

**Promotion from Continuing-Eligible to Continuing Status
in the Laboratory of Tree-Ring Research
(Oct. 2011)**

Every person hired into a continuing-eligible position by the Laboratory of Tree-Ring Research (LTRR) is hired with the hope that they will earn continuing status in accordance with university and college faculty and professional personnel policies. In concurrence with the Director, the continuing status candidate will be assigned various duties as listed in the letter of appointment and as weightings are assigned for these duties for the coming year in each annual review..

Promotion from continuing-eligible status to continuing status is granted only to candidates who have demonstrated excellence in research, service/outreach, and teaching activities in accordance with assigned duties and their respective weightings. The weighting for research, service/outreach, and teaching may be very different from that seen for typical tenure-eligible positions in LTRR. For example, continuing-eligible positions may emphasize primarily research and service, with a relatively minor portion of their time devoted to teaching. However, in concurrence with the Director, teaching effort and the weighting assigned to this role for review purposes may be a relatively larger part of the duties. Criteria for promotion include the following:

Professional activity

Candidates must present evidence of having established a coherent and productive program of research or creative activity appropriate to their conditions of appointment, and the standards of the College of Science and LTRR. The professional activity needs to have made an important contribution in the candidate's field. To the extent that published works are relevant, they should be of sufficient quality and quantity to establish an emerging national and possible international reputation and show clear promise of sustained contribution into the future.

An important measure of quality is the evaluation by independent internal and external reviewers. The candidate's professional stature and achievement will be evaluated in a manner consistent with the candidate's professional duties as indicated in their letter of appointment. The scholarly elements of their work will be assessed in terms of publications in peer-reviewed journals, grants (especially from competitive programs), awards and fellowships, citations, and presentations. In all cases, candidates should participate in national meetings as a primary outlet of professional presentation.

Research

To the extent that research is a component of the candidate's duties, their record of research must establish their independence as a scholar and provide evidence of at least national recognition of their distinctive contribution. In particular, there should be a record of significant published research and ongoing funding at the University of Arizona.

Service/Outreach

Candidates are expected to contribute consistent with their workload assignment and LTRR expectations. For some candidates this may be the primary area of performance evaluation

related to specific tasks enhancing the research capacity and capabilities of LTRR, which may further serve the global field of tree-ring research more generally.

Other important areas of outreach/service activities may be contributions to academic planning of LTRR (and perhaps at the college and university levels) by effectively carrying out committee assignments, participation where appropriate in local, regional, national, and international meetings, active participation in professional societies, participation in peer review activities (including but not limited to manuscript and grant review, discussion of research at professional meetings), and sharing their professional expertise with the public through outreach avenues such as local schools, agencies, commissions, consulting assignments or panels.

Teaching

To the extent that teaching is relevant to the duties outlined in the letter of appointment, particularly when it is more than 10% of effort, the required evaluation for excellence for continuing status promotion decisions can be variously demonstrated by such means as evaluation of course objectives and syllabi, handouts, assignments and tests (even theses and dissertations), faculty peer review (multiple classroom visits if that is part of the assessment), and student surveys (preferably university TCE forms). When teaching is more than a minor duty, a teaching portfolio is often a good way for the candidate to document teaching activities and achievements.