

WEST VIRGINIA UNIVERSITY EXTENSION

PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION, PROMOTION, AND TENURE

Approved by the Provost's Office, 7/7/2026

I. INTRODUCTION

The following guidelines detail the policies and procedures of the WVU Extension faculty review process. These guidelines are inclusive of the University guidelines and are tailored to the unique work of Extension faculty members. [West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure](#).

Throughout this document, reference points for important facets of the procedures and policies will be listed with locations (page numbers) in the West Virginia University master document.

WVU Extension faculty are part of the land-grant university faculty and contribute to the three-part mission of teaching (learning), research/scholarly/creative activity (discovery) and service (engagement) with a special emphasis on meeting the needs of non-traditional learners throughout the state. Successful Extension faculty also embody the following:

Vision: WVU Extension envisions a West Virginia where all its people can reach their fullest potential.

Mission: Improve the lives and livelihoods of all West Virginians.

Value Statement: Extension's work is guided by collaboration and partnership; doing no harm; providing trusted, science-based practical education; helping people help themselves; serving all people; and exercising accountability.

Focus: WVU Extension focuses on providing trusted and practical educational programs that improve health, education, and prosperity. These programs help people, businesses, and communities solve problems, develop skills, and build a better future.

II. GENERAL PRINCIPLES OF FACULTY EVALUATION: PROCESS, CRITERIA AND STANDARDS (WVU Guidelines, pp. 2-4)

These guidelines are dependent upon the faculty workload guidelines to determine faculty effort distribution and performance expectations. See: Extension Service guidelines at: [WVU Extension Workload Guidelines](#)

A. Teaching

Extension faculty members design and deliver educational programs for non-degree seeking credit and non-credit learners through a structured process that assesses needs, mobilizes resources, and develops Evidence of achievement-based initiatives. Faculty create and/or redesign curricula based on community needs, provide direct instruction, foster effective learning environments, and evaluate outcomes and impacts. Collaboration with community experts, stakeholders, and volunteers as co-creators is essential.

Extension teaching methods include demonstrations, workshops, camps, conference presentations, target educational consultations, and other strategies that promote knowledge transfer and critical thinking, often in off-campus settings. Given the diversity of Extension learners in age, experience, and culture, faculty must adapt and develop curricula to meet specific teaching goals contexts.

For indicators of Meritorious Teaching, please see Appendix A

B. Research/Professional Development

Extension research and scholarly activity involve discovering, applying, and sharing knowledge that informs teaching and service, guiding faculty and learners toward informed decisions and action. This work addresses critical issues in West Virginia and often occurs in community settings where citizens, constituents, and participants serve as research partners. Faculty are expected to maintain an ongoing program of research and/or creative activity. Evaluations should reflect a holistic assessment of documented Evidence of achievement of achievement.

For indicators of Meritorious Research, please see Appendix A

C. Service

Service is a vital component of WVUE's land-grant mission, contributing to knowledge, creation, and application. Faculty service to West Virginia citizens is especially important, leveraging expertise and professional skills to address complex societal challenges.

A significant contribution in service includes developing new programs and/or implementing existing programs that address critical issues and create meaningful impact. These programs aim to meet client needs, drive positive behavioral or practice changes, influence policies or systems, and foster economic, civic, social, or environmental improvements. Programs may be ongoing (e.g., county youth development), multi-year organizational initiatives, or short-term efforts lasting weeks or months.

For indicators of Meritorious Service, please see Appendix A

PROFESSIONAL EXPECTATIONS OF EXTENSION FACULTY MEMBERS (WVU Guidelines, pp. 4-9)

Scholarship is a key indicator of engagement across all three mission areas and takes many forms beyond traditional research. Recognition of scholarship depends on the faculty member's designated areas of significant contribution. Depending on discipline and appointment, publishing scholarly work may be appropriate in one or more mission areas. All faculty are expected to remain current in their fields.

- IV. **FACULTY EVALUATION FILE TIMELINE** [WVU Faculty Calendar for Annual Review](#)
- V. **CONTEXTS OF APPOINTMENT FOR TENURED OR TENURE-TRACK FACULTY** (WVU Guidelines, pp. 9-11)
- VI. **REQUIRED PERSONNEL ACTIONS/TIMELY NOTICE FOR TENURE-TRACK FACULTY** (WVU Guidelines, p. 11)
- VII. **DISCRETIONARY PERSONNEL ACTIONS** (WVU Guidelines, p. 12)
- VIII. **WVU FACULTY EVALUATION FILE** (WVU Guidelines, pp. 12-14)
- IX. **EXTENSION FACULTY EVALUATION FILE CONTENT**

1. **Appointment Letter, Addendums, MOAs, Special Employment Situations Documentation of Leave Time** (Uploaded by Program Director)
 - The Program Director places a copy of the appointment letter issued by the Dean and Program Director in the digital faculty evaluation file under General Information, in the section labeled *Permanent Data*. All references to salary are to be redacted. If any modifications in assignment are made, they are added to the file here.
 - Documentation of extended leave taken during the year including medical leave, sabbatical leave, Modification of Duties, FMLA (family medical leave), or personal leave would be filed under General Information, in the section labeled *Yearly Data*.
2. **Faculty Plan of Work** (Uploaded by Program Director)

The plan of work should clearly indicate a faculty member's areas of significant contribution and clearly indicate a person's rank and title, whether the person is tenure-track or non-tenure-track, and if tenured, when. The plan of work must follow the most recently approved [WVU Extension Workload Guidelines](#). A copy of the signed POW is placed in the file by the Program Director.
3. **Annual Reviews** (Uploaded by a representative of the Dean's Office)

It is the responsibility of the Dean's Office to upload letters reviewing past files from the Unit (Department) Faculty Evaluation Committee, the Program Director, the Central (College) Faculty Evaluation Committee, and the Dean in under Archived Reports and Documents in the section labeled *Review, Promotion, and Tenure*. Review letters accumulate in the file during the probationary period and during periods between promotions.
4. **Letter granting promotion and/or tenure** (Uploaded by a representative of the Dean's Office, if applicable)
5. **Other documents that may affect the faculty assignment.**

The Program Director and/or the Dean may place letters and other information of a positive or negative nature in a faculty member's file under Archived Reports and Documents in the section labeled *Review, Promotion, and Tenure*. The faculty member will be informed of this and will have the right to send a response, which will be uploaded into the same section within ten (10) working days.
6. **Faculty With Multiple Reporting Lines** (Uploaded by Program Director, if applicable)

When a faculty member has responsibility in more than one college, the Program Director will request input from the other Department Chair, or secondary supervisor, that explains responsibilities including time involved. The program director's letter will be uploaded to Archived Reports and Documents in the section labeled *Review, Promotion, and Tenure*.

7. **Additional Contents of the Faculty Evaluation File** (Uploaded by Faculty Member)

- **Reflective Summary** (Uploaded by Faculty Member) - like the former Executive Summary, but more inclusive of the faculty member's overall work. This reflective summary must be uploaded under Archived Reports and Documents, in the section labeled *Supporting Documentation*.
- **Current Curriculum Vitae** (Uploaded by Faculty Member) uploaded to or generated within Digital Measures, and should be uploaded to Archived Reports and Documents, in the section labeled *Supporting Documentation*.
- **Supporting Documentation** (Uploaded by Faculty Member). The faculty member will upload documentation of scholarship for Teaching, Research, Service in this section. A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work. It must be uploaded into the digital faculty evaluation file with the appropriate activity so that the link appears in the faculty productivity report. This documentation must be uploaded under Archived Reports and Documents, in the section labeled *Supporting Documentation*.
- **Annual Faculty Productivity Report** (Uploaded by Faculty Member)
This report is generated in Digital Measures and includes components of the faculty member's work such as the title of the activity/program, audience, outcomes, etc. These components are listed in each mission area described in the following sections. This document must be uploaded into Archived Reports and Documents, under the section labeled *SUBMIT: Faculty Productivity Report*.

X. **COMPLETION OF AND ACCESS TO THE FILE** (WVU Guidelines, p. 14)

The faculty evaluation file shall be updated in a timely manner according to the calendar that is circulated annually ([Faculty Calendar for Annual Review](#)). On December 31, the file shall be closed for the review period. Only such materials generated as a consequence of the annual faculty evaluation shall be added to the file after the deadline date. Faculty members have the right of access to their electronic evaluation files at any time. All others shall have access to

the file only on the basis of a need to know. Members of a faculty evaluation committee or administrative officers responsible for personnel recommendations are assumed to have a need to know. When otherwise necessary, the appropriate administrative officer or the Dean shall determine whether an individual has a need to know and what material is necessary to fulfill the need to know. All persons involved in the review at any level will treat the material from the file as confidential. The security of all evaluation files must be assured. The confidentiality of each file must be respected. Disclosure of file materials to those outside the evaluation process shall occur only under valid legal process or order of a competent court jurisdiction.

XI. **ANNUAL EVALUATIONS** (WVU Guidelines, pp. 14-20)

XII. **CRITERIA FOR PROMOTION OR TENURE** (WVU Guidelines, pp. 20-22)

Promotion in rank will be based upon a documented record of meritorious accomplishment over a period of years. Thus, individuals receiving a promotion will not normally be considered for promotion to the next higher rank in fewer than five years. Seniority is not a criterion for promotion. An interval of at least five years should elapse between promotions so that there is due time for the faculty member, however gifted and productive, to exhibit his or her capabilities.

Extension Faculty Tracks - Promotion to Each Higher Rank (TT – Tenure Track; NTT – Non-Tenure Track)

A. **Visiting Instructor (NTT)/ Service Instructor (NTT)/Teaching Instructor (NTT)**

Minimum of a bachelor's degree in a relevant professional field, plus Evidence of achievement of innovative and creative work in the primary area of significant contribution (teaching or service) and at least a reasonable contribution in the faculty member's designated area of reasonable contribution (research or service) with Evidence of achievement of continuing professional growth through study, membership in professional organizations, and scholarly activity.

B. **Assistant Professor (TT) / Service Assistant Professor (NTT)/Teaching Assistant Professor (NTT)**

Master's degree in a relevant professional field or qualifications of the previous rank, plus Evidence of achievement of innovative and creative work in the primary area of significant contribution (teaching or service) and at least a reasonable contribution in the faculty member's designated area of reasonable contribution (research or service) with Evidence of achievement of continuing professional growth through study, membership in professional organizations, and scholarly activity.

C. **Associate Professor (TT)/ Service Associate Professor (NTT)/Teaching Associate Professor (NTT)**

Qualifications of the previous rank plus Evidence of achievement of innovative and creative work in the primary area of significant contribution (teaching or service) and the faculty member's second designated area of significant contribution (teaching, research or service) and at least a reasonable contribution in the faculty member's designated area of reasonable contribution (research or service); significant participation in relevant professional organizations; continuing professional development from an accredited institution or equivalent continuing learning experience; and successful involvement in state or national programs. If research is designated as an area of significant contribution, scholarly or research activity must result in refereed publications. If research is designated as an area of at least reasonable contribution, scholarly or research activity must result in peer-reviewed Extension publications and include Evidence of achievement of continuing professional development that enhances job-related knowledge and skills.

D. **Professor (TT)/ Service Professor (NTT)/Teaching Professor (NTT)**

Qualifications of the previous rank plus continued Evidence of achievement of significant contribution*, innovative and creative work in the primary area of significant contribution (teaching or service) and a faculty member's second designated area of significant contribution (teaching, research or service) and at least a reasonable contribution in a faculty member's designated area of reasonable contribution (research or service); achievement of full maturity as an excellent extension educator; demonstrated service on relevant professional regional or national committees; Evidence of achievement of high quality refereed journal articles and/or peer-reviewed Extension publications; is respected and esteemed by clientele and colleagues; demonstrates an outstanding record of educational assistance in community, state, or nationwide activities; and Evidence of achievement of a planned personal continuing education and the renewal process to retain and/or increase professional competence. State-based faculty (specialists) are required to hold a terminal degree to be promoted to the rank of Professor.

XIII. **SELECTION OF REVIEW COMMITTEES**

Extension Department and College Faculty Evaluation Committees shall be constituted using the following criteria:

Committee Composition

- All Departmental and College Review Committees must consist of an odd number of faculty members.

- Committees must include faculty representing multiple academic ranks, to the extent that is feasible.

Departmental Review Committees

- Each Departmental Faculty Evaluation Committee must include a minimum of five (5) reviewers.
- The number of departmental reviewers will be determined by workload, using a ratio of one (1) faculty reviewer for every three (3) files under review.
- Departmental committee members shall be elected by a majority vote of faculty members within each unit.
- Program Directors will submit departmental committee membership lists to the Dean no later than June 1 each year.
- Non-tenured faculty may serve on departmental committees; however, a majority of members must be tenured faculty. This excludes faculty equivalent/academic professional (FEAP).
- Non-tenured faculty are eligible to serve only after submission of at least three annual faculty evaluation files.
- Faculty undergoing promotion and/or tenure review during a given year are not eligible to serve on any review committee in that year.

College Review Committee

- The College Faculty Evaluation Committee shall consist of a minimum of five members, a majority of whom hold tenure.
- Membership must reflect the types of faculty positions excluding faculty equivalent/academic professional (FEAPs).
- College committee members shall be selected through the same voting process used for Departmental Faculty Evaluation Committees.

Responsibilities of Review Committees

It is essential for all faculty evaluations to be based on documented and verifiable Evidence of achievement. Hearsay or undocumented claims are not permitted at any stage. Committees must rely only on materials in the official review file submitted prior to the deadline; any statements based on inference or unsupported information must be removed from any discussion to ensure evaluations are fair. Evidence of achievement-based, transparent, and consistent with WVU's land-grant mission and commitment to integrity.

XIV. CHANGING AREAS OF SIGNIFICANT CONTRIBUTION (WVU Guidelines, pp. 22-23)

When a faculty member achieves tenure, the faculty or the chairperson may request that the criteria requiring significant contributions in teaching, research, and/or service may be modified on an individual basis to require significant

contributions in a different pair of these mission areas, with reasonable contributions required in the third or outstanding contributions in a single mission area, with reasonable contributions required in the other two mission areas. The faculty member must work under the modified mission area for a minimum of five (5) years after the approval of the request before the individual could be considered for promotion using the modified mission areas. Such a modification must be agreed to by the faculty member, chairperson of the department, in consultation with the appropriate departmental committee, and the Dean of the college, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Provost.

XIV. **EXTERNAL EVALUATIONS** (WVU Guidelines, pp. 23-25)

- External review submissions are based on the identified area of significant contribution which are normally where the faculty member has the highest percentage of their workload based on their FTE percentages, as outlined in their individual workload document.
- Once workload assignments are changed, they must remain in place for five years to be an area of significant contribution and externally reviewed for promotion. Faculty members are not eligible to change their workloads prior to gaining tenure.

XV. **EVALUATION PROCESS** (WVU Guidelines, pp. 25-30)

Procedures for Informal Review, Response, and Escalation of Evaluation Concerns

If you disagree with your evaluation, you have two options: an informal process or a formal process. The informal process allows you to seek clarification and better understand your evaluation through discussion with the Program Director. The formal process allows you to submit a written response for inclusion in your official file and/or request correction of factual errors. Either (or both) option requires the faculty member to notify the Program Director and/or Dean within 10 working days of receiving the evaluation. Faculty members who disagree with their evaluation or assigned descriptors may meet informally with the Program Director to ask questions and better understand the decision. To do this, they must notify the Program Director in writing within 10 working days of receiving the evaluation. This informal discussion is only for clarification; it does not allow changes to the evaluation or correction of errors unless the faculty member also submits a formal written response.

Faculty who want their concerns formally recorded must submit a written response to the Program Director and Dean within 10 working days. This response will be included in their official evaluation file. If there are factual errors in the evaluation, the Program Director/Committee should correct them and add a memo to the file documenting the correction. If concerns are

not resolved after meeting with the Program Director, the faculty member may ask the Dean to review the evaluation. The Dean may ask the Program Director or evaluation committee to reconsider their decision. Any such request must be explained in writing, and any changes must be documented and added to the file. Informal discussions do not extend or pause any deadlines for filing a formal grievance under state procedures.

Appendix A – Indicators of Meritorious Work in Teaching, Research, and Service

Teaching		
Instructor		
Excellent (Meritorious)	Good (Meritorious)	Satisfactory (Non-meritorious)
Documents two or more below:	Documents two or more below:	Documents two or more below:
Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching and preparation hours, etc.) exceeds expectations based on approved plan of work by 20%. Pathway 1 (county faculty) – 180 hours* Pathway 2 (county faculty) – 120 hours* Pathway 1 (state faculty) – 150 hours* Pathway 2 (state faculty) – 120 hours* *Extension teaching includes time spent in development, preparation and teaching.	Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching and preparation hours, etc.) exceeds expectations based on approved plan of work by 10%. Pathway 1 (county faculty) – 165 hours* Pathway 2 (county faculty) – 110 hours* Pathway 1 (state faculty) – 137.5 hours* Pathway 2 (state faculty) – 110 hours* *Extension teaching includes time spent in development, preparation and teaching.	Quantity of teaching meets expectations based on approved plan of work. Pathway 1 (county faculty) – 150 hours* Pathway 2 (county faculty) – 100 hours* Pathway 1 (state faculty) – 125 hours* Pathway 2 (state faculty) – 100 hours* *Extension teaching includes time spent in development, preparation and teaching.
Provides ongoing evidence, across programs or reporting periods, that participants are using what they learned—such as adopting new practices, changing behaviors, or taking action. Evidence of achievement may include follow-up data, observed changes, or outcomes that continue after the program ends.	Provides evidence that participants gained knowledge or made changes in attitudes, behaviors, or practices because of the program. Evidence of achievement may include evaluations, follow-up surveys, or testimonials, showing that individuals or small groups began using recommended practices aligned with program goals.	Documented impact of changes in knowledge. Evidence of achievement includes pre- and post-test results, observations, etc.
Delivers Extension programs on a consistent basis that intentionally create access for new audiences or	Delivers Extension programs that intentionally create access for a new audience or expand access for	Delivers programs to the intended audience with relevant content and

expand access for current audiences, demonstrating clear responsiveness to community needs through appropriate delivery methods, outreach strategies, or program adaptations.	current audiences, through adaptations in content, delivery format, location, scheduling, or outreach efforts aligned with the plan of work.	basic outreach. Uses simple Evidence of achievement (like attendance or feedback) to show participation but has limited proof of changes in knowledge or behavior.
Secures funding on a consistent basis at an appropriate level (e.g., multiple small grants, repeat internal awards, sponsorships, cost-share, or program fees) that enhances Extension educational programs through expanded participation, improved materials, or increased continuity of programming.	Secures funding at an appropriate introductory level (e.g., small grant, internal award, program fees, sponsorship, or cost-share) that supports or modestly expands Extension educational programs aligned with the approved plan of work.	Modest funding is secured to support and amplify educational programs. This funding comes primarily from local sources or small grants.
Is a co-author or lead contributor on peer-reviewed or refereed publications focused on innovative teaching practices or methods relevant to Extension education.	Is a contributing author on a peer-reviewed or refereed publication related to teaching practices, instructional methods, curriculum design, or innovative Extension education approaches.	Contributes in a limited way to a peer-reviewed or refereed publication related to teaching or Extension education, with minimal connection to their own work.
Publications show reflection on teaching, review how methods worked, or give clear of what learners gained, not just a description of activities.	Publications show how teaching practices were used, tested, or adjusted in the faculty member's own work.	Publications mainly describe program activities, with limited explanation of teaching methods or results for learners.
Receives a local, state, or regional Teaching Award showing strong and widely recognized teaching performance.	Receives a teaching award at the department, county, or organizational level showing recognized teaching excellence.	Receives a nomination or local recognition for teaching, showing positive performance.

Assistant Professor		
Documents three or more below:	Documents two or more below:	Documents two or more below:
Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching preparation and hours, etc.) exceeds expectations based on approved plan of work by 20%. Pathway 1 (county faculty) – 180 hours* Pathway 2 (county faculty) – 120 hours* Pathway 1 (state faculty) – 150 hours* Pathway 2 (state faculty) – 120 hours* *Extension teaching includes time spent in development, preparation and teaching.	Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching and preparation hours, etc.) exceeds expectations based on approved plan of work by 10%. Pathway 1 (county faculty) – 165 hours* Pathway 2 (county faculty) – 110 hours* Pathway 1 (state faculty) – 137.5 hours* Pathway 2 (state faculty) – 110 hours* *Extension teaching includes time spent in development, preparation and teaching.	Quantity of teaching meets expectations based on approved plan of work. Pathway 1 (county faculty) – 150 hours* Pathway 2 (county faculty) – 100 hours* Pathway 1 (state faculty) – 125 hours* Pathway 2 (state faculty) – 100 hours* *Extension teaching includes time spent in development, preparation and teaching.
Consistently shows that participants change their behavior or take action across programs, with evidence that more people are using the ideas, making better decisions, or changing how organizations operate.	Demonstrates that participants use what they learned by changing behavior or taking action. Evidence of achievement includes surveys, case studies, program data, or feedback that shows the information was used.	Documented impact of changes in knowledge. Evidence of achievement includes pre- and post-test results, observations, etc.
Documented leadership in the delivery of new teaching materials or programs that improve learning and are used across multiple counties, programs, or the state.	Documented Extension or statewide leadership in teaching, such as updating existing teaching materials (e.g., out-of-date lessons, materials, fact sheets, etc.)	Makes small updates or contributions to existing teaching materials, with limited use beyond their own program or audience.
Consistently delivers Extension programs that create or expand access for new or existing audiences through targeted outreach, partnerships, or innovative approaches, resulting in increased engagement beyond traditional audiences.	Delivers Extension programs that expand access for new or existing audiences through targeted outreach, partnerships, or modified delivery approaches, resulting in increased participation beyond traditional audiences.	Delivers programs to the intended audience with relevant content and basic outreach. Uses simple evidence to show participation but has limited proof of changes in knowledge or behavior.
Secures external or internal funding independently on a consistent basis to support and enhance Extension educational programs, such as multiple funding sources or repeat awards, resulting in	Secures external or internal funding, independently or collaboratively, that supports and expands Extension educational programs through increased	Modest funding is secured to support and amplify educational programs. This funding comes primarily from local sources or small grants.

expanded reach, improved program quality, or increased sustainability.	reach, enhanced materials, or additional program offerings.	
Teaches Extension programs (such as workshops or trainings) at the regional, multi-county, or state level, reaching people beyond the local area. Records show the faculty member helped shape the lessons, teaching methods, or how participants were involved.	Assists in teaching Extension programs at the regional, multi-county, or state level, such as workshops, short courses, or training sessions that reach people beyond the local area. Records show the faculty member helped deliver lessons or adapt materials for use with a wider audience.	Helps teach Extension programs beyond the local area. Records show the faculty member assisted with presenting lessons, with limited role in shaping content or teaching methods.
Publishes peer-reviewed work on new or effective teaching methods. Publications show growing independence, careful review of teaching, and value beyond one program or audience.	Publishes peer-reviewed work with others about new or improved teaching methods used in Extension or education. These publications show a clear contribution to teaching and learning.	Contributes to peer reviewed or refereed publications related to teaching, often as part of a team. Work shows some involvement in teaching practices, but with limited independence or broader impact.
Receives a local, state, or regional Teaching Award showing strong and widely recognized teaching performance.	Receives a teaching award at the department, county, or organizational level showing recognized teaching excellence.	Receives a nomination or local recognition for teaching, showing positive performance.

Associate Professor

Documents three or more below:	Documents three or more below:	Documents two or more below:
Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching and preparation hours, etc.) exceeds expectations based on approved plan of work by 20%. Pathway 1 (county faculty) – 180 hours* Pathway 2 (county faculty) – 120 hours* Pathway 1 (state faculty) – 150 hours* Pathway 2 (state faculty) – 120 hours*	Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching and preparation hours, etc.) exceeds expectations based on approved plan of work by 10%. Pathway 1 (county faculty) – 165 hours* Pathway 2 (county faculty) – 110 hours* Pathway 1 (state faculty) – 137.5 hours* Pathway 2 (state faculty) – 110 hours*	Quantity of teaching meets expectations based on approved plan of work. Pathway 1 (county faculty) – 150 hours* Pathway 2 (county faculty) – 100 hours* Pathway 1 (state faculty) – 125 hours* Pathway 2 (state faculty) – 100 hours*

*Extension teaching includes time spent in development, preparation and teaching.	*Extension teaching includes time spent in development, preparation and teaching.	*Extension teaching includes time spent in development, preparation and teaching.
Shows strong and lasting results from Extension programs, such as many participants, groups, or organizations using new practices, changes in policies, or groups working together to address important issues. Evidence of achievement shows these results last over time and may spread to new audiences or communities.	Shows over time that participants, groups, or organizations change their behavior or use new practices across programs, with Evidence of achievement such as follow-up data, group results, or changes in organizations.	Documented impact of changes in knowledge, behavior, and or practices. Evidence of achievement includes results of pre- and post-tests, survey results with self-reported learning, follow-up data, and observations descriptions from participants about changes.
Demonstrates sustained excellence delivering Extension programs that reach new audiences or greatly expand access for current audiences. Evidence of achievement shows strong evaluation results, program growth, or use across multiple counties, regions, or programs.	Regularly delivers Extension programs that reach new or underserved audiences or greatly expand access for current audiences. Evidence of achievement shows continued participation or program growth across multiple programs, units, counties, or groups.	Delivers Extension programs that reach the intended audience, with some effort to include new or underserved groups. Evidence of achievement shows participation, but program growth or expanded reach is limited.
Work occurs in a significant state, regional, or national arena and demonstrates sustained engagement or leadership, resulting in broader reach, increased visibility, or recognized impact of Extension teaching or programming beyond the faculty member's primary assignment.	Work occurs beyond the local level in a meaningful regional or state context, such as participation in multi-county, regional, or state-level initiatives, committees, or programs that extend the reach of the faculty member's teaching efforts.	Teaching activities include engagement with at least one new or previously underserved audience.
Secures funding on a consistent basis to support and enhance Extension educational programs, such as multiple funding sources or repeat awards, resulting in expanded reach, improved program quality, or increased sustainability of educational efforts.	Consistently secures funding, often as a lead or key team member, to support and grow Extension programs. Evidence of achievement shows steady program growth, stability, or greater impact over time.	Modest funding is secured to support and amplify educational programs. This funding comes primarily from local sources or small grants.

Regularly leads Extension programs at the state or regional level and helps improve lessons, planning, and teaching across programs. Evidence of achievement shows ongoing involvement in these efforts.	Regularly helps deliver Extension programs at the state or regional level, using shared materials, teaching consistent lessons, and supporting better learning. Evidence of achievement shows their ideas are used beyond their own classes, such as in shared or team teaching.	Helps deliver Extension programs at the regional or state level. Records show participation in teaching, with limited role in improving lessons, planning, or overall teaching quality across programs.
Produces a strong set of peer-reviewed publications on new teaching methods. These publications help improve teaching, are used by others beyond the faculty member's own programs and may be cited or shared by peers.	Regularly publishes peer-reviewed work on teaching methods, curriculum, or Extension education. These publications show ongoing work in teaching and are useful to a wide range of educators and Extension audiences.	Publishes occasional peer-reviewed work on teaching or Extension education. Publications show some effort to share ideas and have limited use or impact.
Receives a local, state, or regional Teaching Award showing strong and widely recognized teaching performance.	Receives a teaching award at the department, county, or organizational level showing recognized teaching excellence.	Receives a nomination or local recognition for teaching, showing positive performance.
Professor		
Documents three or more below:	Documents three or more below:	Documents two or more below:
Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching and preparation hours, etc.) exceeds expectations based on approved plan of work by 20%. Pathway 1 (county faculty) – 180 hours* Pathway 2 (county faculty) – 120 hours* Pathway 1 (state faculty) – 150 hours* Pathway 2 (state faculty) – 120 hours* *Extension teaching includes time spent in development, preparation and teaching.	Quantity of teaching (e.g., number of sessions, participants, programs, workshops, teaching and preparation hours, etc.) exceeds expectations based on approved plan of work by 10%. Pathway 1 (county faculty) – 165 hours* Pathway 2 (county faculty) – 110 hours* Pathway 1 (state faculty) – 137.5 hours* Pathway 2 (state faculty) – 110 hours* *Extension teaching includes time spent in development, preparation and teaching.	Quantity of teaching meets expectations based on approved plan of work Pathway 1 (county faculty) – 150 hours* Pathway 2 (county faculty) – 100 hours* Pathway 1 (state faculty) – 125 hours* Pathway 2 (state faculty) – 100 hours* *Extension teaching includes time spent in development, preparation and teaching.

Demonstrates strong, long-term results from Extension work, such as changes in policies, systems, or widely used practices that address important issues. Evidence of achievement shows these changes lasting over time, are used by many people, and may guide programs at the state, regional, or national level.	Demonstrates ongoing results from Extension work, including changes in behavior, practices, organizations, or policies (such as across several groups, counties or regions). Evidence of achievement shows consistent results that match long-term program goals and Extension priorities.	Documented impact of changes in knowledge, behavior, and or practices. Evidence of achievement includes results of pre- and post-tests, survey results with self-reported learning, follow-up data, observations descriptions from participants about changes.
Secures funding on a consistent basis to support and enhance Extension educational programs, such as multiple funding sources or repeat awards, resulting in expanded reach, improved program quality, or increased sustainability of educational efforts.	Secures and maintains funding that supports established Extension educational programs and contributes to their long-term viability, growth, or broader adoption at the state, regional, or multi-program level.	Modest funding is secured to support and amplify educational programs. This funding comes primarily from local sources or small grants.
Provides sustained leadership in the delivery of Extension programs that create or expand access to diverse audiences at the state, regional, or national level, resulting in lasting impact, broad participation, or incorporation into established Extension programming efforts.	Consistently delivers Extension programs that expand access for diverse audiences at a broader (multi-county, state, or programmatic) level and contribute to maintaining or strengthening accessibility within established Extension efforts.	Teaching activities include engagement with at least one new or previously underserved audience.
Demonstrates strong leadership in teaching by regularly publishing peer-reviewed work on new teaching methods. These publications are widely recognized in the field or Extension system.	Demonstrates regular work in the scholarship of teaching by publishing peer-reviewed work on teaching methods. These publications support teaching practice and are useful to others in Extension or the field.	Contributes to peer-reviewed publications on teaching. Work shows some effort to share ideas but has limited impact on teaching beyond the faculty member's own programs.
Consistently delivers Extension programs that reach new or underserved audiences and greatly expand access for current audiences. Clear Evidence of achievement shows strong impact, program growth, and use across multiple groups, counties, or regions.	Regularly delivers Extension programs that reach new or underserved audiences or increase access for current audiences. Evidence of achievement shows steady participation or some program growth across groups, counties, or programs.	Delivers Extension programs that reach the intended audience, with some effort to include new audiences. Evidence of achievement shows participation, but limited growth or expanded access.

Regularly takes part in teaching communities and is well known by peers. Shares teaching ideas and materials, and others use or ask for their work. Evidence of achievement may include invitations to present/lead sessions, requests for materials, materials are used across programs or areas.	Often takes part in teaching communities and shares ideas or materials. Evidence of achievement may include presentations or shared resources in meetings or workshops, feedback from peers, some use of materials by others.	Takes part in teaching communities and shares ideas or materials. Evidence of achievement may include attendance at meetings or events, occasional sharing of materials, informal feedback or limited examples of others using their work.
Leads Extension teaching at the state or regional level and helps shape how programs are taught. Work is widely used and leads to strong learning results. Evidence of achievement may include statewide or regional curricula or teaching models faculty helped lead, materials used across many counties or programs, data showing learning results across large groups.	Provides leadership in Extension teaching at the state or regional level and helps improve lessons or programs used across several areas. Work supports learning and is used by others. Evidence of achievement may include shared lessons or materials, feedback or data showing positive learning results, some adoption by other educators or programs.	Assists with Extension teaching efforts at the state or regional level. Contributes to lessons or programs but use and impact are limited. Evidence of achievement include participation in teaching teams, basic feedback showing participant learning, limited examples of use beyond faculty member's own work.
Receives a local, state, or regional Teaching Award showing strong and widely recognized teaching performance.	Receives a teaching award at the department, county, or organizational level showing recognized teaching excellence.	Receives a nomination or local recognition for teaching, showing positive performance.

****An Unsatisfactory (non-meritorious) rating at every level is defined as work that does not meet workload requirements in the faculty member's approved plan of work and/or that does not include Evidence of achievement of documented outcomes.***

Research		
Instructor		
Excellent (Meritorious)	Good (Meritorious)	Satisfactory (Non-meritorious)
Documents two or more (significant contribution)/one or more (reasonable contribution) below:	Documents two or more (significant contribution)/one or more (reasonable contribution) below:	Documents one or more below (significant or reasonable contribution):
Serves as a lead (PI) on local or state research projects and helps guide all parts of the work, including planning, carrying it out, and sharing results. Evidence of achievement may include grants or proposals, project plans or reports showing leadership in design and implementation, or results showing results, documentation of project outcomes or impacts.	Serves as a co-PI or key team member on local or state research projects. Assists with planning, carrying out, or sharing parts of the project. Evidence of achievement may include grants or proposals, contributions to project plans or reports.	Takes part in local or state research projects as a team member. Contributes to project tasks, with a limited leadership role. Evidence of achievement may include project materials, limited involvement in sharing results, and assistance with basic project tasks.
Produces practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.) on a consistent basis, demonstrating growing independence in authorship and alignment with program or audience needs. Evidence of achievement may include listing as first or lead author on publications, materials used across counties, programs, or audiences, clear alignment with program needs or audience feedback. - County faculty – 1 publication per year - State faculty – 2 publications per year	Co-authors practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.) that support teaching and program delivery. Evidence of achievement may include co-author on publications, steady production of materials over time, feedback from users or partners, distribution records, downloads, or sharing. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes to the development of practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.), typically as a co-author or team member. Evidence of achievement may include listing as a contributor, use mainly within the faculty member's own programs, limited feedback, or few examples of distribution/sharing. - County faculty – 1 publication per year - State faculty – 2 publications per year

Authors peer-reviewed or refereed journal articles or conference proceedings related to Extension, teaching, or applied work, demonstrating meaningful contribution to the content. Evidence of achievement may include proceedings, sections of the publication the faculty member wrote, links or PDFs of final publications, documentation of peer review (e.g., acceptance letters, reviewer feedback), downloads, views, or sharing metrics, use of findings in Extension programs or teaching materials. • County faculty –1 publication per year • State faculty – 2 publications per year	Contributes as a co-author to peer-reviewed or refereed journal articles or conference proceedings, typically as part of a team. Evidence of achievement of achievement may include publications, feedback from educators, participants or partners, records of downloading or sharing. • County faculty – 1 publication per year • State faculty – 2 publications per year	Contributes to peer-reviewed Extension materials at times. Work supports program or audience needs, but output or independence is limited. Evidence of achievement may include occasional publications or small contributions, limited data on feedback or use, and few examples of distribution or adoption. • County faculty – 1 publication per year • State faculty – 2 publications per year
Delivers (individually) research-based or scholarly presentations at state or national conferences that reflect Extension, teaching, or applied program work. Evidence of achievement may include sections of the presentation to which the faculty member contributed, peer review (e.g., acceptance letters, reviewer feedback). • County faculty – 1 presentation per year • State faculty – 2 presentations per year	Presents research-based or scholarly work at state conferences, typically as part of collaborative efforts. Evidence of achievement may include documentation of peer review (e.g., acceptance letters, reviewer feedback). • County faculty – 1 presentation per year • State faculty – 2 presentations per year	Participates in scholarly presentations at local conferences as a contributing team member. Evidence of achievement may include copies of sides, posters, or handouts, audience feedback or evaluations. • County faculty – 1 presentation per year • State faculty – 2 presentations per year

Leads or makes major contributions to publications related to Extension or applied work. These publications clearly improve how programs are delivered or guide recommended practices used by others. Evidence of achievement may include clear links between publications and program changes or practice adoption, downloads, feedback showing the work improved programs or practices, or use of materials across counties or programs. • County faculty – 1 presentation per year • State faculty – 2 presentations per year	Helps write or contribute to publications related to Extension or applied work that support how programs are delivered or guide recommended practices. Evidence of achievement may include materials used by other educators or programs, feedback from users showing usefulness, some records of downloads, sharing, etc. • County faculty – 1 presentation per year • State faculty – 2 presentations per year	Contributes at times to publications related to Extension or applied work. Work supports program delivery or proposed practices, but impact or use is limited. Evidence of achievement may include use mainly within faculty member's own program, limited feedback or examples of use. • County faculty – 1 presentation per year • State faculty – 2 presentations per year
Research shows clear benefits to groups or organizations. Work leads to real changes, such as new practices, better results, or stronger programs, and meets the needs of those who are served. Evidence of achievement of achievement may include proof that groups adopted recommended practices, data showing improved results (e.g., outcomes, performance), examples of stronger or expanded programs, repeated success across different programs or groups.	Research shows clear benefits to groups or organizations. Work leads to some changes, such as new practices or better results, and responds to the needs of those served. Evidence of achievement may include some adoption of recommended practices, data or reports showing positive results, examples of program improvements, feedback from partners or participants.	Research shows some benefits to groups or organizations. Work supports small changes or improvements, but results are limited. Evidence of achievement may include occasional examples of practice use or change, basic data or feedback, limited program improvements, feedback from participants.
Receives a local, state, or regional research award showing strong and widely recognized research performance.	Receives a research award at the department, county, or organizational level showing recognized research excellence.	Receives a nomination or local recognition for research, showing positive performance.

Assistant Professor		
Documents three or more (significant contribution)/two or more (reasonable contribution) below:	Documents three or more (significant contribution)/two or more (reasonable contribution) below:	Documents one or more (significant or reasonable contribution below:
Serves as a lead (PI) on local or state research projects and helps guide all parts of the work, including planning, implementation, and sharing results. Evidence of achievement may project plans or reports showing leadership in design and implementation, documentation of project outcomes or impacts.	Serves as a co-PI , or key team member on local or state research projects. Assists with planning, implementation, or sharing results. Evidence of achievement may include grant documents, contributions to project plans or reports, or project outcomes.	Takes part in local or state research projects as a team member. Contributes to project tasks, with a limited leadership role. Evidence of achievement may include limited involvement in sharing results, and assistance with basic project tasks.
Consistently authors publications that support adoption of recommended practices or actions , with some documentation that audiences are using or applying the information. Evidence of achievement may include clear proof that audiences have adopted practices, use of materials across counties or programs, data showing changes in behavior or actions, strong feedback or examples of use. - County faculty – 1 publication per year - State faculty – 2 publications per year	Regularly co-authors publications that support recommended practices. Evidence of achievement may include some survey or follow-up results showing use, indication of materials being used by other educators or programs, feedback showing usefulness, examples of adoption in some groups. - County faculty – 1 publication per year - State faculty – 2 publications per year	Occasionally contributes to publications that support recommended practices. Evidence of achievement may include limited or informal feedback from users; limited follow-up data on use or impact. - County faculty – 1 publication per year - State faculty – 2 publications per year
Authors peer-reviewed or refereed publications , including journal articles or proceedings, that contribute to Extension practice, teaching, or applied scholarship beyond the local level. Evidence of achievement may include confirmation that work is being used across counties, regions, or programs, citations, downloads, or sharing by others, participation in presentations or conferences. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes as a co-author to peer-reviewed publications that support Extension, teaching, or applied work beyond the local level. Evidence of achievement may include confirmation that work is being used by educators/programs, citations, downloads, or sharing, participation in presentations or conferences. - County faculty – 1 publication per year - State faculty – 2 publications per year	Sometimes contributes to peer-reviewed publications related to Extension, teaching, or applied work. Impact beyond the local level is limited. Evidence of achievement may include citations, downloads, examples of use, and limited role in sharing the work. - County faculty – 1 publication per year - State faculty – 2 publications per year

Consistently authors practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.) on a consistent basis, demonstrating growing independence in authorship and alignment with program or audience needs. Evidence of achievement may include materials used across counties, programs, or audiences, clear alignment with program needs or audience feedback. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes as a co-author to practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.) that support teaching and program delivery. Evidence of achievement may include steady production of materials over time, feedback from users or partners, records of distribution, downloads, or sharing. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes to the development of practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.), typically as a co-author or team member. Evidence of achievement may include use mainly within the faculty member's own programs, limited feedback, and examples of sharing. - County faculty – 1 publication per year - State faculty – 2 publications per year
Delivers (individually) research based or scholarly presentations at state or national conferences that reflect Extension, teaching, or applied program work. Evidence of achievement may include sections of the presentation or documentation of peer review (e.g., acceptance letters, reviewer feedback). - County faculty – 1 presentation per year - State faculty – 2 presentations per year	Presents research based or scholarly work at state conferences, typically as part of collaborative efforts. Evidence of achievement may include sections of the presentation, documentation of peer review. - County faculty – 1 presentation per year - State faculty – 2 presentations per year	Participates in scholarly presentations at local conferences as a contributing team member. Evidence of achievement may include copies of slides, posters, or handouts, audience feedback or session evaluations. - County faculty – 1 presentation per year - State faculty – 2 presentations per year
Plays a clear role in a patent, licensing, or commercialization effort and helps move the work forward, such as developing, improving, or putting a product into use. Evidence of achievement may include named role on patent, license, or commercialization project, documentation of work on product development or refinement, reports, agreements, or project summaries, feedback or results showing impact of the product or effort.	Contributes to a project that leads to a patent, licensing, or commercialization effort, such as helping with development, testing, or documentation. Evidence of achievement may include listings as part of the project team, contributions to testing or documentation, drafts or reports showing improvement, and some connection to the final patent or product.	Takes part in a project related to a patent, licensing, or commercialization effort, with a limited role in the process. Evidence of achievement may include documentation of participation in project activities, assistance with basic tasks, acknowledgment in team reports or materials, and little involvement in the final outcomes.

Authors publications that support recommended practices or actions, with some documentation that audiences are using or applying the information. Evidence of achievement may include clear proof that audiences have adopted practices, use of materials across counties or programs, data showing changes in behavior or actions, strong feedback or examples of use. • County faculty – 1 publication per year • State faculty – 2 publications per year	• Contributes as a co-author to publications that support recommended practices. There is some Evidence of achievement that audiences are using or applying the information. Evidence of achievement may include some survey or follow-up results showing use, indication of materials being used by other educators or programs, feedback showing usefulness, examples of adoption in some groups. • County faculty – 1 publication per year • State faculty – 2 publications per year	Sometimes contributes to publications that support recommended practices. Evidence of achievement of use by audiences is limited. Evidence of achievement may include limited or informal feedback from users; few examples of people using the information, limited follow-up data on use or impact. • County faculty – 1 publication per year • State faculty – 2 publications per year
Shows clear benefits to groups or organizations across several programs. Work leads to real changes, such as new practices, better results, or stronger programs, and meets the needs of those who are served. Evidence of achievement may include groups' adoption of recommended practices, data showing improved results (e.g., outcomes, performance), examples of stronger or expanded programs, repeat success across different programs or groups.	Shows benefits to groups or organizations across more than one program. Work supports changes or improvements and responds to stakeholder needs. Evidence of achievement may include some adoption of recommended practices, data or reports showing positive results, examples of program improvements, feedback from partners or participants.	Shows some benefits to groups or organizations through programs. Changes or improvements are limited. Evidence of achievement may include examples of practice use or change, basic data or feedback, limited examples of program improvements, feedback from participants, impact mostly within a single program or group.

Uses research to improve teaching programs. Makes updates to lessons, materials, or teaching methods based on what the research shows. Evidence of achievement shows clear changes, such as new content, updated materials, or better teaching approaches. Evidence of achievement may include revised lesson plans or updated curriculum materials, new contents based on research findings, documentation showing changes to teaching methods, data or feedback showing improved learning results, reports linking research to program updates.	Uses research to make some improvements to teaching programs. Updates lessons, materials, or teaching methods in a few areas. Evidence of achievement may include some updated materials or lesson plans, small changes to content or teaching approaches, notes or examples showing use of research, feedback showing the changes were helpful, and limited data on learning improvements.	Uses research in a limited way to support teaching programs. Makes few or minor updates to lessons or materials. Evidence of achievement may include occasional updates to materials, informal notes showing use of research, minimal changes to teaching methods, limited feedback or Evidence of achievement of impact, few clear links between research and program changes.
Actively engages in research or subject-focused groups and is recognized by peers. Regularly shares research ideas or findings, and others use or request their work. Evidence of achievement may include invitations to present research at meetings or conferences, requests from others for methods, data, or findings, citations or use of work by other researchers, emails or letters showing recognition by peers, or ongoing participation in research groups or networks.	Regularly participates in research or subject-focused groups and shares ideas or findings. Others find their work useful and may use it at times. Evidence of achievement may include presentations or posters at meetings or conferences, sharing reports or findings with peers, some citations or use of their work, feedback from colleagues, participation in research teams, or group efforts.	Participates at times in research or subject-focused groups and shares ideas or findings. Evidence of achievement of use by others is limited. Evidence of achievement may include attendance at meetings or conferences, occasional sharing of research updates, limited feedback from peers, few examples of others using their work, and minimal involvement in group research activities.
Receives a local, state, or regional research award showing strong and widely recognized research performance.	Receives a research award at the department, county, or organizational level showing recognized research excellence.	Receives a nomination or local recognition for research, showing positive performance.

Associate Professor		
Documents three or more (significant contribution)/two or more (reasonable contribution) below:	Documents three or more (significant contribution)/two or more (reasonable contribution) below:	Documents two or more (significant contribution)/one or more (reasonable contribution) below:
Frequently or consistently serves as a lead (PI) on local or state research projects and helps guide all parts of the work, including planning, carrying it out, and sharing results. Evidence of achievement may include grants or proposals, project plans or reports showing leadership in design and implementation, or results showing results, documentation of project outcomes or impacts.	Often serves as a co-PI or key team member on local or state research projects. Assists with planning, carrying out, or sharing parts of the project. Evidence of achievement may include grant documents, contributions to project plans or reports.	Takes part in local or state research projects as a team member. Contributes to project tasks, with a limited leadership role. Evidence of achievement may include limited involvement in sharing results, and assistance with basic project tasks.
Authors publications that support adoption of recommended practices or actions , with some documentation that audiences are using or applying the information. Evidence of achievement may include publications, clear proof that audiences have adopted practices, use of materials across counties or programs, data showing changes in behavior or actions, strong feedback or examples of use. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes as a co-author to publications that support recommended practices. There is some evidence that audiences are using or applying the information. Evidence of achievement may include publications, some survey or follow-up results showing use, materials being used by other educators or programs, feedback showing usefulness, examples of adoption in groups. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes to publications that support recommended practices. Evidence of use by audiences is limited or unclear. Evidence of achievement may include limited or informal feedback from users, few examples of people using the information, limited follow-up data on use or impact. - County faculty – 1 publication per year - State faculty – 2 publications per year
Authors peer-reviewed or refereed journal articles or conference proceedings related to Extension, teaching, or applied work, demonstrating meaningful contribution to the content. Evidence of achievement may include proceedings, sections of the publication the faculty member wrote, links or PDFs of final publications, documentation of peer review (e.g., acceptance letters, reviewer feedback), downloads, views, or	Contributes as a co-author to peer-reviewed or refereed journal articles or conference proceedings, typically as part of a team. Evidence of achievement may include publications, materials used by other counties or programs, feedback from educators, participants or partners, records of downloading or sharing. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes to peer-reviewed Extension materials at times. Work supports program or audience needs, but output or independence is limited. Evidence of achievement may include occasional publications or small contributions, limited data on feedback or use, and few examples of distribution or adoption. County faculty – 1 publication per year

sharing metrics, use of findings in Extension programs or teaching materials. - County faculty – 1 publication per year - State faculty – 2 publications per year		State faculty – 2 publications per year
Produces practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.), demonstrating growing independence in authorship and alignment with program or audience needs. Evidence of achievement may include listing as first or lead author on publications, materials used across counties, programs, or audiences, clear alignment with program needs or audience feedback. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes as a co-author to practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.) that support teaching and program delivery. Evidence of achievement may include co-author on publications, steady production of materials over time, feedback from users or partners, records of distribution, downloads, or sharing. - County faculty – 1 publication per year - State faculty – 2 publications per year	Contributes to the development of practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.), typically as a co-author or team member. Evidence of achievement may include listing as a contributor, use mainly within the faculty member's own programs, limited feedback, and few examples of distribution/sharing. - County faculty – 1 publication per year - State faculty – 2 publications per year
Frequently or consistently delivers (individually) research-based or scholarly presentations at regional, state or national conferences that reflect Extension, teaching, or applied program work. Evidence of achievement may include sections of the presentation to which the faculty member contributed, documentation of peer review (e.g., acceptance letters, reviewer feedback). - County faculty – 1 presentation per year - State faculty – 2 presentations per year	Regularly presents research-based or scholarly work at regional, state, or national conferences, occasionally as part of collaborative efforts. Evidence of achievement may include sections of the presentation to which the faculty member contributed, documentation of peer review (e.g., acceptance letters, reviewer feedback). - County faculty – 1 presentation per year - State faculty – 2 presentations per year	Participates in scholarly presentations at local, regional, or statewide conferences as a contributing team member. Evidence of achievement may include copies of sides, posters, or handouts, links to recorded presentations, audience feedback or session evaluations. - County faculty – 1 presentation per year - State faculty – 2 presentations per year
Plays a clear role in a patent, licensing, or commercialization effort and helps move the work forward, such as developing, improving, or putting a	Contributes to a project that leads to a patent, licensing, or commercialization effort, such as helping with development, testing, or	Takes part in a project related to a patent, licensing, or commercialization effort, with a limited role in the process. Evidence of

product into use. Evidence of achievement may include named role on patent, license, or commercialization project, documentation of work on product development or refinement, reports, agreements, or project summaries, feedback or results showing impact of the product or effort.	documentation. Evidence of achievement may include listing as part of the project team, contributions to testing or documentation, drafts or reports showing improvement, and some connection to the final patent or product.	achievement may include documentation of participation in project activities, assistance with basic tasks, acknowledgment in team reports or materials, little involvement in the final outcomes.
Uses research to improve teaching programs. Makes updates to lessons, materials, or teaching methods based on what the research shows. Evidence of achievement shows clear changes, such as new content, updated materials, or better teaching approaches. Evidence of achievement may include revised lesson plans or updated curriculum materials, new contents added based on research findings, documentation showing changes to teaching methods, data or feedback showing improved learning results, reports linking research to program updates.	Uses research to make some improvements to teaching programs. Updates lessons, materials, or teaching methods in a few areas. Evidence of achievement may include some updated materials or lesson plans, small changes to content or teaching approaches, notes or examples showing use of research, feedback showing the changes were helpful, and limited data on learning improvements.	Uses research in a limited way to support teaching programs. Makes few or minor updates to lessons or materials. Evidence of achievement may include occasional updates to materials, informal notes showing use of research, minimal changes to teaching methods, limited feedback or evidence of impact, few clear links between research and program changes.
Leads or actively engages in research or subject-focused groups and is recognized by peers. Regularly shares research ideas or findings, and others use or request their work. Evidence of achievement may include invitations to present research at meetings or conferences, requests from others for methods, data, or findings, citations or use of work by other researchers, emails or letters showing recognition by peers, or ongoing participation in research groups or networks.	Frequently participates in research or subject-focused groups and shares ideas or findings. Others find their work useful and may use it at times. Evidence of achievement may include presentations or posters at meetings or conferences, sharing reports or findings with peers, some citations or use of their work, feedback from colleagues, participation in research teams or group efforts.	Participates at times in research or subject-focused groups and shares ideas or findings. Evidence of use by others is limited. Evidence of achievement may include attendance at meetings or conferences, occasional sharing of research updates, limited feedback from peers, few examples of others using their work, and minimal involvement in group research activities.
Shows ongoing, clear benefits across programs or locations, such as better results, stronger programs, or improved effectiveness. Evidence shows that successful efforts continue, grow, or are used in	Shows clear benefits in more than one program or location, such as better results or improved effectiveness. Evidence shows some continued use or growth. Evidence of achievement may include	Shows some benefits in a program or location, such as small improvements in results or effectiveness. Evidence of continued use or growth is limited.

other places. Evidence of achievement may include data showing repeated improvements in outcomes, programs that expand to new areas, examples of replication, reports showing growth or increased capacity, or strong feedback showing lasting impact.	data showing positive results in programs, programs continuing or improving over time, examples of use in other locations, reports showing progress or improvement, feedback showing the work was helpful.	Evidence of achievement may include basic data showing some improvement, limited examples of program continuation, few signs of use in other locations, minimal reports of progress, general feedback from participants.
Receives a local, state, or regional research award showing strong and widely recognized research performance.	Receives a research award at the department, county, or organizational level showing recognized research excellence.	Receives a nomination or local recognition for research, showing positive performance.
Professor		
Documents three or more (significant contribution)/two or more (reasonable contribution) below:	Documents three or more (significant contribution)/two or more (reasonable contribution) below:	Documents two or more (significant contribution)/one or more (reasonable contribution) below:
Frequently or consistently serves as a lead (PI) on local or state research projects and helps guide all parts of the work, including planning, carrying it out, and sharing results. Evidence of achievement may include listing as PI or co-PI on grants or proposals, project plans or reports showing leadership in design and implementation, or results showing results, documentation of project outcomes or impacts.	Often serves as a co-PI or key team member on local or state research projects. Assists with planning, carrying out, or sharing parts of the project. Evidence of achievement may include named role on project teams or grant documents, contributions to project plans or reports.	Takes part in local or state research projects as a team member. Contributes to project tasks, with a limited leadership role. Evidence of achievement may include participation listed in project materials, limited involvement in sharing results, and assistance with basic project tasks.
Frequently or consistently authors publications that support adoption of recommended practices or actions, with some documentation that audiences are using or applying the information. Evidence of achievement may include publications, clear proof that audiences have adopted practices, use of materials across counties or programs, data showing changes in behavior or actions, strong feedback or examples of use. - County faculty – 1 publication per year - State faculty – 2 publications per year	Regularly co-authors publications that support recommended practices. There is some evidence that audiences are using or applying the information. Evidence of achievement may include publications, follow-up results showing use, indication of materials being used in other programs, feedback showing usefulness, examples of adoption in some groups. - County faculty – 1 publication per year - State faculty – 2 publications per year	Sometimes contributes to publications that support recommended practices. Evidence of use by audiences is limited or unclear. Evidence of achievement may include limited or informal feedback from users, few examples of people using the information, limited follow-up data on use or impact. - County faculty – 1 publication per year - State faculty – 2 publications per year

Authors peer-reviewed or refereed journal articles or conference proceedings related to Extension, teaching, or applied work, demonstrating meaningful contribution to the content. Evidence of achievement may include proceedings, sections of the publication the faculty member wrote, links or PDFs of final publications, documentation of peer review (e.g., acceptance letters, reviewer feedback), downloads, views, or sharing metrics, use of findings in Extension programs or teaching materials. • County faculty – 1 presentation per year • State faculty – 2 presentations per year	Contributes as a co-author to peer-reviewed or refereed journal articles or conference proceedings, typically as part of a team. Evidence of achievement may include publications, materials used by other counties or programs, feedback from educators, participants or partners, records of downloading or sharing. (County or state faculty, 1 publication or evidence of continued work toward 1 publication per year) • County faculty – 1 presentation per year • State faculty – 2 presentations per year	Contributes to peer-reviewed Extension materials at times. Work supports program or audience needs, but output or independence is limited. Evidence of achievement may include occasional publications or small contributions, limited data on feedback or use, and few examples of distribution or adoption. • County faculty – 1 presentation per year • State faculty – 2 presentations per year
Produces practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.) on a consistent basis, demonstrating growing independence in authorship and alignment with program or audience needs. Evidence of achievement may include listing as first or lead author on publications, materials used across counties, programs, or audiences, clear alignment with program needs or audience feedback. • County faculty – 1 publication per year • State faculty – 2 publications per year	Contributes as a co-author to practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.) that support teaching and program delivery. Evidence of achievement may include co-author on publications, production of materials over time, feedback from users, records of distribution, downloads, or sharing. • County faculty – 1 publication per year • State faculty – 2 publications per year	Contributes to the development of practical, peer-reviewed Extension publications (e.g., fact sheets, CEOS lessons, white papers, toolkit components, method papers, needs assessments, demonstration project reports, etc.), typically as a team member. Evidence of achievement may include listing as a contributor, use mainly within the faculty member's own programs, limited feedback, examples of sharing. • County faculty – 1 publication per year • State faculty – 2 publications per year
Frequently or consistently delivers (individually) research-based or scholarly presentations at regional, state or national conferences that reflect Extension, teaching, or applied program work. Evidence of achievement may include sections of the presentation to which the faculty member	Regularly presents research-based or scholarly work at regional, state, or national conferences as part of collaborative efforts. Evidence of achievement may include sections of the presentation to which the faculty member contributed, documentation of peer review (e.g., acceptance letters, reviewer feedback).	Participates in scholarly presentations at local, regional, or statewide conferences as a contributing team member. Evidence of achievement may include copies of sides, posters, or handouts, links to recorded presentations, audience feedback or session evaluations.

contributed, documentation of peer review (e.g., acceptance letters, reviewer feedback). - County faculty – 1 presentation per year - State faculty – 2 presentations per year	- County faculty – 1 presentation per year - State faculty – 2 presentations per year	- County faculty – 1 presentation per year - State faculty – 2 presentations per year
Plays a clear role in a patent, licensing, or commercialization effort and helps move the work forward, such as developing, improving, or putting a product into use. Evidence of achievement may include named role on patent, license, or commercialization project, documentation of work on product development or refinement, reports, agreements, or project summaries, feedback or results showing impact of the product or effort.	Contributes to a project that leads to a patent, licensing, or commercialization effort, such as helping with development, testing, or documentation. Evidence of achievement may include listing as part of the project team, contributions to testing or documentation, drafts or reports showing improvement, and some connection to the final patent or product.	Takes part in a project related to a patent, licensing, or commercialization effort, with a limited role in the process. Evidence of achievement may include documentation of participation in project activities, assistance with basic tasks, acknowledgment in team reports or materials, little involvement in the final outcomes.
Uses research to improve teaching programs. Makes updates to lessons, materials, or teaching methods based on what the research shows. Evidence of achievement shows clear changes, such as new content, updated materials, or better teaching approaches. Evidence of achievement may include revised lesson plans or updated curriculum materials, new contents added based on research findings, documentation showing changes to teaching methods, data or feedback showing improved learning results, reports linking research to program updates.	Uses research to make some improvements to teaching programs. Updates lessons, materials, or teaching methods in a few areas. Evidence of achievement may include some updated materials or lesson plans, small changes to content or teaching approaches, notes or examples showing use of research, feedback showing the changes were helpful, and limited data on learning improvements.	Uses research in a limited way to support teaching programs. Makes few or minor updates to lessons or materials. Evidence of achievement may include occasional updates to materials, informal notes showing use of research, minimal changes to teaching methods, limited feedback or evidence of impact, few clear links between research and program changes.
Leads or actively engages in research or subject-focused groups and is recognized by peers. Regularly shares research ideas or findings, and others use or request their work. Evidence of achievement may include invitations to present research at meetings or conferences, requests from others for methods, data, or findings, citations or use	Frequently participates in research or subject-focused groups and shares ideas or findings. Others find their work useful and may use it at times. Evidence of achievement may include presentations or posters at meetings/conferences, sharing findings with peers, citations or use of their work, feedback	Participates at times in research or subject-focused groups and shares ideas or findings. Evidence of use by others is limited. Evidence of achievement may include occasional sharing of research updates, limited feedback from peers, few examples of others

of work by other researchers, emails or letters showing recognition by peers, or ongoing participation in research groups or networks.	from colleagues, participation in research teams or group efforts.	using their work, minimal involvement in group research activities.
Shows ongoing, clear benefits across programs or locations, such as better results, stronger programs, or improved effectiveness. Evidence shows that successful efforts continue, grow, or are replicated. Evidence of achievement may include data showing repeated improvements in outcomes, programs that continue or expand, examples of programs being replicated, reports showing growth or increased capacity, or strong feedback showing lasting impact.	Shows clear benefits in more than one program or location, such as better results or improved effectiveness. Evidence shows some continued use or growth. Evidence of achievement may include data showing positive results in multiple programs, programs improving over time, some examples of replication, progress or improvement, positive feedback.	Shows some benefits in a program or location, such as small improvements in results or effectiveness. Continued use or growth is limited. Evidence of achievement may include basic data showing limited improvement, few signs of replication, minimal reports of progress, general feedback from participants.
Receives a local, state, or regional research award showing strong and widely recognized research performance.	Receives a research award at the department, county, or organizational level showing recognized research excellence.	Receives a nomination or local recognition for research, showing positive performance.

****An Unsatisfactory (non-meritorious) rating at every level is defined as work that does not meet workload requirements in the faculty member's approved plan of work and/or that does not include evidence of documented outcomes.***

Service		
Instructor		
Excellent (Meritorious)	Good (Meritorious)	Satisfactory (Non-meritorious)
Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant cont.); one or more (reasonable cont.) below:
Quantity of service exceeds expectations based on approved plan of work (ex: numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained, etc.)	Quantity of service exceeds expectations based on approved plan of work (ex: numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained, etc.)	Quantity of service meets expectations based on approved plan of work (ex: numbers of events planned/managed, committees/task forces/teams served on/led, students recruited and/or retained, etc.)
Demonstrates clear results from Extension work in the short-term and some medium-term, such as people using new practices or changing their behavior. Evidence of achievement shows results across programs or groups and early signs of public benefit.	Demonstrates clear short-term results from Extension programs, such as people gaining knowledge, planning to change behavior, or taking first steps to act. Evidence of achievement may include surveys, follow-up responses, or participant feedback showing public benefit.	Demonstrates documented evidence of short-term impacts, such as knowledge gain or awareness. Evidence of achievement may include basic evaluations (e.g., post-program surveys, and participant feedback).
Provides consistent and meaningful service beyond the local level, including active roles in county, state or regional efforts (e.g., committee member with defined responsibilities, event coordination, or initiative support). Evidence of achievement may include records of helping run state or regional events, descriptions of roles, positive feedback from peers, supervisors, and evidence that the work supported successful outcomes. County faculty - ≥ 5 events per year	Regularly participates in service activities beyond the local level (e.g., county, multi-county, regional, or state committees, events, or initiatives). Demonstrates consistent contribution to efforts that extend beyond the faculty member's primary assignment. Evidence of achievement may include examples of tools and resources shared across counties, recognition from event planners, evidence that the work supported successful outcomes. County faculty – 4 events per year	Participates in service activities primarily at the county or local level, with occasional involvement beyond the local level (e.g., assisting with state or regional events or committees). Evidence of achievement may include acknowledgment of participation and support, documentation of involvement in program or event, positive recognition. County faculty – 3 events per year

Serves in consistent and meaningful roles in county, regional, or state organizations, including leading specific tasks, subcommittees, or initiatives. Evidence of achievement may include documentation of serving in a lead role, reports or summaries of projects, initiatives, or tasks completed, emails or evaluations noting contributions, positive feedback from organizational leaders or members. County or state faculty - 2 incidences per year	Regularly serves on committees or in organizations beyond the local level (e.g., multi-county or state groups). May take on minor leadership responsibilities (e.g., coordinating a task, leading a segment, or assisting with planning). Evidence of achievement may include reports or summaries of projects, initiatives, or tasks completed, emails or evaluations noting contributions, positive feedback from organizational leaders or members. County or state faculty – 2 incidences per year	Participates in committee service or organizational activities at the county or local level, with occasional involvement in regional or state efforts. Defined roles are primarily member or contributor. Evidence of achievement may include project reports or summaries, initiatives, tasks completed, emails or evaluations noting contributions, positive feedback from organizational leaders or members. County or state faculty - 2 incidences per year
Regularly leads or co-leads service activities that lead to clear results, such as finished projects, better processes, or successful events across multiple efforts. Evidence shows a willingness to take on more responsibility over time. Evidence of achievement may include completed projects or initiatives across multiple efforts, improved processes or systems, successful events with clear outcomes, documentation of leadership roles or increased responsibility, and feedback showing strong performance. County faculty - ≥ 5 events per year	Often contributes to service activities that lead to clear results, such as completed tasks, improved processes, or successful events. Evidence of achievement may include completed tasks or contributions to projects, some improvements to processes or programs, successful events, records showing steady involvement, feedback showing dependable performance. County faculty - 4 events per year	Contributes at times to service activities, helping complete tasks or support events. Results are limited or not consistent. Evidence of achievement may include participation in service activities or events, completion of assigned tasks, limited examples of process improvement, basic records of involvement, general feedback from team members. County faculty - 3 events per year
Regularly uses input from service roles (e.g., advisory groups, committees, partners) to improve Extension programs or events across different efforts. Evidence of achievement may include records of improved participation, or feedback, changes made to programs or events based on lessons learned, updated plans, materials, or	Often uses lessons learned from service roles (e.g. advisory groups, committees, partners) to improve Extension programs or events across more than one effort. Evidence of achievement may include updates to programs or events based on service experience, notes or reports showing how ideas were applied, improved participation or feedback, application of	Participates in service activities (e.g., advisory groups, committees, partnerships) that inform Extension programming or events. Evidence of achievement includes informal notes showing ideas that were used, limited changes in results or feedback, few

processes, application of improvements across events, programs, or efforts, feedback from partners or team members.	improvements across events or programs, feedback from partners or team members.	examples of use across programs, general feedback from participants or colleagues.
Demonstrates ongoing involvement in service roles in the field, with clear recognition from peers. Evidence of achievement may include invitations to serve on committees or groups, requests to accept roles or help with projects, positive comments from peers, leaders, or partners, evaluations or reviews noting service contributions.	Demonstrates regular involvement in service work in the field, including active roles on committees, work groups, or organizations. Evidence of achievement may include invitations to serve on committees or groups, requests to accept roles or help with projects, positive comments from peers, leaders, or partners, evaluations or reviews noting service contributions.	Participates in service work in the field, such as serving on a committee or helping with assigned tasks. Evidence of achievement may include emails showing assigned work, notes showing contributions during meetings, general comments from team members or leaders, or acknowledgment of participation.
Secures external or internal funding on a consistent basis to support and enhance service programs, such as multiple funding sources or repeat awards, resulting in expanded reach, improved program quality, or increased sustainability of service efforts.	Secures external or internal funding, independently or collaboratively, that supports and expands service programs through increased reach, enhanced materials, or additional program offerings.	Modest funding is secured to support and amplify service programs. Evidence of achievement may include local grant applications showing involvement, documentation of fundraising efforts.
Demonstrates a defined role in managing funds, with evidence that funding supports expanded or improved service activities. Evidence of achievement may include budgets or spending reports showing how funds were used, records showing responsibility for a budget or specific funding source, evidence that funding led to new or improved programs or services.	Assists with managing funds (e.g., coordinating purchases, supporting delivery of activities). Evidence of achievement may include budgets or spending reports showing how funds were used, evidence that funding led to new or improved programs or services, success stories tied to funded efforts.	Has a limited or supporting role in managing funds. Contributes to how funds are used for service activities. Evidence of achievement may include records showing support roles in managing funds, basic financial or project summaries showing involvement.
Consistently supports service work that leads to clear results and can be repeated across different activities or events. Evidence of achievement may include evidence that tasks lead to completed projects, events, or improvements, positive feedback from participants, partners, or leaders.	Contributes to service work that leads to clear, documented results, such as better programs, more participation, improved resources, or stronger partnerships. Evidence of achievement may include new or updated tools or services, evidence that	Helps with service work that supports results, such as completing tasks or assisting with programs, but results are limited or not consistent across activities. Evidence of achievement may include basic records of involvement,

	resources are easier to use or reach, positive feedback from participants, partners, or leaders.	examples of program improvements or outcomes, positive feedback.
Receives a local or statewide service award showing strong and widely recognized service performance.	Receives a local service award showing recognized service excellence.	Receives a nomination or local recognition for service, showing positive performance.
Assistant Professor		
Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant cont.); one or more (reasonable cont.) below:
Quantity of service exceeds expectations based on approved plan of work by 20% (e.g., numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained)	Quantity of service exceeds expectations based on approved plan of work by 10% (e.g., numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained)	Quantity of service meets expectations based on approved plan of work (e.g., numbers of events planned/managed, committees/task forces/teams served on/led, students recruited and/or retained)
Demonstrates consistent short- and medium-term impacts, with some evidence of longer-term outcomes (e.g., sustained behavior change, organizational improvements). Evidence of achievement shows impact across multiple programs or audiences and clear public benefit.	Demonstrates documented short- and medium-term impacts, such as behavior change, adoption of practices, or actions taken by participants. Evidence of achievement clearly links programs to public value (e.g., improved decisions, practices, or outcomes).	Provides documented evidence of short-term impacts and emerging medium-term impacts, such as reported behavior change or initial adoption of practices. Evidence of achievement shows a clear connection between programming and early outcomes.
Demonstrates consistent and meaningful contributions in state or regional service, including coordination or leadership of specific activities, committees, or initiatives. Evidence shows increasing visibility and responsibility. Evidence of achievement may include, leadership of service efforts or projects, documentation of growing responsibilities over time, invitations to	Regularly contributes to state or regional service, including helping with activities, committees, or initiatives. Shows growing involvement and some responsibility. Evidence of achievement may include active membership on committees, contributions to projects, tasks, or events, some leadership roles (e.g., leading a task or sub-group), feedback indicating steady and reliable	Participates in state or regional service activities, committees, or initiatives. Involvement is consistent but with limited responsibility or leadership. Evidence of achievement may include documentation of completed tasks, basic roles on

serve/lead at higher levels. (County or state faculty 2 events per year) County faculty - ≥ 5 events per year	contributions. (County or state faculty 2 events per year) County faculty - 4 events per year	committees, general feedback from team members. County faculty - 3 events per year
Demonstrates consistent involvement in regional or state organizations, including leadership roles (e.g., committee chair, project lead, or coordinator). Evidence of achievement may include documentation of serving as chair, lead, or coordinator, leading meetings, projects, or initiatives, invitations to take on leadership roles, positive feedback recognizing impact. County or state faculty - 2 incidences per year	Regularly participates in regional or state organizations and takes on some leadership roles or responsibilities. Evidence of achievement may include documentation of leadership of subcommittees or parts of projects, minor responsibilities for events or activities, feedback demonstrating reliable involvement. County or state faculty – 2 incidences per year	Participates in regional or state organizations, with limited leadership roles or responsibilities. Evidence of achievement may include committee membership, completion of assigned tasks, and general feedback from group members. County or state faculty - 2 incidences per year
Regularly helps lead service activities that lead to clear results, such as finished projects, better processes, or successful events across multiple efforts. Evidence shows a willingness to take on more responsibility over time. Evidence of achievement may include completed projects or initiatives across multiple efforts, improved processes or systems, successful events with clear outcomes, documentation of leadership roles or increased responsibility, feedback showing reliability and strong performance. County faculty - ≥ 5 activities per year	Often contributes to service activities that lead to clear results, such as completed tasks, improved processes, or successful events. Evidence of achievement may include completed tasks or contributions to projects, some improvements to processes or programs, successful events, records showing steady involvement, feedback showing dependable performance. (County or state faculty 2 events per year) County faculty - 4 activities per year	Contributes at times to service activities, helping complete tasks or support events. Results are limited or not consistent. Evidence of achievement may include participation in service activities or events, completion of assigned tasks, limited examples of process improvement, basic records of involvement, general feedback from team members. County faculty - 3 activities per year

Consistently uses input from service roles (e.g., advisory groups, committees, partners) to improve Extension programs, with documented evidence such as revised content, improved delivery methods, or stronger evaluation results. Evidence of achievement may include records of improved participation, changes made to programs or events based on input or lessons learned, updated plans, materials, or processes, application of improvements across events, programs, or efforts, feedback from partners or team members.	Often uses lessons learned from service roles to improve Extension programs or events across more than one effort. Evidence of achievement may include some updates to programs or events based on service experience, notes or reports showing how ideas were applied, improved participation or feedback after changes, application of improvements across events, programs, or efforts, feedback from partners or team members.	Participates in service activities (e.g., advisory groups, committees, partnerships) that inform Extension programming or events. Evidence of achievement includes informal notes showing ideas were used, limited changes in results or feedback, few examples of use across programs, general feedback from participants or colleagues.
Demonstrates ongoing involvement in service roles in the field, with clear recognition from peers. Evidence of achievement may include invitations to serve on committees or groups, requests to accept roles or help with projects, positive comments from peers, leaders, or partners, evaluations or reviews noting service contributions.	Demonstrates regular involvement in service work in the field, including active roles on committees, work groups, or organizations. Evidence of achievement may include invitations to serve on committees, requests to accept roles or help with projects, positive comments from peers, leaders, or partners, evaluations or reviews.	Participates in service work in the field, such as serving on a committee or helping with assigned tasks. Evidence of achievement may include emails showing assigned work, notes showing contributions during meetings, general comments from team members or leaders.
Secures external or internal funding on a consistent basis to support and enhance service programs, such as multiple funding sources or repeat awards, resulting in expanded reach, improved program quality, or increased sustainability of service efforts.	Secures external or internal funding, independently or collaboratively, that supports and expands service programs through increased reach, enhanced materials, or additional program offerings.	Modest funding is secured to support and amplify service programs. Evidence of achievement may include local grant applications showing involvement, documentation of fundraising efforts.
Demonstrates a defined role in managing funds, with evidence that funding supports expanded or improved service activities. Evidence of achievement may include budgets or spending reports showing how funds were used, records showing responsibility for a budget or specific funding source, evidence that funding led to new or improved programs/services.	Assists with managing funds (e.g., coordinating purchases, supporting delivery of activities). Evidence of achievement may include budgets or spending reports showing how funds were used, evidence that funding led to new or improved programs or services, success stories tied to funded efforts.	Has a limited or supporting role in managing funds. Contributes to how funds are used for service activities. Evidence of achievement may include records showing support roles in managing funds, basic financial or project summaries showing involvement.

Contributes to service work that leads to clear, documented benefits to the university, society, or profession, such as stronger partnerships, or enhanced services for stakeholders. Evidence of achievement may include new or updated tools or services, evidence that resources are easier to use or reach, positive feedback from participants, partners, or leaders.	Regularly contributes to service activities that yield tangible and documented benefits to the university, society, or profession, such as improved practices, better programs, more participation, improved resources, or stronger partnerships. Evidence of achievement may include documentation of completed projects, events, or improvements, positive feedback.	Consistently supports service work that leads to clear results and can be repeated across different activities or events. Evidence of achievement may include basic records of involvement, examples of program improvements or outcomes, and some feedback.
Receives a local or statewide service award showing strong and widely recognized service performance.	Receives a local service award showing recognized service excellence.	Receives a nomination or local recognition for service, showing positive performance.
Associate Professor		
Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant cont.); one or more (reasonable cont.) below:
Quantity of service exceeds expectations based on approved plan of work by 20% (ex: numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained, etc.)	Quantity of service exceeds expectations based on approved plan of work by 10% (ex: numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained, etc.)	Quantity of service meets expectations based on approved plan of work (ex: numbers of events planned/managed, committees/task forces/teams served on/led, students recruited and/or retained, etc.)
Demonstrates consistent medium-term impacts, with some evidence of longer-term outcomes (e.g., sustained behavior change, organizational improvements). Evidence of achievement shows impact across multiple programs or audiences and clear public benefit.	Demonstrates documented short- and medium-term impacts, such as behavior change, adoption of practices, or actions taken by participants. Evidence of achievement clearly links programs to public value (e.g., improved decisions, practices, or outcomes).	Provides documented evidence of short-term impacts and emerging medium-term impacts, such as reported behavior change or initial adoption of practices. Evidence of achievement shows a clear connection between programming and early outcomes.

Demonstrates consistent and meaningful contributions in local, state, regional, or national service, including coordination or leadership of specific activities, committees, or initiatives. Evidence shows increasing visibility or responsibility. Evidence of achievement may include leadership of service efforts or projects, documentation of growing responsibilities over time, invitations to serve or lead at higher levels. County faculty - ≥ 5 events per year	Regularly contributes to local, state or regional service, including helping with activities, committees, or initiatives. Shows growing involvement and some responsibility. Evidence of achievement may include contributions to projects, tasks, or events, some leadership roles, feedback indicating steady and reliable contributions. County faculty - 4 events per year	Participates in local, state or regional service activities, committees, or initiatives. Involvement is consistent but with limited responsibility or leadership. Evidence of achievement may include documentation of completed tasks, basic roles on committees, general feedback from team members. County faculty - 3 events per year
Demonstrates sustained leadership in county, regional, state, or national organizations, regularly serving in key roles and helping lead projects, or initiatives. Evidence of achievement may include documentation of serving as chair or lead, shaping decisions, projects, or initiatives, invitations to take on high-level leadership roles, positive feedback recognizing impact. County or state faculty – 2 incidences per year	Regularly participates in county, regional, state, or national organizations and takes on some leadership roles or responsibilities. Evidence of achievement may include documentation of leadership of subcommittees or parts of projects, minor responsibilities for events or activities, feedback demonstrating reliable involvement. County or state faculty – 2 incidences per year	Participates in county, regional, state, or national organizations, with limited leadership roles or responsibilities. Evidence of achievement may include committee membership, completion of assigned tasks, and general feedback from group members. County or state faculty 2 incidences per year)
Regularly leads or plays a key role in service activities that produce clear results, such as improved processes, successful events, or stronger programs across multiple efforts. Evidence of achievement may include completed tasks or contributions to projects, improvements to processes or programs, successful events, records showing steady involvement, invitations to take on larger or more visible roles. County faculty - ≥ 5 activities per year	Contributes at times to service activities, helping complete tasks or support events. Results are limited or not consistent. Evidence of achievement may include participation in service activities or events, completion of assigned tasks, limited examples of process improvement, basic records of involvement, general feedback from team members. County faculty – 4 activities per year	Regularly helps with service activities that lead to clear results, such as finished projects, better processes, or successful events across multiple efforts. Evidence of achievement may include completed projects or initiatives, successful events with clear outcomes, feedback showing reliability. County faculty – 3 activities per year

Demonstrates strong, sustained service leadership in the field such as chairing committees, leading task forces, or coordinating organizational efforts. Evidence of achievement may include documentation of serving as committee chair, team lead, or project coordinator, evidence that goals were met, documented improvements to processes, policies, or programs, invitations to serve in larger or more visible roles. County or state faculty - 2 incidences per year	Regularly contributes to service work in the field, including active roles on committees, work groups, or organizations at the regional or state level. Evidence of achievement may include documented recognition from peers related to leadership efforts, invitations to serve in leadership roles, documentation of successful projects, positive recognition. County or state faculty – 2 incidences per year	Maintains ongoing service involvement in the field, including roles on committees, work groups, or organizations at the local, regional, or state level with defined roles. Evidence of achievement may include descriptions of service work, examples of work on logistics, set up, coordination. County or state faculty – 2 incidences per year
Consistently uses input from service roles (e.g., advisory groups, committees, partners) to improve Extension programs. Evidence of achievement may include improved delivery methods, stronger evaluation results, changes made to programs or events based on input, updated plans, materials, or processes, feedback from partners or team members.	Often uses lessons learned from service roles to improve Extension programs or events across more than one effort. Evidence of achievement may include updates to programs or events, notes or reports showing how ideas were applied, improved participation or feedback after changes, application of improvements across events, programs, or efforts, feedback from partners or team members.	Participates in service activities (e.g., advisory groups, committees, partnerships) that inform Extension programming or events. Evidence of achievement includes informal notes showing ideas were used, limited changes in results or feedback, a few examples of use across programs, general feedback from participants or colleagues.
Secures external or internal funding on a consistent basis to support and enhance service programs, such as multiple funding sources or repeat awards, resulting in expanded reach, improved program quality, or increased sustainability of service efforts.	Secures external or internal funding, independently or collaboratively, that supports and expands service programs through increased reach, enhanced materials, or additional program offerings.	Modest funding is secured to support and amplify service programs. Evidence of achievement may include local grant applications showing involvement, documentation of fundraising efforts.
Demonstrates a defined role in managing funds, with evidence that funding supports expanded or improved service activities. Evidence of achievement may include budgets or spending reports showing how funds were used, records showing responsibility for a budget or specific funding	Assists with managing funds (e.g., coordinating purchases, supporting delivery of activities). Evidence of achievement may include budgets or spending reports showing how funds were used, evidence that	Has a limited or supporting role in managing funds. Contributes to how funds are used for service activities. Evidence of achievement may include records showing support roles in managing funds, basic financial or

source, evidence that funding led to new or improved programs or services.	funding led to new or improved programs or services, success stories tied to funded efforts.	project summaries showing involvement.
Regularly leads or plays a key role in service activities that produce clear results, such as improved processes, successful events, or stronger programs across multiple efforts. Evidence of achievement may include completed tasks or contributions to projects, improvements to processes or programs, successful events, records showing steady involvement, invitations to take on larger or more visible roles.	Contributes at times to service activities, helping complete tasks or support events. Results are limited or not consistent. Evidence of achievement may include participation in service activities or events, completion of assigned tasks, limited examples of process improvement, basic records of involvement, general feedback from team members	Regularly helps with service activities that lead to clear results, such as finished projects, better processes, or successful events across multiple efforts. Evidence of achievement may include completed projects or initiatives, successful events with clear outcomes, feedback showing reliability.
Receives a local or statewide service award showing strong and widely recognized service performance.	Receives a local service award showing recognized service excellence.	Receives a nomination or local recognition for service, showing positive performance.

Professor		
Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant contribution); two or more (reasonable contribution) below:	Documents three or more (significant cont.); one or more (reasonable cont.) below:
Quantity of service exceeds expectations based on approved plan of work by 20% (numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained, etc.)	Quantity of service exceeds expectations based on approved plan of work by 10% (numbers of events planned and managed, committees/task forces/teams served on or led, students recruited and/or retained, etc.)	Quantity of service meets expectations based on approved plan of work (numbers of events planned/managed, committees/task forces/teams served on/led, students recruited and/or retained, etc.)

Demonstrates sustained, high-impact medium-, and long-term outcomes with clear public value such as widespread adoption, lasting behavior or system change, or significant community or economic impact. Evidence of achievement may include records of widespread use or follow-up data showing continued use of programs, practices or systems over time.	Shows clear medium- or long-term outcomes, such as continued use of programs, changes in behavior, or positive community impact in more than one setting. Evidence of achievement may include continued adoption of practices, examples of behavior change among participants, data showing positive results in groups or programs.	Shows some outcomes from programs such as short-term changes or limited examples of continued use or impact. Evidence of achievement may include basic data showing short-term results, examples of what participants learned, small or isolated behavior change.
Regularly leads or co-leads state, regional, or national service , including leading committees, or initiatives. Shows high-level involvement and responsibility. Evidence of achievement may include contributions to projects, tasks, or events, feedback indicating steady and reliable contributions, repeated invitations to lead at higher levels. County faculty ≥ 5 events per year	Demonstrates consistent and meaningful contributions in state, regional, or national service , including coordination/leadership of specific activities, committees, or initiatives. Evidence of achievement may include leadership roles, leadership of service efforts or projects, invitations to serve or lead at higher levels. County faculty 4 events per year	Participates in state or regional service activities, committees, or initiatives. Involvement is consistent but with limited responsibility or leadership. Evidence of achievement may include documentation of completed tasks, basic roles on committees, general feedback. County faculty 3 events per year
Demonstrates strong, sustained service leadership in the field on the county, regional, state, or national level such as chairing committees, leading task forces, or coordinating organizational efforts. Evidence of achievement may include documentation of serving as committee chair, team lead, or project coordinator, evidence that goals were met, documented improvements to processes, policies, or programs, invitations to serve in larger or more visible roles. County or state faculty 2 incidences per year	Regularly contributes to service work in the field at the county, regional, state, or national level , including active roles on committees, work groups, or organizations at the regional or state level. Evidence of achievement may include documented recognition from peers related to leadership efforts, invitations to continue serving in leadership roles, documentation of successful projects, positive recognition. County or state faculty 2 incidences per year	Maintains ongoing service involvement in the field at the county, regional, state, and national level including roles on committees, work groups, or organizations at the local, regional, or state level with defined roles. Evidence of achievement may include descriptions of service work, examples of work on logistics, set up, coordination, etc. County or state faculty 2 incidences per year

Demonstrates sustained, high-level leadership in county, state, regional, or national organizations, including major roles. Evidence of achievement may include strategic plans, reports, or policies with clear role of leadership, successful, large-scale projects led, evidence of influence across the state, multiple states, or regions, invitations to serve in top leadership roles, positive feedback from members, officers, or partner organizations. County or state faculty 2 incidences per year	Demonstrates sustained service in county, state, regional, or national organizations, including significant leadership or coordination roles. Evidence of achievement may include evidence of coordination or leadership in projects or initiatives, documentation that the faculty member's leadership supported group success, continued selection for key roles, and ongoing contributions across different service roles. County or state faculty 2 incidences per year	Maintains ongoing service involvement at the county, state, regional, or national level, contributing experience and expertise. Evidence of achievement may include membership on committees, contributions to planning events, and supporting roles in coordinating events. County or state faculty 2 incidences per year
Consistently uses input from service roles (e.g., advisory groups, committees, partners) to improve Extension programs. Evidence of achievement may include records of improved attendance, participation, or feedback, changes made to programs or events based on input or lessons learned, updated plans, materials, or processes, application of improvements across events, programs, or efforts, positive feedback	Often uses lessons learned from service roles to improve Extension programs or events across more than one effort. Evidence of achievement may include some updates to programs or events based on service experience, notes or reports showing how ideas were applied, improved participation or feedback after changes, application of improvements across events, programs, or efforts, positive feedback.	Participates in service activities (e.g., advisory groups, committees, partnerships) that inform Extension programming or events. Evidence of achievement includes informal notes showing ideas were used, limited changes in results or feedback, few examples of use across programs, positive feedback.
Contributes to service work that leads to clear, documented benefits to the university, society, or profession, such as stronger partnerships, or enhanced services for stakeholders. Evidence of achievement may include new or updated tools or services, evidence that resources are easier to use or reach more people, positive feedback.	Regularly contributes to service activities that yield tangible and documented benefits to the university, society, or profession, such as improved practices, better programs, more participation, improved resources, or stronger partnerships. Evidence of achievement may include documentation of completed projects, events, or improvements, positive feedback.	Consistently supports service work that leads to clear results and can be repeated across different activities or events. Evidence of achievement may include basic records of involvement, examples of program improvements or outcomes, positive feedback.
Secures external or internal funding on a consistent basis to support and enhance service programs, such as multiple funding sources or repeat awards, resulting in expanded reach, improved program quality, or increased sustainability of service efforts.	Secures external or internal funding, independently or collaboratively, that supports and expands service programs through increased reach, enhanced materials, or additional program offerings.	Modest funding is secured to support and amplify service programs. Evidence of achievement may include local grant applications showing involvement, documentation of fundraising efforts.

Demonstrates a defined role in managing funds, with evidence that funding supports expanded or improved service activities. Evidence of achievement may include budgets or spending reports showing how funds were used, records showing responsibility for a budget or specific funding source, Evidence that funding led to new or improved programs or services.	Assists with managing funds (e.g., coordinating purchases, supporting delivery of activities). Evidence of achievement may include budgets or spending reports showing how funds were used, evidence that funding led to new or improved programs or services, success stories tied to funded efforts.	Has a limited or supporting role in managing funds. Contributes to how funds are used for service activities. Evidence of achievement may include records showing support roles in managing funds, basic financial or project summaries showing involvement.
Consistently leads or co-leads service activities that produce clear results, such as improved processes, successful events, or stronger programs. Evidence of achievement may include improvements to processes/programs, invitations to take on larger or more visible roles.	Regularly co-leads or plans service activities that lead to clear results, such as finished projects, better processes, or successful events. Evidence of achievement may include completed projects or initiatives, successful events with clear outcomes, feedback showing reliability.	Contributes at times to service activities, helping complete tasks or support events. Evidence of achievement may include assistance with service activities, completion of assigned tasks, and examples of process improvement.
Receives a local or statewide service award showing strong and widely recognized service performance.	Receives a local service award showing recognized service excellence.	Receives a nomination or local recognition for service, showing positive performance.

****An Unsatisfactory (non-meritorious) rating at every level is defined as work that does not meet workload requirements in the faculty member's approved plan of work and/or that does not include evidence of documented outcomes.***