

**Department of Family Sciences Statement of Evidences of Activity in Instruction,
Research, and Extension that are Appropriate for Promotion and Tenure of Faculty
UK College of Agriculture, Food and Environment**

December 4, 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 Family Sciences expects these criteria to apply rigorously to all faculty title series. However, the Department of Family 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 regulations, nor with the criteria expressed therein.

This statement of activities also applies to evaluations at all ranks although evidences of activity demonstrating potential, professional advancement, and trajectory of program development are weighted heavily for promotion from Assistant Professor to Associate Professor. Whereas, evidences of career achievement, sustained scholarly record, and documented impact will be more heavily factored for promotion from Associate to Full Professor.

This statement was approved by a vote of the faculty December 4, 2009 and added to the Department of Family Sciences Rules of Procedure.

Scholarly Productivity

Evidence of scholarly productivity is most often documented through written works. Original research articles, translational or extension publications, works of synthesis (e.g. reviews, monographs, textbooks), and publications about instruction and pedagogy as appropriate to the faculty members discipline and assignment may all be examples of scholarly productivity. Formats such as web-based, electronic resources or juried designs may also be considered as evidence of scholarly work.

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

For extension, many forms of information delivery, in addition to printed and electronic media, including educational meetings, workshops, field days, and individual responses and contacts, are evidence of scholarly productivity and should be summarized, reported and considered in evaluations.

For instruction, evidence of productivity includes delivery of formal classroom and electronic media courses which create student contact hours, and support student engagement. These may include participation in organized student activities, advising, mentoring and or supervising

experiential education and undergraduate and graduate research projects and are evidences of instructional scholarly productivity although are not always documented by written works.

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 or juried outlets can be an important metric of quality of scholarly works. Citation index and journal metrics are becoming more frequently used as quality measures.

Research faculty are generally be 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.

Quality extension programs are characterized by responsiveness, direction and relevance; they are science and research based; they employ creative, effective methods of education and communication. Extension programs should be associated with high quality materials or works in relevant, appropriate, accessible outlets. Quantitative or at least systematic assessment is particularly useful in extension programming.

Student teaching evaluations are considered to be valid, if appropriate, index of teaching quality particularly when considered in conjunction with other measures. Professional development and teaching improvement activities are considered to document commitment to quality instruction. Success and achievement of students and advisees may be considered for teaching assignments.

A demonstrated record of sustaining scholarly productivity through funding or support for the program as appropriate to the field can be an important factor. Peer recognition also is considered as evidence of quality. When they are available, documented benefits to stakeholders, e.g., changed practice, profit, or quality of life can be important measures, not just for extension but for all faculty activities.

Collaborative Efforts, Recognition, Professional Service and Leadership

As leaders of a public, land grant institution, faculty of the Department are required to be highly accessible, responsive and interactive with peers, students and constituents. Faculty in the Department should be expected to engage in collaborative work as appropriate to the advancement of their and the department's programs. In instruction, contributions to student success beyond formal classroom success (e.g., advising, activities, and positive interaction) can be important evaluation factors.

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.