

**Statement on Evidences of Activity in Instruction, Research and Extension that are
Appropriate for Use in Evaluation of Faculty
Candidates for Promotion and Tenure**
**Approved by the Faculty of the College of Agriculture, Food and Environment
Department of Animal and Food Sciences
November 19, 2009**

General Information

University regulations establish criteria for promotion and tenure. These criteria are framed in terms of the expectation for excellence across all areas of assigned activity. The Department of Animal and Food Sciences expects these criteria to be applied rigorously to all faculty title series. However, Department of Animal and Food Sciences faculty vary with regard to disciplinary expertise as well as extension, research and instruction Distribution of Effort. Therefore, specific evidences of activity to be considered in applying these criteria may vary greatly, particularly among mission areas. This statement on evidences should not be considered as inconsistent with or contradictory to university-level or to college-level regulations, nor with the criteria expressed therein.

This statement of activities applies to evaluations at all ranks, although evidences of activity demonstrating potential, professional advancement and trajectory of program development are weighted heavily for Assistant Professors being evaluated for progress toward tenure. Whereas, evidences of career achievement, sustained scholarly record, and documented impact will be factored more heavily for evaluation of Associate and Full Professors.

Scholarly Productivity

Scholarly productivity is most often documented through written works. Original research articles, translational or extension publications, reviews, book chapters, books and publications about instruction and pedagogy may all be examples of scholarly productivity as appropriate to the field and assignment. Non-traditional scholarly products using web-based or other electronic formats will also be considered.

In all cases, those works that have been rigorously peer-reviewed and are creative or original will be given more weight. This applies to work derived from research, instruction or extension assignments.

In extension, most forms of information delivery, including educational meetings, workshops, field days, webinars, newsletters, agent training, even individual responses and contacts, are considered evidence of activity and should be reported and will be considered in evaluations.

For instruction, evidence of productivity includes delivery of formal courses and student contact hours, development of materials, as well as support of student engagement, experiential education, organized student activities, professional development and advising.

Quality, Innovation and Impact

Both the submitted narrative and the record should demonstrate that the overall program has direction, focus and originality, and where possible documented impact. Publication in highly selective, rigorously refereed outlets can be an important metric of quality of scholarly works. Citation index and journal metrics are becoming more frequently used as quality measures in some cases but may not apply to all situations.

Research faculty are expected to establish a coherent body of work, focused on one or a small number of significant topics, as opposed to an unrelated collection of articles or materials. In some cases, particularly for applied research, a broad, diverse portfolio of successful studies is justified on the basis of responsiveness to critical needs. The ability to attract and mentor productive graduate students and post-doctoral scholars may also be considered as evidence of quality and/or impact.

Quality extension programs are characterized by clear direction, relevance and an ability to respond to changing clientele needs. They should be science and research based; and they should employ creative, effective methods of education and communication. Extension programs are associated with high quality materials or works in relevant, appropriate, accessible outlets. Quantitative or at least systematic assessment may be useful in documenting the quality, innovation or impact of extension programming.

Student evaluations of teaching are considered to be a valid, if approximate, index of teaching quality particularly when considered in conjunction with other measures. In instruction, contributions to students beyond the formal classroom (e.g., advising, activities, and positive interaction) can be important evaluation factors. Success and achievement of students and advisees may be considered for teaching assignments. Professional development and teaching improvement activities are considered to document commitment to quality instruction. Peer evaluation of classroom teaching is often used as a formative, rather than a summative tool. A demonstrated record of sustaining scholarly productivity through funding or support for the program as appropriate to the field will be an important factor, particularly for research assignments.

Peer recognition (awards, invitations to serve on review panels, editorial boards, etc.) also is considered as evidence of quality. When available, documented benefits to stakeholders, e.g., changed practice, profit, or quality of life can be important measures for all faculty activities.

Collaborative Efforts, Recognition, Professional Service and Leadership

As leaders of a public land grant institution, faculty of the Department of Animal and Food Sciences are required to be highly accessible, responsive and interactive with peers, students and constituents. Faculty should be expected to engage in collaborative work as appropriate to the advancement of their and the Department's and College's programs. Collaborative efforts within the Animal and Food Sciences Department and the College of Agriculture, Food and Environment are encouraged. Descriptions of collaborative programs should include a list of all participants, and the success and impact of the program should be documented. Special effort

should be made to describe the role of the faculty member (conception, development and/or implementation) and their level of participation (leadership, major, moderate, minor).

Documentation of peer recognition may include significant awards, invitations to make presentations externally, service on national panels or committees, editorial appointments, leadership positions in professional societies, and other indicators. Nationally competitive grants may be significant evidence of peer recognition in many fields.

University, college or department level service may be offered as documentation of leadership in a major DOE area (research, teaching, extension) or it may be evaluated as a special assignment, as agreed upon by the chair and the faculty member.

Exceptional individual performance is typically associated with notable positive impact on the success of students, colleagues, and the department, through leadership and professional service.