

# Statement on Evidences of Activity in Instruction, Research, Extension and Administration that are Appropriate for Use in Evaluation of Faculty

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## *A Preamble*

Faculty in the Department of Animal and Food Sciences understand and agree that the process of regularly discussing performance standards is far more important than any written policy statement that attempts to document expectations. This document represents our best attempt to specify our evidences of activity associated with instruction, research, extension, and service. The document will be reviewed regularly and updated to reflect the current state of faculty thinking on such evidences and how they relate to promotion and tenure processes. By following this approach, we meet the University requirement to have such evidences documented while recognizing the more important role of the process itself.

## **Background and Introduction**

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. Faculty members in the Department of Animal and Food Sciences have different appointments, interests, and opportunities, and these result in a variety of instruction, research, and extension programs. Hence, the evidences of activity presented here are intended to be descriptively general and not exclusive. They are designed to be helpful in annual and biennial merit reviews, as well as in two- and four-year reviews and progression in promotion-eligible title series. These evidences are intended to be consistent with University regulations for promotion and tenure but provide considerably more detail for faculty in this department. Specific university administrative regulations for faculty performance review and promotion and tenure for teaching, research, and extension appointments can be found at: <https://www.uky.edu/regs/administrative-regulations-ar>. The department's statement on evidences for the Lecturer Title Series is a separate approved document.

Two critical areas for faculty performance evaluation are scholarly outputs (peer-reviewed journal articles, peer-reviewed extension publications, other printed research and extension publications, articles for the general public, web-based resources, videos, decision-making aids, etc.) and contributions to resident and non-resident educational programs. Educational programming includes instruction at the undergraduate and graduate levels as well as extension educational programming for adults and youth. Candidates for the rank of Associate Professor are generally expected to have achieved regional or national recognition for excellence in these two critical areas, whereas candidates for the rank of Professor are generally expected to have achieved national or international recognition for excellence in these two critical areas. In addition, the department values contributions to collaborative disciplinary and interdisciplinary team efforts as well as activities that create new capacity for instruction, research, and extension contributions.

Individual faculty members have latitude in developing a specific mix of writings, educational resources, educational activities, and other contributions that result in regional, national, and international recognition. Awards for excellence in instruction, advising, and extension activities document and strengthen the case for excellence in educational programming. Recognitions and acknowledgments of distinction in research, teaching, and extension from regional and national

associations indicate regional and national recognition that further documents the case for excellence. A faculty member's success in attracting external funding, especially competitive funding, is also viewed as evidence of beneficial instruction, research, and/or extension efforts (i.e., those that have a positive impact on the profession, clientele, and students).

Because the interests and opportunities open to faculty members are diverse, faculty members must make wise choices in allocating their time. It is the responsibility of the individual faculty member, in consultation with the Chair, to determine the combination of state, regional, national, and international activities that will most effectively fulfill job requirements and fulfill university regulations regarding promotion and tenure. The University exists only because of the support of the people it serves. While recognizing that faculty members have a great deal of freedom to pursue their own unique research and extension programs in pursuit of regional, national, and international recognition for excellence, faculty members should also devote a portion of the narratives within their merit package to explaining how their particular program addresses issues and problems of importance to Kentucky, its people, and its economy.

A performance review, two- or four-year review, or promotion dossier should articulate a cohesive and impactful research and/or extension program. These documents should exhibit linked focus areas that build in a coherent direction and are consistent with the job description/distribution of effort under which the person is currently employed. Interaction and teamwork are strongly encouraged among research and extension faculty within the department, across college departments, the university, or at other institutions, and with other groups such as county extension agents, commodity organizations, national, state, or local decision-makers, agribusinesses, and others. In preparing evaluation materials, faculty should explain how they worked as part of a team as well as outlining their specific contribution in helping the team succeed. Emphasis should be on what the research and/or extension program accomplished. Attention should primarily be focused on the quality of the scholarly output and the value of the research, teaching, and extension programs to academia and general society. This is more highly valued than a simple listing of publications, presentations, or courses taught.

The department, college, and university also value professional service activities not directly related to excellence in scholarly materials and/or excellence in educational programs. These activities are generally viewed as complements to excellence in scholarly materials and/or educational programs rather than substitutes, though occasionally, professional service activities may rise to a level of commitment that warrants a change in a faculty member's distribution of effort. Examples of professional service activities include, but are not limited to, elected offices in regional and national professional associations, administrative service, participation in campus and student organizations and honorary societies, editorships of professional journals and other publications, service on university, college and departmental committees, and review work for professional journals as well as review of grants and project proposals. Service activity related to the expertise of the faculty member as well as awards for service performance are acknowledged as evidence of quality service engagement.

The end-users of educational programs and the readers/users of faculty scholarly materials are frequently in the best position to evaluate scholarly contributions. The perspectives of students, extension clientele, research and extension colleagues worldwide, representatives of clientele groups, and public decision makers are often important inputs into evaluations of faculty performance. While no single evaluation instrument can succinctly and accurately measure overall quality, a set of formal and informal evaluations from a variety of appropriate resources should guide faculty in developing, modifying, and maintaining excellence in instruction, research, extension, and service. Thus, the Chair may request letters for promotion and tenure dossiers from faculty in other departments at UK, county extension agents or professional staff at UK,

students, or non-academic professionals. Those asked to write letters should have appropriate experience and expertise to evaluate the record and contributions of the candidate. Such letters should be placed in a separate section of the promotion dossier from either department faculty letters or external letters and should not substitute for the required external letters.

While recognizing that evidences of excellence in educational programs and excellence in scholarly output are consistent across all appointments, identifying more specific evidences related to performance in the areas of instruction, research, extension, and service can assist faculty members in program design and evaluation. The following are additional specific evidences to guide faculty members in developing documentation for annual, biennial, and two- and four-year reviews and to provide a foundation for documents prepared for promotion and tenure dossiers.

### **Instruction**

Performance of faculty members in instruction focuses on the development of effective course materials, lectures, assignments, alternative teaching methods, and on examinations that provide educational benefits to students. Courses should be content driven with measurable student learning outcomes clearly stated. Course content is expected to be up-to-date, applicable to the subject matter, and at the appropriate level. Course assessments such as examinations and assignments should reflect course materials and lectures, and evaluations based on those materials should be returned to students within a reasonable period. Instructors are expected to be available to assist students outside of the classroom and to follow all university rules and policies concerning student rights. For faculty with a high distribution of effort in instruction, the publication of refereed journal articles related to teaching, non-refereed journal articles related to teaching, teaching grants, or other evidences of scholarly contributions to the field of instruction is expected.

End of term Course and Teaching Evaluations by students should generally reflect a positive learning environment, but not be the primary factor in evaluating instruction. The entire teaching portfolio (which includes numerical course evaluations as a part) should be used as the primary tool to evaluate teaching. In addition to the required elements of the teaching portfolio (described in Appendix 1 to AR 3.10, <https://www.uky.edu/regs/ar3-10>), instructors are encouraged to include student learning goals for each course, descriptions of instructional methods/practices (e.g., assignments, activities) implemented to further student understanding for each learning goal, and methods for evaluating student learning outcomes for each goal.

Other suggested items to include in the teaching portfolio include evidences of instructional methods/practices and assessment mechanisms such as samples of course materials and novel instructional methods, formative course observations/feedback, peer reviews, teaching awards, numerical ratings, courses taught, new course development, student advising, student mentoring/advising, mentoring of undergraduate research projects, teaching workshops and professional meetings, student organizations, and student recruitment.

### **Research:**

Performance of faculty in research is evidenced by activities that result in the discovery, dissemination, and application of new and noteworthy knowledge. Evidences include, but are not limited to, awards and recognition for research excellence, scholarly outputs by the faculty member and those they mentor (refereed journal articles, non-refereed articles, books/book chapters, patents, GenBank accessions, etc.), evidence of being cited in other scholarly work, the quality and appropriateness of journals in which the individual is publishing, usefulness of applied research for extension clientele, M.S. and Ph.D. students completed, post-doctoral scholars mentored, successes of graduate advisees, invited presentations, and participation in regional,

national, and/or international research committees(e.g., multistate research projects). Funding obtained in support of research efforts, especially extramural competitive funding, is also viewed as evidence of a successful research program. While obtaining funding is essential for success, it is recognized that securing funding can at times be challenging, and grantsmanship efforts that are unsuccessful are also viewed in a favorable light. Our department seeks to develop a distinguished faculty whose exemplary research and scholarship are noted not only within the university but also across the nation and world.

### **Extension:**

Performance of faculty in extension is evidenced by engagement of activities that result in a positive change in participant behavior. The faculty member must identify one or more areas of specialization or focus and demonstrate how their expertise contributes to broader institutional extension education efforts. Excellence in programming should demonstrate the ability to communicate complex concepts and/or issues to participants with widely varying backgrounds that have a need for the faculty member's expertise. The faculty member should provide evidence of participation in collaborative development and delivery of extension programming with assessment of contribution by the evaluation of the collaborators and/or clientele. Demonstrated quality programming delivery to extension audiences, including county extension agents in appropriate program areas, producers, agribusinesses, or other public audiences, as well as professional colleagues within and across disciplines and within and across states is essential. Systematic assessment to document the quality, innovation or impact of extension programming is a necessary component of programming to show short to long-term impacts. Quality determinants include but are not limited to peer review of programs and scholarly outputs, participant evaluations of programs, evaluation by county extension agents, and other regional, national, and international recognitions of successful extension programming. In extension, most forms of information delivery, including educational meetings, workshops, field days, webinars, technology transfer, newsletters, agent training, even individual responses and contacts, are considered evidence of activity and should be reported and will be considered in evaluations. Invited presentations can provide evidence of regional, national, and international recognition, but these cannot be done at the expense of developing and maintaining one's in-state program.

A notable distinction that exists between extension teaching and campus-based teaching is that extension audiences often have a wide diversity of educational backgrounds and levels of expertise. Publications and programs must be designed to be of value and relevance to a broad spectrum of participants and end-users. County and regional extension programming and presentations, participation on regional or national extension committees, an applied research program, in-service training programs for county extension agents, innovative and appropriate delivery methods for diverse audiences, participation in regional or national professional associations, assisting policy makers, farm/commodity/industry groups, and agribusinesses, scholarly outputs (refereed journal articles, peer-reviewed extension publications, software decision-making aids, videos, curriculum, and public press output such as radio programs, news releases, magazine articles), extension awards, contributions and reach of social media platforms, and grant/support funding are all considered in evaluating performance in an extension appointment.

Extension faculty that do not have a defined research appointment are not expected to have an independent research program, though some may choose to utilize research to augment their extension program. Extension faculty that choose to participate in research should clearly document how the research benefits and adds to their overall extension programming efforts.

**Service:**

Performance of faculty in service is evidenced by activities that assist the department, college, university, profession, and clientele groups in achieving desired goals and objectives. Examples include serving on department, college, university, or professional organization committees, serving as an officer in college, university, or professional organizations, editorships, participating as a journal, project, or grant proposal reviewer, service on clientele boards, and other outreach activities not associated with teaching, research, or extension.

**Administration:**

Faculty members who do not hold formal administrative positions (e.g., Department Chair), may nevertheless, from time to time, be tasked with departmental, college or university administrative duties that are reflected in the formal distribution of effort. Examples of such duties include, but are not limited to, administrative service as Director of Undergraduate Studies (DUS), Undergraduate Curriculum Assessment Coordinator (UCAC), Director of Graduate Studies (DGS), or Extension Coordinator (EC). Within their areas of responsibility, those with such administrative duties demonstrate performance by: providing leadership to faculty committees; directing the unit toward the establishment of stated goals and objectives; developing and implementing appropriate assessment measures; contributing to periodic unit self-evaluations and reviews; ensuring that the unit is compliant with relevant University regulations and policies; mentoring junior faculty; and, in conjunction with the formal administrative supervisor (e.g., the Department Chair or Dean), coordinating the unit's efforts within the area of administrative responsibility. This list is intended to be illustrative, rather than exhaustive, of the various ways that faculty can demonstrate administrative performance.