

Part IV
Department of Educational Leadership Studies

Statement of Evidences for Promotion
EXTENSION SERIES FACULTY

A. Instruction (Extension Title Series Faculty)

Assistant to Associate Professor

1. Excellence in teaching is a fundamental expectation evidenced by syllabi containing clear expectations for students, well-written learning objectives, and relevant assignments.
2. Participation in periodic EDL program reviews and development of new courses and programs.
3. Responsiveness to student feedback and peers evidenced by modifications to courses and instructional delivery formats over time, attendance at teaching-related workshops, or other professional development activities designed to improve teaching effectiveness.
4. Development and implementation of effective teaching strategies in direct, online, hybrid, or other distance learning formats.
5. "Student Evaluations of Teaching" that are at or above the College of Education (COE) mean scores. Written peer evaluations of teaching may also be considered.
6. Service on graduate degree and certification committees where applicable, advising students and participating in portfolio reviews.

Associate to Full Professor

Appointment or promotion of an individual to the rank of Extension Professor is based, in addition to meeting criteria for the rank of Associate Extension Professor, on continued overall professional growth and distinguished achievements by the individual. In addition to providing evidence for items 1-6 above, the faculty member is expected to demonstrate effective mentoring of masters and doctoral students. Evidence may include the number of advisees, number of successful dissertations chaired, student completion rate (i.e., time to degree), masters or dissertation honors awarded, mentoring students in preparing journal articles and peer-reviewed papers presented at national and international professional associations, as well as state and regional conferences.

B. Research & Creative Activity (Extension Title Series Faculty)

Assistant to Associate Professor

1. A body of related scholarly articles published in blind peer-reviewed journals in the candidate's field of study (e.g., Academic Exchange Quarterly, Journal of Leadership Education, Community Development, Journal of Community Practice, Journal of Extension, International Journal of Community Well-Being, Journal of Human Sciences & Extension, Journal of Studies in International Education). Quality of a journal is based on evidence including, but not limited to, blind peer-review processes, impact of the journal, acceptance rate, distribution (i.e., frequency of issue, copies per issue), prominence in the field, sponsorship by a major professional organization, or inclusion in national and international indices (e.g., Social Sciences Citation Index [SSCI], International Social Sciences Citation Index [ISSCI], British Education Index [BEI]). Because journal requirements may differ across faculty's fields of study, requirements

- including format, length of article, and style will be acknowledged. Articles published in paper or electronic formats are equally acceptable as publications in nationally prominent professional association (or practitioner) journals. It is expected that:
- a. A significant proportion of these peer-reviewed journal articles will be empirically based studies (qualitative, quantitative, mixed method, and other research designs), literature reviews, or conceptual articles.
 - b. The trajectory of publications provides evidence for continued productivity. That is, there is a record of relatively consistent or increasing publication over time.
2. Research paper presentations at professional conferences that use blind peer-review processes are an integral part of disseminating research findings. Papers presented at conferences at the national and regional levels are highly valued [e.g., American Educational Research Association (AERA), Association of International Agriculture & Extension Education (AIAEE), Association of Leadership Educators (ALE), Community Development Society (CDS), International Leadership Association (ILA), International Society of Quality-of-Life Studies (ISQoLS), National Urban Extension Leaders (NUEL)]. Given heightened national and state level expectations for data-informed decision-making and using research findings to improve current education policy and practice, non-peer-reviewed papers presented at state conferences will be given appropriate consideration.
 3. Additional evidence of research excellence could, *but need not necessarily*, include interdisciplinary research, externally funded grants or grant submissions, books (i.e., authored, co-authored, edited), and book chapters (i.e., invited, peer-reviewed handbooks, and peer-reviewed conference proceedings of national and international associations). Due consideration will be given to the preparation of "white papers" and reports that disseminate findings from national and state-level research studies as well as the use of electronic media (e.g., websites, blogs) for enhancing dissemination of research-based findings, new professional knowledge, and critique or implementation of new policies or promising practices. Collaboration on preparing and securing external grants is valued; the faculty member is expected to describe her or his role in preparing grant proposals or working on a funded grant, contract or subcontract as Principal Investigator (PI), Co-Principal Investigator (Co-PI), senior researcher, or such.

Associate to Full Professor

In addition to meeting the criteria for the rank of Associate Extension Professor, the appointment or promotion of an individual to the rank of Extension Professor is based on continued broad professional growth and distinguished achievements by the individual. For promotion to Full Professor, the contributions below should also be considered at a higher level – that the professional has contributed to his/her field both nationally and internationally.

1. A body of related scholarly articles published in blind peer-reviewed journals in the candidate's field of study. Quality of a journal is based on evidence including, but not limited to, blind peer-review processes, impact of the journal, acceptance rate, distribution (i.e., frequency of issue, copies per issue), prominence in the field, sponsorship by a major professional organization, or inclusion in national and international indices (e.g., Social Sciences Citation Index [SSCI], International Social Sciences Citation Index [ISSCI], British Education Index [BEI]). Because journal requirements may differ across faculty's fields of study, requirements including format, length of article, and style will be acknowledged. Articles published in paper or electronic formats are equally acceptable as publications in nationally prominent professional association (or practitioner) journals. It is expected that:
 - a. A significant proportion of these peer reviewed journal articles will be empirically based studies (qualitative, quantitative, mixed method and other research designs), literature reviews, or conceptual articles.

- b. The trajectory of publications provides evidence of productivity and a record of substantive and increasingly focused scholarly work over time.
 - c. Experts in the faculty's field of study judge the body of published scholarly work to have made significant contributions to the field.
2. Research paper presentations at professional conferences that use blind peer-review processes are an integral part of disseminating research findings. Papers presented at conferences at the national and regional levels are highly valued. Given heightened national and state level expectations for data informed decision making and using research findings to improve current education policy and practice, non-peer reviewed papers presented at state conferences will be given appropriate consideration.
 3. In most cases, candidates who work in a fundable area will show evidence of having sought and received external funding for their research. Collaboration on preparing and securing external grants is valued, and the faculty member is expected to describe her or his role in preparing or working on a funded grant, contract or subcontract as Principal Investigator (PI), Co-Principal Investigator (Co-PI), senior researcher, or such.
 4. Additional evidence of research excellence could, *but need not necessarily*, include serving as an editor of professional journals, interdisciplinary research, serving as Principal Investigator on externally funded grants or grant submissions, books (authored, co-authored, and edited), and book chapters (invited, peer reviewed, handbooks, and conference proceedings of national and international associations), published literature reviews. Due consideration will be given to preparing "white papers" and reports that disseminate findings from national and state-level research studies and using electronic media (e.g., websites and blogs) to enhance the dissemination of research-based, professional knowledge and improve policy and practice.

C. Extension & Outreach (Extension Title Series Faculty)

Assistant to Associate Professor

1. Demonstration of instructional and organizational skills in community leadership and education, including developing training and professional development materials, publication of useful and creative articles to support leadership in community contexts, and creation of new knowledge through evaluation and research efforts focused on leadership in community contexts.
2. Active participation as a member of national professional organizations such as the American Educational Research Association (AERA), Association of International Agriculture & Extension Education (AIAEE), Association of Leadership Educators (ALE), Community Development Society (CDS), International Leadership Association (ILA), International Society of Quality-of-Life Studies (ISQoLS), National Urban Extension Leaders (NUEL) or other appropriate professional associations. Active participation may be demonstrated through providing leadership, participation in community leadership and education organizations, requests to provide consultation, advice, or expertise focused on community leadership and education, and recognition for outstanding service in community leadership and education.
3. Have assumed leadership position(s) at the regional or national level. Serving national, regional, or state and professional organizations as a committee person or officer, where appropriate.
4. Additional evidence of excellence in service at the community level can, *but need not necessarily*, include local, state, and national community education-focused organizations and boards.

5. Additional evidence of excellence in service could, *but need not necessarily*, include serving as a peer reviewer for national professional association conference papers, reviewing and editorial work for journals, or establishing collaborative projects.
6. Received national recognition for contributions to leadership for community leadership and education.
7. Established a record of publications in top journals focused on leadership in community contexts.

Associate to Full Professor

In addition to meeting the criteria for the Associate Extension Professor rank, an individual's promotion to the rank of Extension Professor is based on continued broad professional growth and distinguished achievements by the individual in the particular field of assignment. In addition to providing evidence for items 1-7 above, activities may include:

1. Assume leadership position(s) at the international level.
2. Participate as a grant reviewer at the national or state level (e.g., National Institute for Food & Agriculture (NIFA), etc.).
3. Outstanding leadership and service to the profession as evidenced by national and international recognition.
4. Developed innovative programs, practices, and/or approaches to community leadership and education.
5. Substantial achievement in the field of assignment as measured by modes of publication suitable to community leadership and education and maintenance of contact with and development and application of new knowledge relevant to community leadership and education.



Extension Title Series Statements of Evidence

College: Education

Unit: Educational Leadership Studies

Approved by Provost: Thomas, 3/9/2026