equity, and Inclusion

Recently, the green-sheet and blue-sheet review forms have been revised to be consistent with the CBA language in Article 14.5e relating to diversity, equity, and inclusion. Incorporating the newly introduced criteria yields the following substantially expanded guidance relating to the inclusion of activities enhancing diversity, equity, and inclusion in faculty activities.

Overall, a candidate is expected to be engaged in a program of work that is sound and productive and that can be expected to continue to develop throughout their professional career, consistent with the needs and mission of the University, while contributing to advancing ***diversity, equity, and inclusion at the institution.***

In accordance with Article 14.5.e of the CBA, evidence of commitment to diversity, equity, and inclusion should be included in the dossier. Kinds of evidence may include, but are not limited to, the following (this constitutes a list of possibilities; not all need to be included):

- incorporation of evidence-based practices to address diversity and inclusiveness in teaching, advising, and/or mentoring.
- scholarship and/or creative work that contribute to advancing diversity and inclusion
- scholarship, creative work, outreach, or clinical practice that engages and supports underserved and underrepresented audiences.
- service as an advisor to student clubs or organizations that promote diversity and inclusion on campus.
- service on UVM committees, in administrative positions, work groups, etc. that include efforts supporting diversity and inclusion.
- service in local, state, or national, or international organizations that promote diversity and inclusivity in society.

Sources for Basic Information on appointments, review criteria, and review process

An important thing to realize is that there is an enormous amount of support for RPT candidates at UVM, but that it is so dispersed across different places that it may be hard to find. Here is a catalog of these resources.

SOURCES FOR RPT GUIDANCE IN THE 2021–2024 CBA

Tenure-Track

	Term	Schedule	Criteria	Procedure
appointment	14.5a.ii	—	—	—
reappointment	14.5a.ii	14.5c, 14.6	14.5e	14.5f
promotion	14.5a.ii	14.5a.ii, 14.5c	14.5e	14.5f

Non-TenureTrack (general)

	Term	Schedule	Criteria	Procedure
appointment	NA	—	—	—
reappointment	NA	NA	NA	delegated to College
formal peer review	NA	14.10a.ii	delegated to College	delegated to College
promotion	NA	NA	NA	14.5f*

*except no arms-length review

Lecturer and Senior Lecturer

	Term	Schedule	Criteria	Procedure
appointment	14.10b	—	—	—
reappointment	14.10b	14.10b	14.5e.i	14.10.a.i-ii
promotion	—	14.10b	14.5e.i	14.10.a.i-ii

Clinical Faculty

	Term	Schedule	Criteria	Procedure
appointment	14.10e	—	—	—
reappointment	14.10e	none	14.5e	14.10.a.i-ii
promotion	—	none	14.5e	14.5f

Research Faculty

	Term	Schedule	Criteria	Procedure
appointment	14.10f.i	—	—	—
reappointment	14.10f.i	none	14.5e.ii,iii	14.10.a.i-ii
promotion	—	none	14.5e.ii,iii	14.5f

Extension Faculty

	Term	Schedule	Criteria	Procedure
appointment		—	—	—
reappointment	14.10g.i	14.10a.i	14.10g.iii,iv	14.10a
promotion	—	14.10g.vi	14.10g.iv	14.5f

ON THE PROVOST'S WEBSITE

PDF: [*Preparation for Reappointment, Promotion and Tenure Review*](#)

PDF: [*Tips for Preparing for Reappointment, Promotion, and Tenure Review \(RPT\)*](#)

PDF: [*Factors to Consider When Preparing RPT Dossiers Recommendations from the Professional Standards Committee and the Office of the Provost*](#)

ONLY IN THIS DOCUMENT

The following criteria and procedures do not have foundational language in the current CBA; instead, the Agreement specifically leaves these sections to be developed in college/school guidelines. Thus, the language in this document is the only authority for decisions:

1. Procedure for first reappointment of tenure-track faculty
2. Procedure for reappointment of non-tenure-track faculty
3. Criteria and procedure for formal peer review

I. TENURE-TRACK FACULTY

Appointment Terms and Review Schedules for Tenure-Track Faculty

Tenure-track Assistant Professors are typically appointed to an initial three-year term. The faculty member in this group undergoes an initial, college-level (blue-sheet) review in the spring semester of their second year. Given satisfactory progress, they are appointed for a second term (for two years, years 4 and 5). They again undergo review, this time a green-sheet review that reaches the Provost, during their fourth year. Again assuming satisfactory progress, the faculty member is appointed for an additional two-year term (years 6 and 7). The faculty member must undergo review for tenure in the fall of their 6th year (at the latest), which includes full external peer evaluation of scholarship and university-level review of the faculty member's dossier of accomplishments. The result of the sixth-year review is either promotion to Associate Professor with Tenure effective with the beginning of the academic year in the seventh year, or dismissal after expiration of the second two-year reappointment (at the end of the seventh year). A full-time Assistant Professor must be informed no later than the end of the sixth year of service whether tenure will be granted; an Associate Professor without tenure must be informed no later than the end of the third year of service whether tenure will be granted.

Probationary Faculty Appointments and Reviews			
Appointment	Term	Kind of Review	Review Schedule
First Reappointment	Years 1–3	blue sheet (College)	spring semester, year 2
Second Reappointment	Years 4,5	green sheet (College & UVM, no external letters)	spring semester, year 4
Third Reappointment	Years 6,7	green sheet (College & UVM, with external letters)	fall semester, year 6

Faculty members may request to be considered for promotion and tenure prior to the 6th year, a wise choice only if their record at the time meets the University and College standards for promotion. Extension of the probationary period for other than University-approved leave or care-giving associated with parental leave is possible in extraordinary circumstances but must be approved by the Provost as described in Article 14.5.d.

New faculty who are hired at the rank of Associate Professor are appointed to an initial two-year term. The faculty member's dossier is reviewed in the spring of year 1 for reappointment for a second two-year term (years 3 and 4). The faculty member must undergo review for tenure in the fall semester of their third year, which includes extensive external peer-evaluation of scholarship and comprehensive university-wide review of their dossier of accomplishments.

New faculty who are hired at the rank of Professor and subject to the CBA (i.e. not holding an administrative position) must undergo tenure review as described above, prior to beginning employment at the University of Vermont, as specified in the CBA Article 14.5.a.v.

New faculty are known to be more likely to succeed if they have a productive relationship with a faculty mentor. There is a link to UVM's faculty-mentoring program [here](#).

First Reappointment

First-Reappointment Criteria

Assistant Professors under review for first reappointment must demonstrate *progress* towards tenure. Progress includes:

- establishment of an active program of scholarly activity,
- becoming an effective teacher,
- participating in departmental affairs

Specifically, these expectations include:

- formulation of a plan for productive scholarly activity
- evidence of progress in scholarly activity
- attempts to obtain external competitive support for scholarly activity
- attendance at scientific meetings or exhibitions relevant to the scholarly activity or creative work
- participation in undergraduate teaching and/or graduate teaching
- participation in undergraduate advising and/or graduate advising
- efforts to improve effectiveness in teaching and advising
- participation in departmental faculty meetings
- attendance at departmental seminars

First-Reappointment Procedure

The first-reappointment review procedure is largely determined by the language in this document, not the CBA. (The CBA language at Article 14.5f: reads "The review of Assistant Professors for first reappointment and Instructors for reappointment will include a formal peer review by the department and faculty standards committee in accordance with procedures described in approved unit guidelines."). The CALS review procedure, (a blue-sheet review) begins with the faculty preparing a dossier for review using the form available on the Provost's website. Review of the dossier begins with faculty review and the chair receiving the other departmental faculty members' advice according to a procedure established by the chair. The chair then writes an evaluation of the faculty member's performance, shares it with the faculty member, and forwards it to the Dean of the college for review by the Faculty-Standards Committee and reappointment decision by the Dean. The CBA determines the calendar for this activity.

The first-reappointment review should be treated as a chance to provide guidance to the faculty member for adopting a strategy for successful tenure review. It does not include any need for assembling a set of performance reviews on the part of the chair and the faculty member, and there is no movement of the dossier beyond the college.

Second Reappointment

Second Reappointment Criteria

Criteria relevant to the second reappointment review are addressed in CBA Article 14.5e.

Assistant Professors under review for second reappointment, as well as Associate Professors hired without tenure under review for reappointment, must demonstrate *continued* progress towards tenure that includes:

- evidence of a fully functional scholarly endeavor, for example, a productive laboratory, a productive research program, or a productive studio

- recruitment of graduate or undergraduate students to participate in scholarly activity or creative work
- peer-reviewed publications or juried exhibitions, as appropriate to the scholarly field
- success at attracting external funding appropriate to support the scholarly activity
- attendance and presentation of results at scientific meetings or professional exhibitions, as appropriate to the field
- success in teaching as evidenced by favorable student evaluations and peer observation reports following procedures developed by departments
- success in advising as evidenced by favorable student evaluations
- success in undergraduate and/or graduate course development and improvement
- consistent efforts to improve effectiveness in teaching and advising
- participation in service to the department, college, and/or the university
- participation in service to the profession and/or to the community in a professional capacity
- fulfillment of all annual faculty workload assignments

Second Reappointment Procedure

The second-reappointment review is a green-sheet review, which begins with the faculty member preparing a dossier using the green-sheet form. The procedures for the second reappointment review are covered in Article 14.5f—the same procedures that govern tenure review. For this review, the process includes the Faculty Senate's Professional Standards Committee and the Provost. A significant difference from tenure review is that external evaluation by acknowledged scholars is not included.

Promotion to Associate Professor with Tenure

The essential expectation and thus criterion for granting tenure is in CBA Article 14.5e.: "Each candidate is expected to be engaged in a program of work that is sound and productive and that can be expected to continue to develop throughout their professional career consistent with the needs and mission of the University. In all instances, excellent intellectual attainment...is the standard for reappointment, promotion, and/or tenure."

Procedure and Criteria for Promotion to Associate Professor with Tenure

The review procedure is detailed in CBA Article 14.5f. The flow is as follows: composition of the dossier by the faculty member, dossier review by the candidate's department peers, administrators of relevant secondary units, the candidate's department chair, the CALS Faculty Standards Committee, the CALS Dean, the University Senate's Professional Standards Committee, and the Provost. The tenure decision rests with the Provost; all indicated levels of prior review are advisory to the Provost.

TEACHING EFFECTIVENESS

Evidence of teaching effectiveness is required for promotion to Associate Professor with tenure in CALS. Criteria relating to teaching effectiveness and quality are fully detailed in the CBA, Article 14.5e.i.

For teaching, the green-sheet form provides the major dimensions to be addressed beyond the narrative, including a statement of responsibilities, a table with details for the courses taught, a summary of mentoring activities, course and curriculum development, honors and awards, and other accomplishments. Following the green-sheet format, include:

- a **Summary Statement** documenting effectiveness in teaching incorporating the criteria in the CBA
- a **table** of all courses assigned as part of the faculty member's workload including class size, format (lecture, laboratory, studio, or seminar), and audience (undergraduate, undergraduate/graduates or graduate students). The candidate's role in each course in which they were not the sole instructor should be defined.
- a **table** summarizing student course evaluations that reports the quantitative results of the teaching evaluation instruments employed each semester.
- **letters from students and faculty** reviewing the candidate's teaching based on classroom observation by colleagues; these are to be solicited and incorporated by the candidate's department chair.
- A **table** summarizing the number of students advised, programs the candidate advises in, students' evaluation of the candidate's advising based on data from the CALS advising-evaluation instrument

An **addendum** that includes a short representative sample of written comments from students in the "**Miscellaneous**" section of the dossier.

SCHOLARSHIP

Productive scholarship is required of all tenure-track faculty regardless of the distribution of their appointment between General Fund and Agricultural Experiment Station Funds. The Collective Bargaining Agreement provides a list of criteria for scholarship in Article 14.5.e.ii.

Prominent among the criteria in the CBA to be addressed in the tenure-decision dossier are:

- Evidence of a fully functional and sustained scholarly endeavor
- Recruitment of graduate students and undergraduate students to participate in scholarly activity
- Peer-reviewed publications or juried exhibitions, as appropriate to the scholarly field
- Success in attracting external funding appropriate to support the scholarly activity
- Attendance and presentation of results at professional meetings or exhibitions

External Evaluation Letters

Following the guidelines in CBA Article 14.5e.ii, the faculty member and the chair should work together solicit a set of letters—from peers at other institutions who have achieved the desired rank—providing an evaluation of the candidate's productivity, the significance of their work, and any other indications relating to the tenure decision. In general, sending enough requests to yield five letters will meet the expectations of the Senate Professional Standards Committee.

Following the green-sheet format, the dossier should include:

- a **summary statement** documenting effectiveness in research or summarizing creative accomplishments, incorporating the criteria in the CBA
- a **list** of all **peer-reviewed publications**, separated categorically into journal articles, book chapters, books, juried exhibitions, and peer-reviewed published abstracts.
- a **list** of **non-peer reviewed publications** and abstracts, certainly applicable for Extension faculty, acceptable for all.
- a **list** of **professional presentations** of scholarly activity, separated categorically into invited presentations and seminars, oral presentations at professional meetings, poster presentations, and public presentations.
- a **description** of the **impact** or prestige of each scholarly outlet; that is, an indication to the evaluator regarding the tier significance of the journal, professional meeting, readership scope of the book or book chapter, or impact factor. A short summary of the impact provided by the candidate's most significant scholarly outputs may be included.
- evaluator regarding the tier significance of the journal, professional meeting, readership scope of the book or book chapter, or impact factor. A short summary of the impact provided by the candidate's most significant scholarly outputs may be included.
- a **list** of patents and **intellectual property** disclosures, if applicable.
- a **list** of all **external funding received**, indicating funding source, duration, amount of support, and title of the project.
- a **list** of any **awards** or other professional recognition

If the faculty member has several research directions, the summary statement should begin with an overall description of the research program, followed by a short description of each area of activity with the relevant supporting evidence of progress for the activity.

SERVICE

The candidate must present evidence of investment in service to the department, institution, and professional community. Examples of service include: committee assignments in the individual's department, college or the University. Professional service at the community, state, regional or national level—including membership on a grant review panel, program-review panel, service as an exhibition judge, membership on a state professional advisory committee, service as an elected officer of a national society or member of a standing committee, service with public entities such as national laboratories, government agencies, and private foundations.

Follow the prompts provided in Section 5 (Service) of the green-sheet form to provide a summary of service activity. The candidate should include:

- a **summary statement** describing the candidate's contribution to the University, the public and to the profession on a national or international level.
- a **list** of service activities, separated categorically into departmental, college and university activities. A separate listing should be provided for service to the profession and service in a professional capacity to the community. The lists should include dates of service and note whether the candidate's service was solicited or volunteered.

In documenting service, it is useful to provide some measure establishing the candidate's role and time investment into the activity.

When an Assistant Professor has been promoted to the rank of Associate Professor with tenure, no further reviews are required.

Criteria and Procedure: Promotion to Full Professor

The rank of full professor in CALS is reached by those faculty who demonstrate clear evidence of significant advancement, sustained, high-impact scholarly work, and a national or international reputation which has progressed demonstrably since their promotion to Associate Professor with tenure. Traditionally, Associate Professors have been considered for promotion after four years, but there is no written policy. In addition to the criteria listed above for Promotion to Associate Professor with Tenure, the candidate must document:

- An established and highly respected reputation in the scholarly field, as certified by peers who have achieved the rank of full professor
- Substantial, sustained, productive body of scholarly or creative work appropriate the faculty member's discipline along with a national or international reputation, which has attracted consistent extramural funding to accomplish the work.
- Investment and excellence in the student instruction
- Engagement in University issues and shared governance
- Demonstration of engaged participation and leadership in professional service on a local, national or international level

The procedure follows that for promotion with tenure in this document and in the CBA: the dossier must include letters of appraisal by external peer-reviewers who have achieved the rank of Full Professor or the equivalent at their institutions.

II. NON-TENURE-TRACK FACULTY

The CBA has general guidelines for all non-tenure-track faculty, which are important because these are sometimes the only guidelines governing all of these positions (in our case Lecturers, Clinical Faculty, Research Faculty, and Extension Faculty). Elements relating to term and schedule, criteria, and process are in part common across all three appointment types. Criteria for review of lecturers and research faculty are addressed in CBA Article 14.5e (referred from Article 10b.i and Article 10f.iii); for Extension faculty they are addressed in Article 14.10g.iii,iv. Description of the review procedure for all is covered in article 14.10a. (Note that Article 10f.iii incorrectly cites Article 14.5c.)

There are two categories of reappointment for non-tenure-track faculty: regular reappointment (often annual) and formal peer review (after four or more years). Here, the formal peer review is addressed first.

Formal Peer Review

Schedule for Peer Reviews

Lecturers, Senior Lecturers, Clinical Faculty, Research Faculty and Extension Faculty members must at first have a formal peer review through the level of the College/School/Unit every four years. After the second Formal Peer Review, these reviews are required every six years unless requested by the faculty member earlier. When faculty are promoted, the Formal Peer Review timetable is reset: the next Formal Peer Review is in another 4 or 6 years depending on length of service.

Criteria for Peer Reviews

General criteria for Formal Peer Reviews are delegated to the College in the CBA. However, the CBA does include detailed criteria specific to each of the four non-tenure track appointments faculty have in CALS. RPT guidance for peer reviews is divided here into two parts, one for Extension faculty members and the other for the three remaining types of non-tenure-track faculty.

Note that the Formal Peer Review blue-sheet dossier for Lecturers whose appointment is supported in part by financial sources other than General Funds (AES, Extension, or Extramural Grants), must include a summary of work conducted to meet the criteria detailed here for each of the appointment types. Extra guidance for the preparation of the dossier is provided in the Appendix.

Formal Peer Review Procedures for Lecturers, Clinical Faculty, and Research Faculty

In CALS, Formal Peer Reviews all begin with the candidate faculty member assembling a self-evaluation on the blue-sheet form. For lecturers, clinical faculty, and research faculty, the Summary of Accomplishments section, to be completed by the faculty member, should be used to write a narrative that details the ways in which the candidate has fulfilled the criteria specific to the four appointment categories (teaching, advising, research, and service) *but only those that are relevant to their appointment*. Here is further guidance for these faculty relating to teaching, research, and service:

For teaching including advising, the blue-sheet form provides the major dimensions to be addressed beyond the narrative, including a statement of responsibilities, a table with details for the courses taught, a summary of mentoring activities, course and curriculum development, honors and awards, and other accomplishments. The CBA provides substantial license to the College in the requirements for criteria to be addressed. Those that must be in CALS dossiers are:

- **Evaluations** of teaching by students, appropriately documented and interpreted, through the use of student course evaluations.
- **Peer-review** letters evaluating the candidate's teaching based on classroom observation by colleagues; to be solicited by the candidate's department Chair.
- A **table** summarizing the number of students advised, programs the candidate advises in, and students' evaluation of the candidate's advising (the CALS advising instrument).

An addendum that includes a short representative sample of written comments from students may be included in the "**Miscellaneous**" section of the dossier.

For research, the following should be included:

- a **list** of all **peer-reviewed publications**, separated categorically into journal articles, book chapters, books, juried exhibitions, and peer-reviewed published abstracts.
- a separate **list of non-peer reviewed publications** and abstracts, if applicable
- a **list** of professional **presentations** of scholarly activity, separated categorically into invited presentations and seminars, oral presentations at professional meetings, poster presentations, and public presentations.
- a **description** of the **impact** or prestige of each scholarly outlet; that is, an indication to the evaluator regarding the tier significance of the journal, professional meeting, readership scope of the book or book chapter, or impact factor. A short summary of the impact provided by the candidate's most significant scholarly outputs may be included.

- a **list** of patents and **intellectual property** disclosures, if applicable.
- a **list** of all **external funding received**, indicating funding source, duration, amount of support, and title of the project.
- a **list** of any awards or professional recognition, if applicable

For service, follow the prompts provided in Section 5 (Service) of the green-sheet form to provide a summary of service activity. The candidate should include:

- a **summary statement** describing the candidate's contribution to the University, the public and to the profession on a national or international level.
- a **list** of service activities, separated categorically into departmental, college and university activities. A separate listing should be provided for service to the profession and service in a professional capacity to the community. The lists should include dates of service and note whether the candidate's service was solicited or volunteered.

In documenting service, it is useful to provide some measure establishing the candidate's role and time investment into the activity.

Criteria for Lecturer and Senior-Lecturer Formal Peer Reviews

TEACHING

The criteria to be addressed by lecturer-line faculty members in CALS in the self-evaluation they develop on the blue-sheet form are largely those in CBA section 14.5e.i (i.e. the teaching and advising section of the CBA tenure-track guidelines) and CBA section 14.5e.iii (i.e. service).

SERVICE

The criteria to be addressed by lecturer-line faculty members in CALS in the self-evaluation of their service they develop on the blue-sheet form are largely those in CBA section 14.5e.iii (i.e. the service section of the CBA tenure-track guidelines). In documenting service, it is useful to provide some measure establishing the candidate's role and time-investment in the activity.

Criteria for Clinical Faculty Formal Peer Reviews

The criteria to be addressed by clinical-line faculty members in CALS in the self-evaluation they develop on the blue-sheet form are those in CBA section 14.5e (addressing teaching, research, and service as they fit into the faculty member's appointment).

Criteria for Research Faculty Formal Peer Reviews

The criteria to be addressed by research-line faculty members in CALS in the self-evaluation they develop on the blue-sheet form are largely those in CBA section 14.5e.ii (i.e. the research section of the CBA tenure-track guidelines) and CBA section 14.5e.iii (i.e. service).

RESEARCH

For research, the CBA provides a general overview of criteria. Research faculty in CALS, in writing the summary statement on the blue-sheet form, should include the following in their narrative:

- nature and scope of the scholarly activity,
- key contributions to the field, and evidence of impact of these contributions, the novelty/originality/significance of the work
- quality of the work,
- the candidate's vision for future activities and opportunities, potential funding sources to enable the work, and outlets to disseminate the results

SERVICE

For service, criteria and thus expectations include evidence of investment in service to the department, institution, and professional community. Examples of service include: committee assignments in the individual's department, college or the University. Professional service at the community, state, regional or national level—including membership on a grant review panel, program-review panel, service as an exhibition judge, membership on a state professional advisory committee, service as an elected officer of a national society or member of a standing committee, service with public entities such as national laboratories, government agencies, and private foundations.

Note that service by a research-track faculty member to the university, college, or department should be recognized through an appropriate contractual relationship and funded from a university source rather than subsidized by the faculty-member's research funding.

Formal Peer Review Procedures for Extension Faculty

The dossier for the Formal Peer Review for extension faculty must include the three integral components of the Extension appointment: Extension Instructional Programming, Extension Scholarship, and Extension Service. Extension appointments and thus criteria for review are substantially different from academic appointments. Fortunately, the CBA provides substantial guidance on criteria and procedures in CBA Article 14.10g.iv. Procedures for composing the dossier for the formal peer review are unique for faculty with extension appointments. Elements to include are as follows:

EXTENSION PROGRAMMING/INSTRUCTION

- a **summary statement** describing Extension instructional programming activities, efforts, and abilities addressing the criteria in CBA Article 14.10g.iv
- a **list** of all program activities assigned as part of the faculty member's workload, to include program event attendance and participation in instructional programming, program format, and target audience. The candidate's role in each program activity should be defined.
- a **summary table** of participant evaluations of instructional programming that clearly indicates the quantitative results of the evaluation instruments employed.

Also appropriate:

- Recognitions and awards
- Development by the candidate of new and effective techniques of instruction and program materials such as brochures, instructional manuals, or web-based program information
- Publication of Extension program materials in peer-reviewed journals, or contributions to Extension.
- A selected sample solicited and unsolicited letters reviewing the candidate's teaching and/or advising, either from students or faculty, are a valuable addition to the dossier.
- External funding for Extension instructional programming activities

An **addendum** that includes a short representative sample of written comments from participants may be included in the “**Miscellaneous**” section of the dossier.

EXTENSION SCHOLARSHIP

- a **summary statement** using as a basis the evaluation criteria described in CBA Article 14.10g.iv
- a **list** of all **peer-reviewed publications resulting from Extension scholarship**, separated categorically into journal articles, manuals, pamphlets, book chapters, books, and peer-reviewed published abstracts.
- a separate **list of non-peer reviewed Extension publications**, manuals, abstracts, brochures, proceedings and other similar materials,
- a **list** of professional **presentations** of Extension scholarly activity, separated categorically into invited presentations and seminars, oral presentations at professional
- a **list** of patents and **intellectual property** disclosures, if applicable.
- a **list** of all **external funding received for Extension scholarship activities**, indicating funding source, duration, amount of support, and title of the project.
- a **list** of any awards or professional recognition, if applicable

EXTENSION-ASSIGNED SERVICE

The dossier should also include a section on **service** to the department, institution, and the community, to include:

- a **summary statement** describing the faculty member's contribution to the University, the public and to the profession on a national or international level.
- a **list** of service activities, separated categorically into departmental, college, university and community activities with stakeholders. A separate listing should be provided for service to the profession and service in a professional capacity to the community. The lists should include dates of service and note whether the candidate's service was solicited or volunteered.

In documenting service, it is useful to provide some measure establishing the candidate's investment into the activity.

Examples of service include:

Administrative or committee assignments in the individual's department, college or the University, professional service at the community, state, regional or national level (including on Extension boards, review panels for extramural funding proposals, and program review panels), service as an

exhibition judge, membership on a state professional advisory committee, service as an elected officer of a national society or member of an ongoing committee, service with public entities such as national laboratories, government agencies, and private foundations.

Procedures for reappointment of non-tenure-track faculty

Procedures for routine reappointment are addressed in the following sections specific to the appointment types in CALS. A general note: going up for promotion is optional for non-tenure track faculty.

A. LECTURERS

Lecturers in CALS are governed by CBA Article 14 sections 10.a and 11. Lecturers in CALS are expected to devote the majority of their time and effort to teaching and advising, commensurate with their FTE supported by General Fund, and in accord with the instructional expectations defined by the department chair as agreed on in the annual workload assignment form. Lecturers are also expected to serve on Departmental, College, or University committees. Lecturers are expected to have some portion of their time assigned to broadening the curricular experience. However, assigned scholarly activity (research) should be minimal and approved on a case-by-case basis. Scholarly activity addressing pedagogy is preferred.

Appointment Term and Review Schedule for Lecturers

A lecturer is initially appointed for a one-year term. The University may reappoint the Lecturer for a second one-year term. Reappointment following the first two annual appointments must be for two-year terms. Lecturers must be informed whether they will be reappointed no later than March 1 of the terminal year of their appointment. Reappointment review takes place in the spring semester (beginning in January) of their terminal year. The brief review (a "pink-sheet" review) by the Department Chair, followed by Dean review and approval prior, considers:

- the lecturer's performance,
- the availability of funding within the department to continue the position,
- the continued need for the position based on departmental course offerings and staffing.

Lecturers may request to be considered for promotion to Senior Lecturer after completion of six years of full-time (0.75 FTE or greater) service as a Lecturer within an eight-year period.

Lecturers in CALS whose salary line is partially supported by sources other than General Funds (for example, the Agricultural Experiment Station, Extension, or extramural research grants) must fulfill all obligations and expectations of those funding sources commensurate with the level of FTE support provided, as well as specific expectations associated with these assignments as defined by the department chair in the annual faculty workload form.

Criteria and Procedure for Reappointment

Review Criteria for Reappointment of Lecturers

Criteria relating to teaching effectiveness are the same as those defined in section 5e.i of Article 14 for tenure-track faculty.

Procedures for Lecturer Review

As a basis for the chair's preparation of the pink-sheet form relating to reappointment, the faculty member must provide the department chair with the following information for review:

- a **list of teaching activities** during the period of appointment, including courses taught, and enrollment in the courses
- a **brief narrative** (one paragraph) of efforts to gauge teaching effectiveness and efforts to improve update, revise, restructure, or develop undergraduate courses
- a **summary** of teaching effectiveness including student evaluation, departmental evaluation including peer-evaluation of teaching if arranged by the chair
- a **summary** of advising activities, including the number of students advised and the programs for which advising was conducted
- a **summary** of advising effectiveness that includes advisee evaluations
- a **list** of service activities, including department, college or university committee participation, community service, or service to the profession.
- An updated **curriculum vitae**

Schedule, Criteria, and Procedure for Promotion to Senior Lecturer

Candidates for promotion to Senior Lecturer must submit a green-sheet dossier during the fall semester RPT cycle, due October 1. The dossier must demonstrate sustained excellence in teaching and advising. The CBA provides a list of criteria for teaching effectiveness in Article 14.5.e.i. The essential elements include:

- intellectual competence, integrity and independence
- knowledge of the field
- willingness to improve teaching effectiveness through input of peers
- ability to work with other faculty to deliver a curriculum that fosters student learning
- capacity to structure course materials and lectures clearly and effectively in a ways that promote student learning
- ability to employ strategies to assess student learning, and to adjust their teaching efforts in accord with those assessments to maximally promote student learning
- ability to stimulate student intellectual interest and enthusiasm

Following on CBA article 14.10.a.i-ii, the dossier should include a **summary statement** of the accomplishments relevant to the criteria for lecturers. In addition, include:

- a **listing** of all courses assigned as part of the faculty member's workload, that includes class size, format (lecture, laboratory or seminar), and audience (undergraduate, undergraduate/graduates or graduate students). The candidate's role in each course in which they were not the sole instructor should be defined.
- a **summary table** of student course evaluations that clearly summarizes the quantitative results of the teaching evaluation instruments employed each semester.
- Letters of **peer evaluation** of the candidate's teaching based on classroom observation by colleagues to be solicited by the candidate's department Chair.
- A **table** summarizing the number of students advised, programs the candidate advises in, students' evaluation of the candidate's advising (the CALS instrument)

Also possible to include:

- Recognitions and awards
- Development by the candidate of new and effective techniques of instruction and instructional materials such as textbooks or lab manuals
- Publication on teaching in the discipline in peer-reviewed journals (Other publications are appropriate if the candidate sees them as documenting added investment in the work as lecturer relevant to promotion.)
- A selected sample of solicited and unsolicited letters reviewing the candidate's teaching and/or advising, either from students or faculty, are a valuable addition to the dossier.
- External funding for innovations in teaching

An **addendum** that includes a short representative sample of written comments from students may be included in the **"Miscellaneous"** section of the dossier.

The dossier must provide evidence that the candidate has contributed to the mission of the home department, college, and university through **service activities**, including:

- a brief **narrative** describing the candidate's contribution to the University, the public, and to the profession on a national or international level.
- a **list** of service activities, separated categorically into departmental, college and university activities. A separate listing should be provided for service to the profession and service in a professional capacity to the community. The lists should include dates of service and note whether the candidate's service was solicited or volunteered.

In documenting service, it is useful to provide some measure establishing the candidate's role and time investment in the activity.

The candidate's **teaching effectiveness must be appraised by three peers** at UVM, chosen by the department chair, who have achieved the rank of Senior Lecturer. The dossier, along with letters from these three peers will then be reviewed by the candidate's department peers, any secondary units the candidate may hold appointments in or receives partial funding for the appointment from, the candidate's department chair, the candidate's college faculty standards committee, the candidate's college Dean, the University Faculty Standards Committee and the Provost. The decision on promotion is made by the Provost, with the advice of the departments and college.

Faculty who have achieved the rank of Senior Lecturer may be appointed for three-year, four-year, or five-year terms, depending on the needs of the department, budgetary limitations, and programmatic or enrollment considerations. Senior Lecturers must be informed, no later than December 15 of the terminal year of their appointment, whether reappointment will be offered. Thus, Senior Lecturers undergo reappointment review in the Fall semester (beginning in October) of their terminal year.

B. CLINICAL FACULTY

Clinical Faculty are unique in the college in having appointments that are flexibly designed to combine various proportions of teaching, service (including clinical practice), and research that are designed to meet the needs of the department's mission. In particular, the clinical role expected of clinical faculty is unique among appointments in CALS. Appointment of clinical-track faculty in

CALS is governed by the general language in Article 14, section 10e of the CBA. Criteria for their reappointment and promotion are the same as those in the relevant sections of Article 14 section 5e for tenure-track faculty.

Criteria and Procedure for Reappointment and Promotion of Clinical-track Faculty

Clinical faculty members are expected to be effective teachers. For reappointment, faculty must demonstrate expertise in their subject matter, the ability to create a learning environment that promotes development of student knowledge, skill, and competence, and a devotion to teaching and working with students. Assuming inclusion in their workload, a clinical faculty member is expected to document effective advising through the advising-evaluation process.

Clinical faculty members are expected to be actively engaged in quality, evidence-based clinical practice, which includes patient care and/or consultation related to their area of teaching and clinical specialty. While clinical practice counts as service, the faculty member is likely to be called on for service to CALS or UVM as well. Faculty may also provide service through effective participation in community, state, national, or international outreach or other endeavors relevant to their professional discipline. A faculty member's commitment to service is demonstrated by participation in a variety of service-related activities with development of leadership in selected activities over time.

Clinical faculty members may also have a research portion to their appointment. Scholarship may be related to teaching, clinical practice, or other areas of interest and expertise. The type and number of scholarly activities may vary by discipline, rank, teaching, clinical-practice responsibilities and workload assignment.

Clinical-track faculty should follow the procedures relating to instruction and service provided in this document for lecturers and those relating to research in this document for research faculty.

Documentation of quality clinical service should include:

1. provision of evidence-based, high-quality direct patient care and/or consultation documented by supervisors, consumers of services, and/or peers
2. participation in professional development/clinical competency activity.
3. successful maintenance of credentials associated with the clinical specialization as appropriate to the profession

C. RESEARCH FACULTY

Research-track faculty in CALS are governed by Article 14, section 10f of the CBA.

Appointment Term and Review Schedule for Research-track Faculty

All Research-track faculty are initially appointed for a period of one year. Research-track faculty must undergo an annual internal review (the pink sheet) by the Department Chair and Dean prior to each reappointment which assesses:

- the Research-track faculty member's performance,
- the availability of funding to continue the position,
- the strategic advantage to the department and the University to continue the position.

All research-track appointments are subject to continued availability of funding. In most cases, research-track faculty are primarily or entirely dependent upon funding from extramural sources. If funding is no longer available, research-track faculty must be given, at minimum, **30 days' notice** prior to the termination of their appointment with UVM.

Research Associates and Research Assistant Professors may only be appointed a term of up to one year, which may be renewed for additional one-year terms, subject to favorable performance review and demonstrated availability of funding. Research Associate Professors may be appointed for terms up to two years, and Research Professors are eligible for appointments of up to three years. The length of appointment terms for Research Associate Professors and Research professors are at the discretion of the Chair and Dean.

Criteria for Reappointment of Research-track Faculty

Research-track faculty are expected to devote their time and effort to basic or applied research. The same criteria for reappointment and promotion are those in Article 14.5.e.ii, detailing scholarship expectations of tenure-track appointments. Instruction and advising of students are appropriate if the students are working directly on the faculty member's extramural projects. Research-track faculty may serve on Departmental, College or University committees, but are neither expected nor obliged to fulfill the service role required of instructional faculty.

Research-track faculty in CALS whose salary line is partially supported by sources other than extramural funds (for example, the Agricultural Experiment Station, Extension, or General Funds) must fulfill all obligations and expectations of those funding sources commensurate with the level of FTE support provided, as well as specific expectations associated with these assignments as defined by the department chair in the annual faculty workload form. Thus, evaluation of teaching following CBA guidelines is to be included in dossiers for faculty with these responsibilities.

Reappointment Criteria and Procedure for Research Faculty

The criteria for continued reappointment of Research-track faculty are:

- External funding
- Relevance of research program to the department and college mission
- Published articles in peer-review journals
- Participation in national and international meetings, especially as a presenter and ideally as an invited presenter
- Reviewing peer-review journals and national funding agencies
- Citation of work in other publications

For the reappointment review, the faculty member under consideration for reappointment must provide the department chair with the following information for review:

- a **list of research projects** engaged in the period of appointment, including sources of support, start and end dates of the funding
- a **list of research publications** accepted during the most recent appointment period
- a **list** of grant proposals submitted during the most recent appointment period
- a **list** of all available **salary support** to continue the position
- an updated **curriculum vitae**

Criteria for Promotion of Research-track Faculty

Criteria for promotion of research-track faculty are detailed in the CBA, Article 14.5e, sections ii and iii.

Procedure for Promotion of Research-track Faculty

Research-track faculty who wish to be considered for promotion must submit a green-sheet dossier during the fall RPT cycle. The candidate's scholarship must be evaluated by external peer-reviewers who have achieved the desired rank (either tenure-track or research), following the procedures in the CBA, Article 14.5e.ii.

The candidate's dossier must be reviewed by the candidate's department peers, the candidate's department chair, the CALS faculty standards committee, the CALS Dean, the University Professional Standards Committee and the Provost. The disposition of the dossier is determined by the Provost, with all indicated levels of review advisory to the Provost.

Promotion to Research Associate Professor

The candidate must present a variety of documented materials establishing their effectiveness in scholarly activity and exhibit clear potential for sustained productivity in scholarship. The Collective Bargaining Agreement provides a list of criteria for scholarship in Article 14.5.e.ii. The essential components of the dossier are:

a **summary statement** describing the:

- nature and scope of the scholarly activity,
- key contributions to the field, and evidence of impact of these contributions, the novelty/originality/significance of the work
- quality of the work,
- the candidate's vision for future activities and opportunities, potential funding sources to enable the work, and outlets to disseminate the results

a **list** of all **peer-reviewed publications**, separated categorically into journal articles, book chapters, books, juried exhibitions, and peer-reviewed published abstracts.

a separate **list of non-peer reviewed publications** and abstracts, if applicable

a **list** of professional **presentations** of scholarly activity, separated categorically into invited presentations and seminars, oral presentations at professional meetings, poster presentations, and public presentations.

a **description** of the **impact** or prestige of each scholarly outlet; that is, an indication to the evaluator regarding the tier significance of the journal, professional meeting, readership scope of the book or book chapter, or impact factor. A short summary of the impact provided by the candidate's most significant scholarly outputs may be included.

a **list** of patents and **intellectual property** disclosures, if applicable.

a **list** of all **external funding received**, indicating funding source, duration, amount of support, and title of the project.

a list of any awards or professional recognition, if applicable

Promotion to Research Professor

The rank of full professor in CALS is reached by those faculty who present documentation of the sustained professional activity of high quality and national or international impact. There is no specific requirement for the period of time that a faculty member must hold the rank of Research Associate Professor. However, the candidate must demonstrate clear evidence of significant

advancement, sustained, high impact scholarly work, and a national or international reputation which has progressed demonstrably since their promotion to Research Associate Professor. The candidate must demonstrate:

- An established and highly respected reputation in the scholarly field, as evidenced by peers who have achieved the rank of full professor
- Evidence of a substantial, sustained, productive body of scholarly work with a national or international reputation, which has attracted consistent extramural funding to accomplish the work.

D. EXTENSION FACULTY

Extension faculty in CALS are governed by Article 14.10g of the CBA. In overview, the CBA guidelines for Extension-faculty RPT are rich in detail (more than for other faculty groups), providing substantial support for extension faculty RPT candidates and at the same time providing insight into the unique characteristics of extension appointments for supervisors and members of professional standards committees.

Extension faculty in CALS whose salary line is partially supported by sources other than Extension funds (for example, the Agricultural Experiment Station, General Funds, or extramural research grants) must fulfill all obligations and expectations of appointments funded by those funding sources commensurate with the level of FTE support provided, as well as specific expectations associated with these assignments as defined by the department chair in the annual faculty workload form.

Extension-Faculty Terms of Appointment

All Extension faculty are initially appointed for a one-year term. Faculty who have been promoted to our reappointed as Extension Assistant or Associate Professor are eligible for term appointments of up to two-years, and Extension Professors are eligible for term appointments of up to four years—a two-year reappointment period will be used unless the Department Chair requests a four-year reappointment period. The appointment term of all Extension faculty is at the discretion of the Dean of CALS in consultation with the Director of Extension, and the Chair of Extension, and requires favorable performance review and availability of funding. Extension faculty must be provided with notification of non-reappointment at least twelve (12) months before the expiration of an appointment after two (2) or more years in the institution (Article 14.11.b).

Criteria Governing Reappointment of Extension Faculty

General responsibilities of Extension faculty are the development and delivery of non-credit educational extension programming to various audiences, as well as research or scholarship to enable high quality service to Extension stakeholders, and to enable delivery of up-to-date relevant Extension programming. Typical duties include but are not limited to: preparation of program materials, publications, newsletters, articles, radio, computer and television programs; facilitation of groups and workshops; addressing requests of individuals for advice and information; communicating, publication of peer-reviewed articles appropriate to the field, acquisition of extramural funds to conduct scholarly/research activities, and articulation with other professional groups and advisors.

Extension faculty members are required to meet criteria for performance, as defined in the CBA, in the areas of Extension teaching—Article 14.10g.iv(a) , scholarship, research and creative activity (Article 14. 10g.iv(b), and community/university service (Article 14.10g.iv(c).

Extension faculty in CALS whose salary line is partially supported by sources other than Extension funds (for example, the Agricultural Experiment Station, General Funds, or extramural research grants) will be evaluated using the criteria relevant to the type of funding, commensurate with the level of FTE support.

Criteria and Procedure for reappointment of Extension faculty

CBA Article 14.10g.iv provides specific criteria governing review of extension faculty.

The review procedure begins with the faculty member under consideration for reappointment providing the department chair with the following information for review:

- a **list of Extension Programming activities** during the period of appointment, including programs taught and enrollment in programs
- a **one-paragraph narrative** of efforts to gauge learning by the target audiences, teaching effectiveness, and efforts to improve update, revise, restructure or develop extension programming
- a **summary** of indicator instruments used to evaluate instructional and program effectiveness, including participant-evaluation instruments, departmental evaluation, and peer evaluation of extension programming, if arranged by the chair
- a **list of Extension research projects** engaged in the period of appointment, including sources of support, start and end dates of the funding
- a **list of Extension publications** accepted and submitted during the most recent appointment period
- a **list** of Extension-related grant proposals submitted during the most recent appointment period, with a **list** of personnel involved in, or supported by, the faculty member's extramurally funded Extension-related projects
- a **list** of relevant **peer-review publications** related to the faculty's extension activity
- a **list** of all available **salary support** to continue the position
- a **list** of service activities, including department, Extension, college or university committee participation, community service, or service to the profession
- An updated **curriculum vitae**.

The extension faculty member's department chair prepares their reappointment review using the pink-sheet form, then submits it to the CALS Dean.

Promotion of Extension Faculty

Schedule

Extension faculty may be considered for promotion to Extension Associate Professor or Extension Professor whenever the candidate believes they have met the standards for the proposed rank. Candidates who wish to be considered for promotion must submit a green-sheet dossier for consideration in the fall RPT cycle (due September 1).

Procedure:

The faculty member begins the process by preparing a green-sheet dossier for promotion consisting of a self-evaluation and a most recent curriculum vitae following the instructions in the

CBA Article 14.5f. The summary statement and supporting materials should address their work in Extension teaching, scholarship/research/creative achievement, and service. The dossier will be evaluated by external peers, the department chair, department faculty, the College Faculty Standards Committee, the CALS Dean, the Professional Standards Committee of the Senate, and the Provost. The Provost's decision shall constitute the final action of the University regarding promotion.

Criteria for promotion of extension faculty

The criteria detailed in the CBA Article 14.10g.iv govern promotion of extension faculty. Promotion to the different extension faculty levels have somewhat different criteria.

Extension Assistant Professor: Promotion to Extension Assistant Professor requires an earned doctorate degree or highest terminal degree expected for the position held— unless circumstances exist that justify the hire of or promotion to the rank for a person who lacks this credential. Such action requires Dean and Provost approval. All requirements of the faculty member's rank are to be met with the additional qualifications that demonstrate:

- evidence of professional growth
- evidence of continued development of communication skills
- increasing levels of leadership in areas of responsibility
- excellence in the work appropriate to their work assignments, to include extension teaching, scholarship and service

Extension Associate Professor: Promotion to Extension Associate Professor requires both evidence that the person exhibits satisfactory indications that his or her work is sound and productive, and that professional development will continue to develop throughout their career. All the requirements of Extension Assistant Professor must be met with these additional qualifications:

- sustained effectiveness in teaching and other assigned duties as determined by clientele, peer, administrative and external evaluations
- achievement in scholarship and creative activity that establishes the individual as a state, regional, and national contributor to the field or profession, with potential for distinction
- ability to objectively evaluate, strengthen, and improve existing programs and a basis for launching new ones
- quality in published results and/or creative works
- active involvement in service by participation within regional and national professional or industry organizations
- leadership in program enhancement and development
- consistency and growth in their work and a likelihood of continuing excellence, demonstration of an emerging reputation, and the clear promise of sustained contributions in the future.

Extension Professor: Promotion to Extension Professor requires demonstrated evidence that the person exhibits a high degree of professional accomplishment and reasonable assurance that this level of achievement will be sustained. Generally, a high degree of professional accomplishment is evidenced most clearly by forms of scholarly presentations made, and service rendered, to accomplished professional groups in a region extending beyond Vermont or in the national or international arena.

All requirements for the rank of Associate Professor must be met on a continued basis with these additional requirements:

- Demonstration of a substantial command of the whole subject matter field in the assigned area of responsibility
- Demonstrated reputation as a leader in regional, national, and/or international arenas in the field of work
- Demonstrated distinction in teaching or other assigned duties as evident in continuing development and sustained effectiveness in these areas
- Demonstrated distinction in scholarship, as evidenced significant contributions to the field by professional recognition.

The faculty member shall present a record of continuing sustained excellence demonstrating that the candidate is recognized for contributions to knowledge in the discipline; is recognized by peers and students as an excellent teacher and contributes to the overall effort and reputation of the University through appropriate extension of knowledge and discipline-related service.

This revision of the CALS RPT guidelines was managed by David Barrington with substantive contributions from Stephanie Hurley and Julie Smith.

APPENDIX:

Additional Criteria for Faculty whose salary line is supported by more than one funding source.

Partial Appointments in the Agricultural Experiment Station (AES)

The expectations for maintaining a partial FTE appointment supported by funds associated with the Agricultural Experiment Station include maintaining an active Hatch project approved by both the AES Director and the USDA. Faculty who have not had an approved Hatch project for more than one year may have their AES appointment revoked at the discretion of the AES Director.

Partial Appointments funded by UVM Extension (EXT)

The expectations for maintaining a partial FTE appointment supported by funds associated with UVM Extension include working in a defined Extension priority program area, demonstration of Extension programming and scholarship relevant to, and valued by, Vermont citizens, and completion of all reporting, planning, and public outreach activities requested by the Director of Extension.

Partial FTE Appointments for Non-Tenure-Track Faculty Supported by Extramural Grants

The expectations for maintaining a partial FTE appointment supported by extramural grants are fulfillment of the objectives, intent, and basis of the external grant, as well as successfully maintaining adequate extramural funds to support the appointment. Thus, the expectations are defined on a case-by-case basis as specified by the extramurally funded project and the funding sponsor. These expectations must be specifically described in the faculty member's annual workload assignment. Accordingly, the partial FTE appointment made by the CALS Dean is in proportion to the availability of extramural funds and in accord with the specific expectations of each extramural funding source.

Partial General Fund Appointments for Non-Tenure-Track Faculty

The expectations for maintaining a partial FTE appointment supported by the General Fund are defined on a case-by-case basis by the Dean of CALS in association with the faculty member's department chair. These expectations must be specifically described in the faculty member's annual workload assignment. Activities and duties assigned under General Fund support can include formal course instruction, non-credit course instruction and programming, student advising, scholarship and research, professional or community service, or specific administrative assignments (such as program oversight or coordination). General Fund support is dependent on satisfactory performance. General Fund support beyond the appointment period is at the discretion of the CALS Dean and the department Chair, in accord with balancing the strategic needs of the department and the College.