

## **Guidelines for Tenure, Promotion and Excellence**

Department of Community and Leadership Development  
in the College of Agriculture, Food and Environment at the  
University of Kentucky

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The goal of this document is to articulate a common understanding of departmental expectations and guidelines for tenure, promotion, and excellence in the Department of Community and Leadership Development. It was adopted by the faculty on October 9, 2009 and revised on January 15, 2010. This guide is intended for faculty who begin employment in the department after January 1, 2010 or for faculty who are promoted after April 2010. Currently employed faculty members may use these guidelines at their own discretion for tenure or promotion purposes. This Statement of Evidences may be used only as guidelines for faculty input at the department level for merit review purposes after November 15, 2010.

Excellence is demonstrated by superiority in performance and practice. Standard-bearers of excellence include recognition, distinction, productivity, demonstrating recognized expertise, and leadership in one's respective field of work.

It is hoped that these guidelines will combine the best of the two approaches to tenure and promotion discussed by Matusov and Hampel (2008) by articulating common expectations while maintaining both the responsibility of faculty judgment and the flexibility needed in a multi-interdisciplinary department.

These guidelines address evidence of excellence across several areas: research, instruction, extension, outreach, administration, and professional and institutional citizenship. The expectations listed reflect one's Distribution of Effort (DOE) but it should be noted that excellence is also expected when one chooses to enter into an area outside of one's formal DOE.

Reference:

Matusov, Eugene and Robert Hampel. 2008. "Two Approaches to Tenure and Promotion Criteria. Should you emphasize procedures or judgment in tenure deliberations?" *Academe: Bulletin of the AAUP*. 94(1) January-February.

<http://www.aaup.org/AAUP/pubsres/academe/2008/JF/Feat/matu.htm>

### **The Department's Mission and Engagement with Civic Life**

Our multi-disciplinary unit is composed of faculty from the fields of communications, community development, education, leadership and rural sociology. However, we are united through the department's mission: "to strengthen the leadership capacity of individuals and communities to act on their shared visions and concerns." As part of the Land Grant University system, we strive to be engaged with civil society in its many forms: individuals, communities, organizations, government and business. For example, our teaching becomes more relevant if we engage students in pressing public issues and hands-on involvement with communities and organizations. Teaching can build the competencies of students to act as agents of change rather than as mere defenders of the *status quo*. Engaged researchers work with community organizations, groups, government and business to raise difficult questions and to address

pressing public issues. In Extension, we strive to make our research more potent and accessible to leaders who want to tackle social problems or mend or build new systems and work to build the skills of leaders and community residents. Teaching, research, and Extension are integrated through our embracement of civic engagement, the department's mission and the vision of the Land Grant University system.

## **Research**

Excellence in research is evidenced in conducting and communicating a coherent research program(s) which involves engaging with our respective disciplines and/or engagement with civil society. Indicators of excellence in research include publications, presentations, authorship, the pursuit of funding and recognition.

### *Publications*

The amount, publication outlet, and authorship expected should reflect the amount of one's DOE devoted to research and the type of research being conducted. In general, it is expected that those with a greater proportion of their DOE devoted to research will publish in more prestigious journals with national/international reputations or in higher numbers of publications which will include lead or sole authored work.

Regardless of one's DOE, it is expected that the number or type of publications reflect the research being conducted. For instance, multi-disciplinary or specialty journals may be the most appropriate outlet, depending upon the research. In addition, it is expected that some research projects are more conducive to producing a greater number of publications or produce publications more quickly than others. Likewise, research that is establishing a new field may likely take longer than contributing to a well established line of inquiry.

Publishing in peer-reviewed journals is one measure of academic excellence. Peer-reviewed web-based journals or other peer-reviewed scholarly products based on other new technologies are also encouraged. Regardless of the ranking of a particular journal, it is important that research be published in journals most relevant for the particular research. Doing so means that the research is being assessed and utilized by peers best situated to assess the quality of the work. This becomes particularly critical in the case of multidisciplinary research. Additionally, as this is a multi-interdisciplinary department, publishing in journals that cross over departmental disciplinary lines are noteworthy.

Although peer reviewed journals are a traditional outlet of academic scholarship, publishing in non-peer reviewed or editor-reviewed outlets is critical in public scholarship, a cornerstone of the Land Grant System. It is important that research results reach their most appropriate audience; traditional academic outlets may not be the best conduit, particularly for reaching nonacademic audiences. While a particular outlet may not be peer reviewed, it should be demonstrated that the contents draw from research or other work that is peer-reviewed. Additionally, the more the particular outlet reaches the most appropriate audience, the greater its desirability.

Acknowledging that disciplinary customs vary, publishing books is highly desirable. Authored books in particular are valued, but edited volumes are also important contributions. Books that are peer reviewed, carried by a prestigious publisher, or sponsored by professional associations are particularly noteworthy. Peer-reviewed book chapters are another outlet for research publications. As these are oftentimes invited contributions, they are also an indication of peer

recognition in a research area.

Faculty members can use their narratives to provide additional information such as relevance of the publication outlet, publication metrics, citation indices, book reviews, or actions which resulted from their publications such as policy changes. Faculty narratives can also explain their individual role in multi-authored publications.

### *Professional Participation*

Part of an active research program is to present findings at professional conferences or other forums. Of these, presentations at national/international venues and invited presentations are the most desirable as are those that are peer-reviewed. In general, paper presentations are more desirable than posters, but disciplinary customs as to their relative value vary. As with publication outlets, it is more important that the particular venue and audience be the most relevant for the particular research program with those best suited to assess and provide feedback on the research being presented.

### *Authorship*

Author order, in both publications and presentations, is also an indication of excellence. Given the high degree of collaboration in some fields and in multi-disciplinary research, it is expected that a goodly proportion of publications will have multiple authors. While sole and lead-authored collaborative articles and presentations are the most desirable, the degree to which they are expected will be relevant to both the DOE and the type of research conducted. Publications and presentations co-authored with graduate students are also noteworthy as an indication of working closely with graduate students.

### *Funding*

Another indication of excellence in research is the pursuance and successful achievement of grant funding. In general, competitive funding is more desirable than noncompetitive and national/international or external sources are more desirable than internal sources. While pursuing grant funding is expected to be part of any research program, two factors are also important; the amount and type of grants should be relative to both the DOE and relative to the particular research area. For instance, while competitive funding is highly desirable, it is recognized that funding at the national/international level may not be available for all, particularly, new research areas. In some cases, multiple small grants may be more appropriate. In addition, while dollar amounts are noted, the more important focus should be on grants that are most relevant in supporting a coherent research program and strengthening the department's mission as an engaged academic unit. Faculty members are encouraged to demonstrate the scholarly effort associated with grants which are not funded.

### *Engaging with Students*

Working with students is an important feature of excellence in research. It is essential that one guide and participate in graduate student thesis and dissertation committees. It also includes mentoring graduate and undergraduate students in research, writing letters of recommendation and award nominations for students, participating in student-led activities and advising student organizations. Regardless of one's DOE, it is expected that all faculty actively foster a learning environment that encourages the free pursuit of learning for students, and that both students and faculty will model and foster academic and intellectual honesty.

### *Recognition*

Recognition and distinction are key indicators of excellence in research. As a result, awards for accomplishments are highly valued and are an indication of recognition by peers and others, particularly those awarded for one's work over time. Other indicators of recognition in research include invited publications and presentations, and invited service on editorial boards.

### *Trajectory and Ethics*

Finally, it is expected that one's research program show evidence of development, trajectory and growth, and that work with others (including graduate students) is recognized. It is further expected that all faculty will adhere to the highest ethical standards of intellectual honesty and attribution in all research and research-related products and activities. .

## **Instruction**

Teaching is part science and part art. The art of teaching is informed by creativity, but it is also informed by the science of teaching. Scholarly instruction engages the science of teaching through current research in pedagogy and practices. As an engaged academic unit, we strive to build learning environments which foster student listening, understanding and contributing to social change. Service learning can also be an important mark of excellence in instruction.

Excellence in the area of instruction includes engaging with students (inside and outside the classroom environment) as well as engaging with the scholarship of teaching. Traditional indicators of teaching include student evaluations, but demonstrating excellence in the area of instruction is not limited to these. It encompasses the totality of the teaching enterprise with students. Faculty with a higher proportion of teaching responsibilities should show evidence of excellence through an active engagement with the scholarship of teaching; through its study, its application, or by participating in its production. Activities of this nature include participating in peer-review panels and producing peer-reviewed publications on teaching, and conscious efforts towards continuous improvement. Current research should guide course development and delivery and be continually evaluated to maintain relevancy.

### *Continuous Improvement and Innovation*

An important indicator of the pursuit of excellence in teaching is conscious effort directed at continuous improvement. This includes both continuous improvement in course content as well as continuous improvement in teaching expertise and skills such as trying innovative or new teaching methods and techniques including participating in skill-based professional development opportunities, engaging in peer-review of teaching, demonstrating a reliance on research to inform teaching skills and techniques and integrating teaching into civic and public life.

The use of new and innovative teaching methods and techniques is an important indicator of excellence. The use of new techniques can include activities such as diversifying teaching methods to reach newer generations of students, experimenting with new projects and assignments, or engaging in different forms of interactions. Also included are the use of different types of assessments and implementing new techniques learned through pursuing teaching skill-building opportunities.

### *Student Evaluations*

A traditional indicator of excellence in teaching is student evaluations. Good evaluations are expected of all teaching faculty regardless of their DOE devoted to instruction. Student

evaluations above the college and university average are highly desirable but should also be considered relative to the class size, as well as the demands and nature of the course. For instance, it would not be unusual for the first year of a newly designed course or a required class disliked by students to score lower. Likewise, small class sizes should also be considered as in such cases a single response can greatly skew the average. Student evaluations, however, should never be used as the sole litmus test for excellence in teaching.

### *Peer Review Evaluations*

Participating in the peer-review of teaching is an important component of teaching excellence. This includes having one's own teaching reviewed, but also participating in the peer review of others' teaching. While participating in formal programs are the most desirable, informal arrangements with those who specialize in education and teaching are also acceptable. Finally, an indicator of excellence is not just participating in peer-review of teaching, but in implementing the results.

### *Publications*

Participating in the scholarship of teaching is an important indicator of excellence in instruction. This includes activities such as publishing on teaching-related topics in peer-reviewed journals, presenting papers or posters on teaching or teaching techniques at professional conferences, or participation or leadership of teaching interest groups at professional associations. As with research publications and presentations, faculty members can use their narratives to provide additional information such as relevance of the particular outlet, publication metrics or actions which resulted from their publications such as policy or program changes. Faculty narratives can also explain their individual role in multi-authored publications and presentations.

### *Funding*

The pursuit of funding for teaching activities or teaching development is highly desirable. While national and competitive grant funding sources are clearly desirable, it is most important that the funding be the most relevant to the teaching program being pursued. For example, some funding sources are more appropriate for service-based learning while in-state funding could be the most relevant source for specialized in-state activities. Similarly, supervising student fundraising as part of building a student centered curriculum-based project could be pedagogically more appropriate.

### *Recognition*

Recognition and distinction are important indicators of excellence. Consequently, awards for teaching are highly valued and are evidence of distinction and excellence.

As invited workshops are both an indication of peer recognition for teaching, but also skill in teaching, they are desirable. Similarly, invited guest lectures in courses outside one's program area, outside the department, outside one's DOE, or outside the college or university, are important as an indication of peer recognition. Repeated invitations can be noteworthy of not only expertise in a content area, but also the quality of teaching by the individual.

### *Engaging with Students*

Working with students outside the classroom is an important feature of excellence in teaching. This includes mentoring graduate and undergraduate students in teaching and in research, writing letters of recommendation and award nominations for students, participating in student-led activities, advising student organizations, and participating in graduate student thesis and dissertation committees.

### *Advising Students*

Relative to their DOE, faculty engaged in teaching are expected to participate in the advising of undergraduate and graduate students. This includes working with students in a timely and responsive manner, assisting them in the timely completion of their coursework and degree requirements, and general availability for students such as holding consistent office hours.

### *Ethical Treatment*

Finally, regardless of their DOE devoted to instruction, it is expected that all faculty actively foster a learning environment that encourages the free pursuit of learning for students, and both model and foster academic and intellectual honesty. Faculty are expected to serve as intellectual guides, support students' right to academic freedom and freedom of inquiry, and provide recognition or attribution of their participation in work with faculty. It is expected that faculty treat students with respect and that they be free from illegal discrimination, exploitation, harassment, or reprisals (AAUP Statements on Professional Ethics, Rights and Freedoms of Students, and Graduate Students).

### **Extension**

Excellence in Cooperative Extension programs involves an integration of theoretical and empirical knowledge with the practical concerns of both communities of interest and communities of place. It involves bridging scholarship with creative educational programming that provides venues for people to build their own capacity for self-reliance and for communities and organizations to effectively respond to changing local, regional, national and international environments.

Indicators of excellence in Extension include: innovative programs; high quality material for targeted audiences; peer-reviewed journal publications; workshops or training seminars; serving as a key resource for other agencies or groups; recognition for quality programming and expertise; funding; and responsiveness to newly emerging issues and challenges.

### *Innovative Extension Programs*

A key feature of any Extension program should be the integration of scholarship with program content and delivery. Excellence in Extension includes engaging current scholarship in one's program and current pedagogy and practices in program delivery. Extension programming can be new programs or the updating and refining of established programs to better serve clients or reach new audiences. Excellence is marked by involvement of key stakeholders in fashioning and delivering the program. Stakeholders are those individuals, communities and groups whose livelihood, health, identity, well being or other interests can be influenced significantly by Extension programs. Innovative Extension programs can also involve niches which attract new audiences or address new needs. These audiences include both Extension agents as well as working directly with communities, agencies, or other organizations.

An important indicator of excellence in Extension is conscious effort directed at continuous improvement. This includes both evaluation measures from clients for program impact and continuous improvement in content and program delivery such as trying innovative or new delivery methods or reaching new audiences.

### *High Quality Materials*

An indicator of excellence in Extension is the production of high quality materials and publications. These can include a variety of outlets such as Extension numbered publications, department Extension publications, training manuals, web-based material, electronically distributed material and other outlets to complement one's key Extension programming efforts. While these outlets may vary in length and numbers, the faculty member should make a clear case about how these products contribute to innovative programming efforts.

The amount of publications and publication outlets should reflect the type of program being conducted and the amount of one's DOE devoted to Extension. Extension publications which are peer reviewed are highly desirable. However, even for those which are not peer reviewed, it is expected that the publication's contents in some way draw from work that is peer-reviewed. Additionally, the more the particular outlet reaches the most appropriate audience, the greater its desirability. In general it is expected that those with a greater proportion of their DOE devoted to Extension will be publishing in greater numbers and reaching a greater number of audiences.

#### *Peer-reviewed Journal Publications*

In addition to materials for Extension programming and audiences, it is expected that faculty will also publish in outlets directed towards disciplinary colleagues through peer reviewed journals. The peer review process provides critical feedback for one's efforts and often stimulates fresh perspectives about outreach as well as research. Publishing in top tier, prestigious journals is clearly desirable, so too is publishing in international, national and disciplinary journals. Additionally, as this is a multi-interdisciplinary department, publishing in journals that cross over departmental disciplinary lines are noteworthy.

Other respected outlets include book chapters, books, policy papers or other national peer-reviewed materials. As invited contributions are an indication of peer recognition, they are particularly noteworthy as are sole and lead-authored collaborative publications. Publications co-authored with students are also noteworthy as an indication of working with students. As with research and teaching, faculty members can use their narratives to provide additional information such as the relevance of a particular outlet, publication metrics, or actions which resulted from their publications such as policy or program changes. Faculty narratives can also explain their individual role in multi-authored publications and presentations.

#### *Workshops*

Extension programming includes working directly with communities and organizations as well as working with county agents. As county Extension agents are an important component of the Cooperative Extension System, faculty engaged in Extension should be responsive to their needs. Consequently, excellence in Extension also involves providing opportunities for skill and information development relevant to county agents' communities of place and interest. This includes in-service trainings or other communication approaches such as Web-based content so that county agents have opportunities to enhance or expand their programming and to have a broader impact on the Commonwealth.

#### *Serving as a Key Resources for Other Agencies or Groups*

Extension programming includes working directly with communities, agencies, or other organizations. Being identified and drawn upon as a key resource by these groups is an important indication of recognition for one's expertise. As a result, excellence in Extension includes activities such as invited presentations and consultations at the regional, national or international levels with policy makers, other universities, businesses, government, non-profit organizations and the media.

*Professional Participation*

Part of an active Extension program is through presentations at professional conferences or other forums. Of these, presentations at national/international venues and invited presentations are the most desirable as are those that are peer-reviewed. In general, paper presentations are more desirable than posters, but it is more important that the particular format and venue be the most relevant for those best suited to assess and provide feedback. As with publications, sole and lead-authored collaborative presentations are noteworthy as are those co-authored with students.

*Recognition*

An important measure of excellence is recognition and distinction. Indicators include leadership roles, awards, invited publications, and invited presentations at the regional, national or international levels with policy makers, other universities, businesses, government, non-profit organizations and the media. Repeated invitations are noteworthy indicating not only recognized expertise in an area, but also the quality of program delivery. Awards for accomplishments are highly valued and are an indication of distinction and recognition, particularly those awarded for one's work over time.

### *Responsiveness to Newly Emerging Issues and Challenges*

Excellence is about responding to new issues and challenges which have been identified by policy makers, citizens, agents, and others. Consequently, Extension programs which respond to new issues and challenges are noteworthy.

### *Funding*

In order to expand or support Extension programming, the pursuit of funding is highly desirable. In general, competitive and external funding are particularly noteworthy, but it is also important that the amount and type of grants be most relevant to the particular Extension program. For instance, in-state funding could be the most relevant source for specialized in-state activities. Moreover, the amounts and types of grants should be relative to the person's DOE devoted to Extension.

### *Trajectory and Ethics*

Finally, in demonstrating excellence in extension, it is expected that one's program show evidence of development, trajectory and growth, and that work with others is recognized.

It is further expected that faculty engaged in Extension do so following the best ethical practices. Drawing on the seven indicators of Excellence in Extension are reflected in the Community Development Society's Principles of Good Practice (<http://comm-dev.org/inside/>) these include: promoting active and representative participation; enabling all community members to meaningfully influence the decisions that affect their lives; engaging community members in learning about and understanding the impacts associated with alternative courses of action; incorporating the diverse interests and cultures of the community in a community; disengaging from support of any effort that is likely to adversely affect the disadvantaged members of a community; engaging a full range of action strategies; and working towards the long-term sustainability and well being of the community or group.

## **Administration**

Some faculty members have administrative appointments in addition to teaching, research, or Extension. Examples of such administrative responsibilities include Directors of Undergraduate or Graduate Studies, director of a center, college or Cooperative Extension program, or other leadership roles in a college or university project or program administration. Excellent performance for faculty with administrative appointments will be influenced by the nature of the administrative duties and the proportion of the faculty member's distribution of effort that is devoted to administration.

The outcomes of faculty efforts in administration will be different from other types of faculty activities. Administrative accomplishments often result in products that are produced by other faculty, students and staff. Examples of excellence in administrative performance are listed below.

*Innovative directions for a program*

Excellence is marked by program directions which include new and expanded program initiatives. This includes integrating scholarship, teaching and/or Extension with program initiatives and the needs, concerns and vision of colleagues, partners and participants.

*Recognition of the program, department, college, or university*

An indicator of excellence in administration is recognition of individual programs, the department, college, or university by others both within and outside the university. This recognition may take the form of press coverage, awards or other forms of recognition such as influences on university policy or policies at government, community or organizational levels.

*Additional funding for the overall program*

Pursuing and securing additional funds for programs is a part of administrative responsibilities. In terms of excellence, competitive funding is more desirable than noncompetitive funding and international, national or external sources are more desirable than internal sources.

*Developing a shared vision and goals*

Administrative leadership includes working with other faculty, students, staff, partners and program participants to develop a collective vision and shared goals for the program and to set a collegial tone for producing results.

*Coordinating efforts of others involved in the program*

Administrative leadership also includes making sure that the efforts and information among faculty, students, staff, partners and program participants complement each other.

*Contributions to personnel or budget decisions*

Ongoing responsibilities of a unit's personnel and budget are recognized as a major component of an administrative appointment.

*Providing additional education or in-service opportunities for university personnel or clientele*

When appropriate, excellence in administrative responsibilities results in additional educational opportunities, in-service offerings, and additional learning for those involved in the program.

*Dissemination of program information or material*

Excellence in administration leads to additional information about the program which is available to those within and outside the university in the forms of printed material, presentations or electronic formats.

Excellence in administration is influenced by the appointment. Faculty with administrative appointments will need to set benchmarks or use other measures to demonstrate excellence. They will be recognized for their administrative accomplishments even when those achievements do not take place directly within the Department of Community and Leadership Development.

**Integration of Research, Teaching and Extension**

Excellence is also marked by the building of bridges across research, teaching and Extension. For example, the scholar who is engaged with public issues can meet the land-grant mission associated with the Cooperative Extension Service. Teaching, especially service learning courses, can also lead to field-based research and serve as an outreach or Extension component.

In other cases, those with a primary research appointment may consider publishing on teaching-related topics in peer reviewed journals. Conversely, Extension faculty members can bring their expertise into the classroom or turn their field-based experiences into research endeavors. In essence, the Department of Community and Leadership Development seeks an integration of research, teaching and Extension which reflects our overall mission: to strengthen the leadership capacities of individuals and communities to act on their shared visions and challenges.

### **Professional and Institutional Citizenship**

Excellence is reflected in the expectation of being a good citizen of one's discipline and of one's institution. Citizenship involves rights, responsibilities and duties for faculty, staff and students. As a member of one's profession and a member of an institution, there are expectations regarding participation in those communities.

In a multi-interdisciplinary department, it is important to recognize that each field has unique responsibilities. Rural sociology faculty have responsibilities in the Sociology graduate program (and some include appointments in the Department of Sociology); youth development includes an appointment in and responsibilities to 4-H; community communications has ties with the College of Communication, and agricultural education has responsibilities in the College of Education as well as outreach in support of public schools, agriculture teachers and programs, regional university faculty, and the Kentucky Department of Education. It is expected that faculty realize and respect the differing obligations of each discipline and that faculty uphold these responsibilities in a timely and responsive manner.

A distinguishing feature of scholarship and of shared governance is peer review; both of which require conscientious expressions of professional opinions through civil and respectful discourse. Communications should foster a culture of open discussion and the free pursuit of inquiry. This includes freedom from reprisal, being supportive of debate across differing professional opinions, and being willing to agree to disagree.

An important ingredient of success is participation in the department's mentoring program either as a mentee while an assistant professor or as a mentor as an associate or full professor. For mentees, program participation provides opportunities for individualized advice, guidance, support and socialization. For the department, the program helps provide a mechanism for bridging across programs and disciplines and cross-area learning. For mentors, it supports integration and opportunities for professional growth.

One of the distinguishing features of the academy is shared governance. Shared governance means we have a responsibility to participate in that governance and uphold our mutual obligations. As with professional citizenship, citizenship in an academic institution and department brings expectations. These include, but are not limited to, active participation in departmental, college, and university committees, meeting deadlines, and regular attendance at meetings. Leadership roles, especially at the college and university levels are particularly noteworthy.

Being a citizen in one's profession is considered part of everyone's professional responsibilities and it is expected that faculty will be engaged with their respective professional organizations including participating in volunteer-based responsibilities. In particular, elected, appointed, and invited positions are evidence of peer recognition and are an important indicator of leadership

and excellence. Examples include, but are not limited to, serving as president of a professional association, serving in the governing structure, chairing an interest group, or serving on an editorial board. While serving in these positions in national/international professional associations are highly desirable, it is more important that the association be that which is most relevant for one's professional program.

As members of a land grant institution, contributions in service to the Commonwealth are particularly noteworthy because it reflects the core mission of the department and the University of Kentucky's Land Grant charge.

In a multi-interdisciplinary department that joins several disciplinary cultures, respect and recognition of disciplinary differences and cultures is an important ingredient to the success of the whole.

Professional respect towards students, staff, and colleagues, is expected of all department members. It is expected that each member fulfill their obligations to students and uphold the highest ethical standards associated with research, teaching, extension, administration, or any other activity.