

**University of Kentucky Department of Plant and Soil Sciences in the  
College of Agriculture, Food and Environment  
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 Faculty October 30, 2009**

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. Because faculty members in the Department of Plant and Soil Sciences vary greatly with regard to discipline area as well as their research, instruction and extension Distribution of Effort, specific evidences of activity to be considered in applying these criteria may vary greatly. The Department of Plant and Soil Sciences provides this statement of evidences, as required by GR VIII A.6, to guide the evaluation of a faculty member's activities for tenure/promotion. Evidences are described in the areas of 1) Scholarly Productivity, 2) Program Quality, Innovation and Impact, and 3) Collaborative Efforts, Professional Service and Leadership. These evidences will apply to a faculty member's appointment in any of our faculty title series. This statement was approved by a vote of the faculty, October 30, 2009, and added to the department's Rules of Procedure.

Scholarly Productivity

Evidence of scholarly productivity is most often documented by information delivery through written works. Examples of scholarly productivity include original research articles, translational or extension publications, works of synthesis (e.g. reviews, monographs, and textbooks), and publications about instruction and pedagogy, as appropriate to the faculty member's discipline and assignment. Other formats such as web-based applications, electronic resources, patent applications, and created products (e.g. plant cultivars) are also considered as evidence of scholarly work. Published abstracts and the associated presentations increase the visibility of the faculty member's program. In all cases, however, creative or original works that have been rigorously peer-reviewed will be given more weight. This applies to works derived from research, instruction, and extension assignments.

Delivery of formal classroom and electronic media courses which create student contact hours, advising, mentoring experiential education and undergraduate research projects, and support of student engagement including participation in organized student activities are evidences of instructional scholarly productivity not documented by written works.

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. Applied research and high impact demonstration activities will also be considered an important tool for gathering information and validation of principles important to Kentucky agriculture.

### Quality, Innovation and Impact

The scholarly productivity evident in a faculty member's vitae should demonstrate that the overall program has a high degree of quality, innovation and impact in the research, instruction, or extension areas that are appropriate to the faculty member's discipline and assignment.

Research faculty members are expected to establish a coherent body of work, as opposed to an unrelated collection of activities. In the basic sciences this will be manifest as a focus on one or a small number of significant topics. For applied research, a broad, diverse portfolio of successful studies reflecting responsiveness to critical needs might constitute such a coherent body of work. For both basic and applied research, adaptation to changing priorities may be viewed as a component of an innovative, impactful program. For both basic and applied research, publication in highly selective, rigorously refereed outlets is an important metric of quality of scholarly works.

Instructional faculty will deliver high quality courses and/or other instructional resources/materials. Student evaluations of teaching are considered to be a valid, if approximate, index of teaching quality, particularly when considered in conjunction with other measures. Our department uses peer evaluation of classroom teaching as a formative process, rather than a summative metric, and as such it is considered an important teaching improvement activity. Professional development and teaching improvement activities are indicators of a commitment to quality instruction. Contributions to student success beyond formal classroom

activities are important, and success and achievement of students and advisees can be an additional measure of the impact of the teaching assignment.

Quality extension programs are characterized by responsiveness, direction and relevance; they are science and research based, and they employ creative, effective methods of education and communication. Outreach should be associated with high quality materials or works in relevant, appropriate, accessible outlets.

A demonstrated record of sustaining scholarly productivity through funding or support for the program as appropriate to the field is an important indicator of quality and innovation.

Indications of impact and their documentation will be specific to the discipline and the assignment in research, instruction, or extension. Invitations to present one's work and to review the work of others may be considered as evidence of the impact and standing of the faculty member. Documented benefits to stakeholders, e.g. changed practice, profit, or quality of life, can be an important measure, not just for extension programs but for all faculty activities.

#### Collaborative Efforts, Recognition, Professional Service and Leadership

Faculty members of a land grant institution are required to be highly accessible, responsive and interactive with peers, students and clientele. Departmental faculty members are expected to engage in collaborative work as appropriate to the advancement of both their and the university's programs.

Documentation of peer recognition may include significant awards, invitations to make presentations externally, service on regional/national panels or committees, editorial appointments, leadership positions in professional societies, as well as other indicators. Nationally competitive grants may be significant evidence of peer recognition in many fields.

Exceptional individual performance is typically associated with notable positive impact on the success of clientele, students, and colleagues through leadership and professional service. University, college or department level service may be offered as documentation of leadership in a major Distribution of Effort area (research, teaching, extension) or it may be evaluated as a special assignment, as agreed upon by the chair and the faculty member.