

Promotion and Tenure Unit (PTU) Criteria and Procedures

Department of Agricultural Leadership, Education and Communication

Introduction

In all matters related to promotion and tenure, the Department of Agricultural Leadership, Education and Communication (ALEC) will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure (<http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure>). The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University Guidelines. All faculty are expected to be familiar with both this Promotion and Tenure Unit (PTU) document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

This document and discipline-specific criteria must be accepted by the faculty within ALEC and must be reviewed and approved by the Dean of the College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, Dean, and the Provost. All revisions and approval dates must be listed in the PTU document.

ALEC Department Criteria for Promotion and Tenure

The general criteria for tenure and the ranks of Assistant Professor, Associate Professor, and Professor are stated in the University Guidelines. Acceptable documentation for meeting the criteria for Research, Teaching, and Extension/Outreach are listed in the University Guidelines. The extent to which the candidate is required to meet Research/Instruction/Extension criteria will be consistent with the candidate's appointment. Voting members of the review committee should weigh the candidate's contributions to scholarship, teaching, and service as parts of a whole. In addition, all faculty are expected to engage in Departmental, College, and University-level service (outlined under Service in this document).

Definition of Terms (items in color are aligned with CAES Departmental Productivity Metrics)

Excellence: Refers to the ability of a candidate to achieve noteworthy performance expectations and demonstrate growth or sustained success over a review period.

Indicators: Refer to pieces of evidence aligned with teaching effectiveness, research productivity, and/or Extension activity in which can be referenced as progress toward national or international status for promotion and/or tenure.

Expectations: Refer to averages, per year, for the period under which the faculty member is being evaluated (for example, a five- to six-year period of service for tenure and promotion to Associate Professor).

Important Note

*All Indicators and Expectations are set assuming a **50% appointment** in Teaching, Research, or Extension. Unit-level reviewers can adjust their review based on the candidate's appointment with consideration for whether the candidate has a fiscal year or academic year contract.*

Criteria for Tenure and Promotion to Associate Professor

Note: Candidates are encouraged to attend one of the University's "P&T Workshops" or "Dossier Workshops" through the Office of Faculty Affairs to better familiarize themselves with University-level expectations.

Teaching Effectiveness

Criteria for promotion from Assistant Professor to Associate Professor with tenure to provide clear and convincing evidence of teaching effectiveness:

Note: Faculty will be expected to present at least two types of evidence in support of their teaching effectiveness (per the revised UGA Guidelines and listed items on pp. 14-16-A).

Indicators of Effectiveness

Below is a range of indicators of effectiveness in teaching. The candidate must offer a compelling case for teaching effectiveness by demonstrating two or more of the following:

- Implemented innovations in the delivery of their teaching.
- Documented in a narrative their teaching philosophy, style, approach, and his/her improvement in response to student evaluations, peer evaluations, and self-evaluations of teaching.
- Mentored undergraduate or graduate students in coursework, degree requirements, and undergraduate or graduate research.
- Included reflections from a peer-evaluator or official from the Center for Teaching and Learning to critique their teaching (e.g., statement of the peer's thoughts on the teaching ability of the candidate).
- Engaged in the scholarship of teaching and learning through sharing the outcomes of their teaching in public and professional conferences and in publications.
- The candidate has been nominated for (and potentially been awarded) at least one college, university, regional, or national award for their teaching performance during the review period.

Expectations for Effectiveness (faculty are expected to meet all expectations below)

- The candidate's overall teaching evaluation scores, on average, are at or above 3.5/5.0 on end of course experience surveys.
- The candidate has shared their teaching innovations publicly (e.g., campus teaching conferences, regional/national conferences, etc.) through peer-reviewed journal articles, invited scholarly presentations at professional society meetings, in-service trainings, or educational/outreach presentations.

- The candidate has had their classroom teaching observed by a faculty colleague (within or outside of ALEC) at least once during the review period and evidence of this review and the candidate's response have been included in the dossier.
- The candidate has met the required instructional workload and credit hour expectations assigned to their position as per UGA Academic Affair Policy 1.07-6.0 Effort Assignment for Instructional Activities.

Research Excellence

Criteria for promotion from Assistant Professor to Associate Professor with tenure to provide clear and convincing evidence of emerging stature as a regional or national authority in research include:

Indicators of Excellence

Below is a range of indicators of excellence in research. The candidate must offer a compelling case for his or her research excellence by demonstrating some or all of the following:

- Articulated an area of expertise as evidenced through peer-reviewed journal articles or citations from academic analytics.
- Demonstrated effective leadership in developing a research program from initiation to completion of projects.
- Shared their research at peer-reviewed professional society conferences to gain positive attention at the regional or national level.
- Mentored undergraduate or graduate students in research.
- Mentored graduate and/or undergraduate student research projects as documented through completed theses, or dissertations, or peer-reviewed publications co-authored with graduate and/or undergraduate students.
- Participated in interdisciplinary teams (internal to ALEC and external) for enhancing creative endeavors as documented through cooperative publications or funding opportunities.
- Demonstrated success in securing and spending sponsored funds in their area of expertise to further their research program.
- Received or been nominated for at least one award in their discipline for their research and scholarship during the review period.

Expectations for Excellence (faculty are expected to meet all expectations below)

- On average, assuming a 50% research appointment, candidates on a **fiscal year appointment** are expected to have published at least six peer-reviewed journal

articles in their discipline's reputable journals or the equivalent each year during the review period.

- On average, assuming a 50% research appointment, candidates on an **academic year appointment** are expected to have published at least four peer-reviewed journal articles in their discipline's reputable journals or the equivalent each year during the review period.
- Over the review period, assuming a 50% research appointment, the candidate has served as PI, Co-PI, key personnel, or external evaluator on research teams which have acquired at least \$500,000 in total sponsored funding to support their research.
- Candidates are encouraged to publish research in journals with impact factors. Their record of doing so will be factored into the considered when evaluating their overall level of productivity, given their appointment and contract situation. Candidates are expected to provide context for the impact factors relevant to their discipline.

Extension Excellence

Criteria for promotion from Assistant Professor to Associate Professor with tenure to provide clear and convincing evidence of emerging stature as a regional or national authority in Extension include:

Note: As is highlighted below, tenure-track and tenured faculty with Extension appointments are expected to engage in research.

Indicators of Excellence

Below is a range of indicators of excellence in Extension. The candidate must offer a compelling case for his or her Extension excellence by demonstrating some or all of the following: ...

- Developed a niche of expertise that is recognized by the candidate's stakeholder base and provides the candidate with an academic reputation relevant to an Extension-related audience (including societal, university stakeholders, and so forth).
- Demonstrated leadership and technical ability in developing innovative Extension and outreach activities based on Extension-related audience needs (aligning with the candidate's area of expertise).
- Developed Internet-based media, social media, broadcast media, extension bulletins, evaluation reports, or other Extension/outreach publications addressing emerging needs of the candidate's stakeholder base.
- Developed and coordinated high impact programming to include workshops or short courses in the candidate's area of expertise (including in-service trainings and educational/outreach presentations).

- Received state-wide, regional, or national recognition of emerging stature in Extension and outreach programming with application in the ALEC disciplines (e.g., awards, invited scholarly presentations, manuscript review activities, recognitions within professional societies related to Extension/outreach, etc.).

Expectations for Excellence (faculty are expected to meet all expectations below)

- On average, with a 50% Extension appointment, candidates on a **fiscal year appointment** have delivered at least five in-service trainings, workshops, or short courses each year during the review period or published, on average, a combination of at least five peer-reviewed journal articles and/or Extension/outreach publications relevant to their Extension appointment. Additional areas of Extension scholarship can include peer-reviewed journal articles or invited scholarly presentations at professional society meetings.
- On average, with a 50% Extension appointment, candidates on an **academic year appointment** have delivered at least three in-service trainings, workshops, or short courses each year during the review period or published, on average, a combination of at least three peer-reviewed journal articles and/or Extension/outreach publications relevant to their Extension appointment. Additional areas of Extension scholarship can include peer-reviewed journal articles or invited scholarly presentations at professional society meetings.
- The candidate has clearly articulated a central theme to their Extension activities which addresses a need among Extension professionals.
- The candidate has clearly articulated how their research or teaching efforts align with their Extension activities and vice versa.

Service Excellence

All ALEC faculty are expected to engage in Departmental, College, University and professional service. For the purposes of this document, *Service* is defined as engagement in activities such as, but not limited to:

- Participation on committees at the Departmental, College, and University-level (graduate student committee membership is reflected under Teaching and Research);
- Engagement in recruitment events to recruit undergraduate or graduate students;
- Participation in regional, national, or international professional committees for the betterment of their discipline;
- Service as a reviewer on manuscripts being considered for publication at professional conferences or in peer-reviewed journals specific to their discipline.

Listed activities are representative examples and participation in each of the above listed areas is not mandated for promotion to associate professor. Faculty with an Extension appointment should consult with the Department Head if unclear whether to justify an activity under *Extension* or *Service*.

Criteria for Promotion to Professor

Note: Candidates are encouraged to attend one of the University's "P&T Workshops" or "Dossier Workshops" through the Office of Faculty Affairs to better familiarize themselves with University-level expectations.

In general, applicants for promotion to Professor in the Department of Agricultural Leadership, Education, and Communication shall document continued professional growth since promotion to Associate Professor with evidence of a strong record of teaching, scholarly and creative publications, outreach, and service. Promotion to Professor is based on an exemplary record of achievement through scholarly/creative work; demonstrated excellence in all areas of one's professional appointment; and prolonged, active, and respected participation in one's professional field and the life of the department, college, and university. Candidates for Professor must demonstrate leadership and national or international reputation. There should be strong evidence in the candidate's dossier of promise for continued scholarly activity.

Teaching Effectiveness

Criteria for promotion from Associate Professor to Professor to provide clear and convincing evidence of teaching effectiveness include:

Note: Faculty will be expected to present at least two types of evidence in support of their teaching effectiveness (per the revised UGA Guidelines and listed items on p. 14-16-A).

Indicators of Effectiveness

Below is a range of indicators of excellence in teaching. The candidate must offer a compelling case for his or her research excellence by demonstrating two or more of the following:

- Demonstrated achievement and leadership in instructional activities which contribute significantly to program review and improvement, and mentoring/advising junior faculty with teaching appointments.
- Implemented innovations in the delivery of their teaching.
- Documented in a narrative their teaching philosophy, style, approach, and his/her improvement, as appropriate, in response to student evaluations, peer evaluations and self-evaluations of teaching.
- Advised and mentored undergraduate or graduate students in coursework, degree requirements, and undergraduate/graduate research.

- Included reflections from a full professor peer-evaluator or official from the Center for Teaching and Learning to critique their teaching (e.g., statement of the peer's thoughts on the teaching ability of the candidate).
- Contributed to the department through activities such as revamping an existing course, developing a new course, enhancing student service-learning experiences in a course, or creating a certificate to provide students outside of their major with experiences in the ALEC Department.
- Engaged in the scholarship of teaching and learning through sharing the outcomes of their teaching in public and professional conferences and in publications.

Expectations for Excellence (faculty are expected to meet all expectations below)

- On average, the candidate's overall teaching evaluation scores are at or above 3.5/5.0.
- The candidate has been nominated for (and potentially been awarded) at least one college, university, regional, or national award for their teaching performance during the review period.
- The candidate has shared their teaching innovations publicly (e.g., campus teaching conferences, regional/national conferences, etc.) through peer-reviewed journal articles, invited scholarly presentations at professional society meetings, in-service trainings, or educational/outreach presentations.
- The candidate has had their classroom teaching observed by a faculty colleague (within or outside of ALEC) at least once during the review period and evidence of this review and the candidate's response have been included in the dossier.
- The candidate has met the required instructional workload and credit hour expectations assigned to their position as per UGA Academic Affair Policy 1.07-6.0 Effort Assignment for Instructional Activities.
- The candidate is able to articulate evidence of professional growth relative to teaching, and an evolving philosophy of teaching characteristic of a senior faculty member, in the dossier since promotion to Associate Professor.

Research Excellence

Faculty being considered for promotion from Associate Professor to Professor must provide clear and convincing evidence of national or international recognition in their fields, and the likelihood of maintaining that stature.

Indicators of Excellence

Below is a range of indicators of excellence in research. The candidate must offer a compelling case for his or her research excellence by demonstrating two or more of the following:

- Demonstrated significant and innovative contributions to knowledge in the candidate's area of expertise since promotion to Associate Professor as evidenced through peer-reviewed journal articles or citations from academic analytics.
- Demonstrated leadership of a developed, sustainable research program supported by the securing and spending of sponsored funds.
- Provided successful leadership in collaborative research efforts within ALEC and beyond. This could include collaboration with junior faculty as demonstrated by serving as a co-PI or co-author.
- Received recognition as a research leader at the national or international level in the area of the candidate's expertise (e.g., awards, invited scholarly presentations, manuscript review activities, recognition within professional societies related to research, invitations to serve on funding review panels, service on editorial boards, evidence of highly influential articles, etc.). The candidate for Professor should demonstrate a clear record of growth in the number of these activities and recognitions since promotion to Associate Professor.
- Mentored junior faculty to share their research at peer-reviewed professional conferences to gain positive attention at the national or international level.
- Advised undergraduate or graduate students in coursework, degree requirements, and undergraduate/graduate research.
- Mentored graduate student research projects as documented through completed theses and/or dissertations, and peer-reviewed publications co-authored with graduate students.
- Participated in interdisciplinary teams (internal to ALEC and external) for enhancing creative endeavors as documented through cooperative publications and funding opportunities.

Expectations for Excellence (faculty are expected to meet all expectations below)

- On average, assuming a 50% research appointment, candidates on a **fiscal year appointment** are expected to have published at least six peer-reviewed journal articles in their discipline's reputable journals (or equivalent) each year during the review period. The candidate for Professor must document how these publications reflect increasing prestige, impact, and contribution to discovery since the promotion to Associate Professor.
- On average, assuming a 50% research appointment, candidates on an **academic year appointment** are expected to have published at least four peer-reviewed journal articles in their discipline's reputable journals (or equivalent) each year during the review period. The candidate for Professor must document how these publications reflect increasing prestige, impact, and contribution to the field since the promotion to Associate Professor.

- Over the review period, assuming a 50% research appointment, the candidate has served as PI, Co-PI, key personnel, or external evaluators on research teams which have acquired at least \$500,000 in total sponsored funding to support their research. Candidates for Professor should articulate how their roles on research teams and the nature of their funded research activity has evolved with regard to impact and importance within the discipline since promotion to Associate Professor.
- Been nominated for (and potentially been awarded) at least one national award in their discipline for their research and scholarship since promotion to Associate Professor.
- Publication in journals with impact factors is encouraged and consideration of this increased quality will be acknowledged and considered when evaluating their dossier. Candidates are expected to provide context for the impact factors relevant to their discipline.
- In addition to the quantitative expectations listed above, candidates must demonstrate the growth, impact, and importance of their scholarly and creative activity since promotion to Associate Professor. Recognizing that senior faculty often complete projects of magnitude and depth characteristic of their seniority, candidates should work with their Department Head to articulate the case for excellence in a way that balances quantitative and qualitative indicators.

Extension Excellence

Criteria for promotion from Associate Professor to Professor to provide clear and convincing evidence of stature as a regional or national authority in Extension include:

Note: As is highlighted below, tenure-track and tenured faculty with Extension appointments are expected to engage in research.

Indicators of Excellence

Below is a range of indicators of excellence in Extension. The candidate must offer a compelling case for his or her Extension excellence by demonstrating two or more of the following: ...

- Established and sustained Extension and outreach activities for Extension-related stakeholders (e.g. societal, university stakeholders, and so forth).
- Demonstrated that Extension, outreach, and service activities have achieved recognition (e.g., awards, invited scholarly presentations, invitations to provide relevant programs in other states and regions, recognitions within professional societies related to outreach, invitations to serve on funding review panels, service on editorial boards, evidence of high impact Extension and outreach activities and articles, etc.).

- Developed a niche of expertise that is recognized by the candidate's stakeholder base and provides the candidate with a solid academic reputation with a relevant societal or Extension-related audience.
- Demonstrated leadership and technical ability in developing innovative Extension and outreach activities that are based on Extension-related stakeholder needs and appropriate given candidate's area of expertise.
- Developed Internet-based media, social media, broadcast media, extension bulletins, evaluation reports, or other Extension/outreach publications that address emerging needs of the candidate's stakeholder base.
- Developed and coordinated high impact programming to include workshops or short courses in the candidate's area of expertise (including in-service trainings and educational/outreach presentations).

Expectations for Excellence (faculty are expected to meet all expectations below)

- On average, with a 50% Extension appointment, candidates on a **fiscal year appointment** have delivered at least five in-service trainings, workshops, or short courses each year during the review period or published, on average, a combination of at least five peer-reviewed journal articles and/or Extension/outreach publications relevant to their Extension appointment. Additional areas of Extension scholarship can include peer-reviewed journal articles or invited scholarly presentations at professional society meetings. Candidates for full Professor should articulate in the dossier narrative how the quality, impact, and contributions of their Extension programming have grown since promotion to Associate Professor.
- On average, with a 50% Extension appointment, candidates on an **academic year appointment** have delivered at least three trainings, workshops, or short courses each year during the review period or published, on average, a combination of at least three peer-reviewed journal articles and/or Extension/outreach publications relevant to their Extension appointment. Additional areas of Extension scholarship can include peer-reviewed journal articles or invited scholarly presentations at professional society meetings. Candidates for full Professor should articulate in the dossier narrative how the quality, impact, and contributions of their Extension programming have grown since promotion to Associate Professor.
- The candidate has clearly articulated a central theme to their Extension activities which addresses a need among Extension professionals.
- The candidate has clearly articulated how their research and/or teaching efforts align with their Extension activities and vice versa.

Service Excellence

All ALEC faculty are expected to engage in Departmental, College, University and professional service. For the purposes of this document, *Service* is defined as engagement in activities such as, but not limited to:

- Participation, and leadership whenever possible, on committees at the Departmental, College, and University-level (graduate student committee membership is reflected under Teaching and Research);
- Engagement in recruitment events to recruit undergraduate or graduate students;
- Leadership role(s) in regional, national, or international professional committees for the betterment of their discipline;
- Service as a reviewer on manuscripts being considered for publication at professional conferences or in peer-reviewed journals specific to their discipline.

Listed activities are representative examples and participation in each of the above listed areas is not mandated for promotion to Professor. Faculty with an Extension appointment should consult with the Department Head if unclear whether to justify an activity under *Extension* or *Service*.

Annual Evaluations and Third Year Review

The processes and procedures for Annual Evaluations and Third-Year Reviews of candidates follow the University Guidelines as stated in the Guidelines for Appointment, Promotion, and Tenure. Specifically, the results of a third-year review will be considered by tenured faculty reviewing the dossier when evaluating a candidate's progress toward tenure and promotion to Associate Professor.

Approved by the faculty September 3, 2021, August 9, 2022 (as revised)

Approved by the Dean October 14, 2021, September 20, 2022 (as revised, following Faculty Affairs and Provost review)

Approved by the Provost August 26, 2022