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 Department of Biosystems and Agricultural Engineering in the College of Agriculture, Food and Environment on December 17, 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 Biosystems and Agricultural Engineering expects these criteria to be applied rigorously to all faculty title series. However, Biosystems and Agricultural Engineering 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 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 more heavily factored for evaluation of Associate and Full Professors.

Scholarly Productivity

This is most often documented through written works individual and/or collaborative. Original research articles, translational or extension publications, works of synthesis (reviews), and publications about instruction and pedagogy may all be examples of scholarly productivity as appropriate to the field and assignment. In addition, utility, design and plant patent applications filed; utility, design and plant patents allowances and awards; and copyrighted materials such as computer programs and software packages may be examples of scholarly productivity appropriate to the field and assignment. Non-traditional scholarly formats such as web-based, electronic records or juried designs may also be considered.

The development of the next generation of faculty is of primary importance to the Department and profession. This scholarly productivity can be documented by the number of graduate students completed, number currently advised, graduate student publications, graduate student presentations, grants written and received with graduate students as co-PIs, and service on graduate student committees.

In extension, most forms of information delivery, including educational meetings, workshops, field days, even individual responses and contacts, are considered

evidence of scholarly activity and should be summarized, reported and considered in evaluations.

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

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.

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 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 a valid, if approximate, 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. Most programs in the College of Agriculture, Food and Environment and College of Engineering use peer evaluation of classroom teaching as a formative, rather than a summative tool. 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, particularly for research assignments.

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 of Biosystems and Agricultural Engineering are required to be highly accessible, responsive and interactive with peers, students and constituents. Faculty in the Department of Biosystems and Agricultural Engineering 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.