

**Statement on Evidence of Activity that is Appropriate for Use in Evaluation of
Faculty Candidates for Promotion and Tenure**
**Approved by the Faculty of Dietetics and Human Nutrition
in the College of Agriculture, Food and Environment on January 19, 2010**

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 expects these criteria to be applied rigorously to all faculty title series. However, department 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 regulations, nor with the criteria expressed therein.

General Criteria for Ranks (UK's AR 2:2-1 7/1/08)

Assistant Professor

Appointment, reappointment, or promotion to the rank of assistant professor shall be made after it has been determined that the individual has earned the terminal degree appropriate to the field of assignment as recognized by the academic discipline, has capability for excellent instruction, research or other creative activity, and service, and demonstrates potential for significant growth. Demonstrating potential, professional advancement and trajectory of program development are weighted heavily for Assistant Professors being evaluated for progress toward tenure.

Associate Professor

Appointment, reappointment, or promotion to associate professor shall be made only after a candidate has met the criteria for assistant professor and has demonstrated high scholarly achievements commensurate with his other assignment in areas of: (1) teaching, advising and other instructional activities; (2) research or other creative activity; (3) professional, university, Cooperative Extension, and public service. Particularly, an indication of continuous improvement and scholastic contributions should be evident as documented by the candidate. Further, the individual should have earned external recognition for excellence in her or his scholarly activities. Where appropriate, this recognition should be on a regional or national level as appropriate to the field of assignment.

Professor

Appointment, reappointment, or promotion to full professor shall be made only after a candidate has met the criteria for associate professor and has demonstrated high scholarly achievements commensurate with his or her assignment in areas of: (1) teaching, advising, and other instructional activities; (2) research or other creative activity; (3) professional, university, Cooperative Extension, and public service. Particularly, such an appointment implies that, in the opinion of colleagues, the candidate's scholarship is excellent and, in addition, she or he has earned a high level of professional recognition. Where appropriate, this recognition should be on a national or international level in the field of assignment. It is further emphasized that this rank is in recognition of attainment rather than length of service.

Standards in Performance

Standards in Scholarly Productivity

1. Original research articles, books, chapters in books, translational or extension publications, works of synthesis (reviews), and publications about instruction and pedagogy. Non-traditional scholarly formats such as web-based, electronic records or juried designs will also be considered.
2. In all cases, works derived from research, instruction or extension assignments that have been rigorously peer-reviewed and are creative or original will be given more weight.
3. First or senior-authored research articles/publications/chapters/books in refereed journals are the best evidence of scholarly productivity.
4. Nationally competitive grants will be significant evidence of peer recognition and scholarly productivity.
5. For instruction, evidence of productivity includes delivery of formal courses and student contact hours, as well as support of student engagement, experimental education, organized student activities, professional development and advising.
6. For extension, curriculum development: multi-unit educational programs with background information for agents, educational pieces for clientele, and evaluation/reporting tools and Extension Lesson Development: one unit educational programs with background information for agents, educational pieces for clientele, and evaluation/reporting tools will be given more weight than fact sheets. Most forms of information delivery should be summarized, reported, and considered in evaluations which include educational meetings, workshops, field days, and individual responses. Chair or Co-Chairing in-service training or other continuing education programs and presentations at in-service training or other continuing education programs will be considered.

Quality, Innovation and Impact

1. Both the submitted narrative and the record should demonstrate that the overall program has direction, focus and originality. For extension faculty this would include areas of focus for program work and summary of impact documented through program evaluation.
2. Publication in highly selective, rigorously refereed or juried outlets will be an important metric of quality of scholarly works. Citation index and journal metrics based on current journal quality criteria may be used if appropriate. Quality extension programs are characterized by responsiveness, direction and relevance; science/research/evidence based; employ creative, effective methods of education and communication; quantitative or systematic assessment desired. Curriculum features including justification for the program, educational activities supporting the written publication (recipes, physical activity, etc.), evaluation approach and tools.
3. Research faculty are generally 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.
4. A demonstrated record of sustaining scholarly productivity through funding or support for the program as appropriate to the field is an important factor for research and extension assignments.

5. External recognition from peers in the field including professional awards from organizations affiliated with food, nutrition hospitality, tourism and Extension; national/regional speaker invitation; and invitations to serve on national committees, review panels and editorial boards.
6. When they are available, documented benefits to stakeholders, e.g., changed practice, profit, or quality of life can be important measures for all faculty activities.
7. 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.

Collaborative Efforts, Recognition, Professional Service and Leadership

1. As leaders of a public, land grant institution, faculty of the department are required to be highly accessible, responsive and interactive with peers, undergraduate and graduate students, and constituents relative to research activities.
2. Documentation will include significant awards, invitations to make external presentations, service on national panels or committees, editorial appointments, participation as journal and grant reviewers, leadership positions in professional societies, and other indicators.
3. Mentoring and advising of graduate students demonstrated in completion of thesis with publications in peer-reviewed journals and conferences increasing the evidence of quality. Exceptional mentoring of faculty and Extension agents.
4. University, college or department level directed service may be offered as documentation of leadership, as agreed upon by the chair and the faculty member. Examples would be service on re-structuring committees or task forces where work will set the stage for future development of the department.