

CROP & SOIL SCIENCES PROMOTION and TENURE CRITERIA

I. GENERAL DISCUSSION

The objective of the promotion and tenure policy of the Department is to recognize and reward colleagues who have achieved distinction in their discipline and who show expectation of continued professional development and advancement. Distinction is characterized by excellence in conducting and directing teaching, research, and extension activities. Participation in service and University community activities are also recognized as important contributions to the mission and vitality of the Department and University.

Although promotion and tenure are designed to reward distinction in professional development, the gaining of promotion and tenure should not be an end unto itself. Rather, faculty should view such attainment as milestones in continued professional development throughout one's career. While recognizing that the total effects of teaching, research, and extension may take years to surface, the senior faculty and administrators must make judgments on a faculty member's professional development, and potential for continued development, within finite time-frames. Therefore, it is critical that the faculty understand the Department's expectations for promotion and tenure, and how those standards will be applied. Because of the wide diversity of disciplines and activities resident within the Department, the faculty and administration also recognize that, although there must exist core expectations for distinction in one's career, the guidelines must be flexible to accommodate diversity. Nonetheless, the guidelines must be applied consistently.

Within the context of career-long intellectual and professional development, the Department's operating philosophy is to encourage faculty to pursue excellence rather than simply activity. Although it is easy to count publications, number of students taught, presentations and seminars given, or the number of on-farm tests conducted, such activities do not necessarily reflect quality in the development of a faculty member's program.

The diversity within the Department is reflected in the fact that research from the very basic to the long-term applied is conducted in the Department. Projects devoted to molecular biology and biogenetic engineering, and fundamental plant biochemistry, are prime examples of basic research activities. At the other extreme, studies involving perennial forage grasses, rotations and tillage methods, and cultivar development represent examples of long-term, applied activities. A similar scenario can be developed for a research program involving cultivar development. This discussion is not to suggest that the new faculty member should not undertake long-term studies, but it is presented to make junior faculty, senior faculty, and administration aware of the problems inherent with such programs. A proper mix of long- and short-term projects must be employed to have sustained productivity. In addition to the diversity within the Department, the faculty also recognize that excellence in programs derives from excellence of individuals. That environment, which necessarily includes facilities and resources, also includes an intellectual and administrative atmosphere that support and encourage creativity and innovation.

Although seldom requested, any faculty member may request the tenure clock be stopped for extraordinary circumstances, such circumstances might include serious extended personal illness or extended illness of a spouse or family member, including parental care.

Every faculty member is expected to participate in Departmental, College, and University activities and/or committees on a reasonable basis as well as service to the faculty member's professional society. This includes involvement in professionally-related activities of undergraduate and graduate students and, in some cases, managing departmental facilities. However, because of the numerous service opportunities available, judgment and discretion are necessary to determine which activities should have priority, particularly for untenured faculty. The degree of involvement in these activities should be discussed with the Head.

Service to the University of Georgia includes, but is not limited to, participating in departmental, school/college and/or University committee work and/or governance; contributing to administrative support work (such as serving as a college representative on a major University committee or task force); and developing, implementing or managing academic programs or projects.

Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies development and organization of professional conferences; editorship and the review of manuscripts in professional association and learned societies publications; and review of grants applications.

1) Documentation

- Committee work at departmental, school/college, and/or University
- University governance bodies and related activities

II. TEACHING

Because of the Department's land-grant heritage, teaching is an important and integral component of the Department, college, and University.

A. Classroom Performance

The Crop & Soil Sciences Department places great value on teaching and associated academic activities that strengthen the educational climate in which our students live and work. The faculty are expected to take teaching and advising seriously, and therefore, academic performance commiserate with their appointment will be weighed heavily in the tenure and promotion review process. The objective of an excellent teaching program is to communicate knowledge to students and develop in them the desire and skills necessary to continue learning.

Teaching effectiveness will be determined through the development of a teaching portfolio. The teaching portfolio will consist of evaluation by student questionnaires, written comments from students, peer evaluation faculty who visit the class, comments from former students and comments from external reviewers. The teaching portfolio will be used to document teaching effectiveness and creativity. Unannounced visits by the Head or Teaching coordinator are deemed appropriate.

Exit interviews of graduating students by the Head, Graduate Student Coordinator, or Undergraduate Curriculum Committee Chair and follow-up interviews with graduates who have had the opportunity to assess the value of their education, also are useful criteria of classroom performance.

B. Advising

Competence in academic advising is a vital area of responsibility for faculty, and thus should be an integral part of the evaluation process. Factors to be considered include advising load, survey of students at or following graduation, and the recently developed advising evaluation instrument.

C. Creativity, Innovation, and Scholarship

Creativity and innovation in course and curricula development are important evaluation criteria. Materials and methods developed and/or published as textbooks, laboratory manuals, audiovisuals, and computer-based educational programs are examples of activities, which will be included in the evaluation. Recognition by peers, including honors, awards, and invitations to participate in symposia, conferences, and workshops related to teaching are important evaluation criteria.

Additional evidence of academic effectiveness which should be part of the evaluation process includes seeking and obtaining extramural funds for academic programs, teaching development, student recruiting, continued contact with graduates, and sensitivity to the needs and interests of both majors in Crop & Soil Sciences and non-majors inside and outside the classroom, including club advising.

When the faculty member develops a new course, consideration will be given for the time, energy, and expertise required initiating and carrying to fruition such an addition to the Department's academic offerings.

Similarly, oral or poster presentations of academic issues and concepts at professional meetings have considerable value to the individual, Department, and profession, and thus will also be considered an important part of the evaluation.

D. Documentation

- i) Development
 - (1) New teaching materials, techniques, curricula, programs of study
 - (2) Interdisciplinary courses, programs or curricula
 - (3) Honors seminars, Independent student research projects/mentoring
- ii) Effectiveness – student evaluations
 - (1) List of course (previous 3 yrs) quantitative evaluation
 - (2) Representative student comments with positive and negative comments
 - (3) Letters of evaluation by former students
 - (4) Accomplishments of former students
 - (5) Effective direction of graduate study including theses and dissertations and post-doctoral students
 - (6) Successful direction of individual student work (i.e. special problems, seminars, independent studies)
 - (7) Effective use of technology in teaching
- iii) Evidence of effective advisement
 - (1) Effectiveness – Peer Evaluation
 - (2) Peer evaluation by colleagues/supervisors
 - (3) Selection for teaching special courses

- (4) Participation in special teaching activities outside of the University (i.e. international assignments, special lectureships, panel presentations, seminar participation)
- (5) Membership of teaching accreditation teams
- (6) Invitations to testify before academic or governmental groups concerned with educational programs
- iv) Evidence of Scholarly Performance in Teaching
 - (1) Election to offices, committee activities and other service to professional societies including editorial work and peer review as related to teaching
 - (2) Departmental and institutional governance and academic policy related to teaching
 - (3) Successful integration of teaching and research or teaching in ways that benefit students
 - (4) Publications
 - (5) Textbooks, published lecture notes, abstracts, articles or reviews reflecting candidate's teaching contributions
 - (6) Adoption of candidate's textbooks by institutions
 - (7) Presentation of papers on teaching before professional societies
- v) Grants
 - (1) Receipt of competitive grants to fund innovative teaching activities or to fund stipends of students
 - (2) Membership on panels to judge proposal for teaching grants
- vi) Special recognition or awards

E. Reputation Among Peers

Reputation among peers is important in evaluating faculty. To be considered for promotion and tenure to the associate professor level, all faculty must show clear and convincing evidence as emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level. To be considered for promotion to the rank of professor, all faculty must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignment and the mission of their units. Recognition by peers on a national or international basis is more critical in the evaluation of faculty for promotion to the rank of professor than for promotion to associate professor. In short, any activity that reflects on the professional competence and reputation of the faculty member contributes to establishing distinction in teaching.

III. RESEARCH

Faculty with specific appointment time in research are expected to devote the specified portion of their time to the development and conduct of independent, productive research programs directed toward the creation of new knowledge or the creative synthesis of existing knowledge. All faculty with research appointments will prepare and have approved one or more Hatch Projects.

A. Extramural Funding

It is essential that all faculty recognize that state support is not adequate for the development and maintenance of a research program of such quality as to result in satisfactory progress toward professional development, program growth, and, ultimately, permanent tenure with advancement.

Both effort and success in attracting extramural funding is, therefore, important to the development of a quality research program, and effort in this regard will be considered during the tenure and promotion evaluation process. It is incumbent on the faculty member to identify sources of support and submit proposals for consideration. This funding may take the form of direct grants, university mini-grants, memoranda of agreement, unrestricted gifts, in-kind support, and collaborative efforts.

It is common for junior faculty to seek support in modest amounts for specific, short-term projects targeted toward a narrow set of questions or objectives. Product testing is an example of one type of such activity. While a certain amount of this type research is appropriate and may fit into the overall objective of certain research projects, the faculty member must be very careful that such projects are consistent with the overall program goals and pay their own way. Care must be taken that university policy is followed and that the work is conducted in such a manner that results can be reported in an appropriate form in a timely fashion. Product evaluation alone would not be sufficient research to lead to professional advancement. The faculty member should discuss such opportunities with the Head before such agreements are established or executed.

B. Reporting of Results (Publications)

Research is not completed until the results are summarized, interpreted, peer-reviewed, and reported. Faculty who do not complete the research process by reporting the results, in proportion to their research appointment, will not receive support for promotion and tenure. Publication of the written word is one mode of communicating information or knowledge. Publication of scholarly works in peer-review journals is, and will remain, an important means of disseminating knowledge. However, there are other, equally appropriate, ways to report information. Experiment Station publications (bulletins, etc.), books, book chapters, review articles, technical papers, and computer programs are important means of disseminating new information.

The oral presentation (both invited and submitted) at professional meetings is not only an appropriate method of transmitting information and knowledge, it is an effectual one in that rapid, lasting impressions (both positive and negative) of the individual, the research, and the Department and University are formed by the recipients of those presentations. Further, it should be recognized that such presentations usually reach a broader audience than the readership of a scientific article. Video presentations hold similar benefits and disadvantages.

There are not specific numbers of publications that will guarantee promotion and tenure. Continued and regular contributions to the scientific literature as evidence of scholarly pursuit are necessary. Quantity is important only as a general indicator of scholarly activity; of more significance is the quality and impact of the contribution to new knowledge to the citizens of the state of Georgia, the U.S., and the world. Documentation of the quality or impact of research should be provided.

C. Collaborative Efforts

Independent work is the basis of most scholarly activities and recognition, and it is becoming increasingly important to participate in collaborative work. Ability to cooperate with other faculty within the department, other departments within the university, with faculty in other institutions and colleagues in the profession outside of academia (e.g. USDA, industry), is therefore

important. Recognition will be given to junior faculty who contribute or lead to collaborative investigations as junior authors on publications.

D. Graduate Education and Training

The training of graduate students and collaboration with post-graduates is an important function of the department. Faculty are expected to participate in graduate student training. Publication of graduate student and postdoctoral research contributes greatly to the strength and reputation of a faculty member's program and, subsequently, the Department.

E. Reputation Among Peers

Reputation among peers is important in evaluating faculty. To be considered for promotion and tenure to the associate professor level, all faculty must show clear and convincing evidence as emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level. To be considered for promotion to the rank of professor, all faculty must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignment and the mission of their units. Recognition by peers on a national or international basis is more critical in the evaluation of faculty for promotion to the rank of professor than for promotion to associate professor. Receipt of awards and honors provides a basis for quantifying recognition, as do invitations to participate in symposia or training workshops, to present seminars, to hold editorships, to contribute review papers and/or book chapters, etc. Nomination and election to positions of leadership in professional societies are also indicative of peer recognition. In short, any activity that reflects on the professional competence and reputation of the faculty member contributes to establishing distinction in research.

F. Documentation

- 1) Publications
 - a) Books, parts of books, reviews, book reviews, monographs, bulletins, articles and other scholarly works published in refereed journals, discipline-specific publications, articles published in professional publications, research reports to sponsors, accepted manuscripts, research notes and bulletins. Primary emphasis will be placed on publication of research in peer-reviewed works.
 - b) Membership on editorial boards reviewing publications
 - c) Scholarly reviews of publications
 - d) Other evidence of research or creative accomplishments as appropriate (i.e. patents, new product development)
 - e) Description of new computer software, video, or multimedia programs developed.
- 2) Grants
 - a) Funded projects, grants, commissions and contracts (include source, dates, title, and amount)
 - b) Completed or in progress
 - c) Lists of grants and contracts with an indication of the candidates role in preparing and administering grants and contracts
- 3) Dissemination
 - a) Presentation of research papers before technical and professional meetings
 - b) Record of participation in and description of, seminars and workshops (including short descriptions of activity, with titles, dates, and sponsor); indication of role

- c) Description of outreach or other activities in which there was significant use of candidate's expertise (e.g. consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and industrial associations, educational institutions)
 - d) Application of research scholarship in the field
 - e) Technology transferred or adapted in the field
 - f) Technical assistance provided
- 4) Graduate students
 - a) Evidence of graduate and post-doctoral student's scholarly achievements (e.g. publications, awards, grants)
 - 5) Professional societies
 - a) Election to offices, committee activities, and important service to professional organizations, including editorial work and peer review as related to research and other creative activities
 - 6) Honors and awards for scholarship
 - 7) Other evidence of impact on society of research scholarship and creative accomplishment

IV. SERVICE (EXTENSION)

Extension programs and activities are integral and necessary components of the basic mission of the Department and the college. While the primary responsibility of technology and information transfer usually require frequent interactions with off-campus clientele, extension personnel holding faculty rank are full members of the Departmental and college community and, therefore, are expected to participate appropriately with research and teaching colleagues in Crop and Soil Sciences and other departments to accomplish the mission and goals of the Department and to render service to the college, University, and the people of Georgia, the U.S. and the world.

A. Primary Role

The primary responsibility of extension specialists is to transfer technology by supporting and assisting county extension agents and state clientele in the development and delivery of pertinent, unbiased research-based educational programs to agricultural and related clientele. In addition, the diversification of agriculture in Georgia and its involvement in issues of broad public concern often necessitate the interaction of extension faculty with colleagues in this and other departments, as well as with representatives of appropriate agencies/organizations/industries outside the university system. The primary focus, however, should be on improving the ability of county agents to effectively and objectively deliver agronomically, economically, and environmentally sound information to their clientele.

B. Components of Successful Programs

Because of the numerous commodities, issues, and/or disciplines dealt with by Crop & Soil Sciences extension faculty, the specific nature and objectives of programs and approaches used by individual specialists may vary widely. New faculty members are encouraged to discuss priorities and approaches to program development with the Head, Department Extension Leader, campus extension specialists, county extension agents, commodity leaders and advisory groups, and his/her mentor. In addition, attention to the following components of effective, successful

extension programs will facilitate professional development and, therefore, the promotion and tenure process.

1. Program Development. Specific program objectives and approaches should be based on the unique needs of the clientele, and most of the primary program objectives should be identifiable by clientele and administrators as belonging to the individual specialist. However, while independent initiative is encouraged to accomplish specific objectives and individual recognition, the integrated nature of some problems will necessitate cooperation with extension/research colleagues in Crop & Soil Sciences and other departments or agencies/organizations, public or private, to accomplish the objectives). Providing leadership for and participation in cooperative extension activities are often evidence of progressive educational programs.

2. Program Delivery and Evaluation. New technology and information may be transferred by a multitude of traditional and new techniques, including in-service training (classroom and field), on-farm tests (applied research) and demonstrations, newsletters, tours, short courses, meetings with county extension agents and agribusiness personnel, press and media, videos and computer software development, extension/research publications, etc., depending on the nature and objectives of specific educational programs and clientele. In the case of split appointments, use of appropriate extension delivery techniques which complement individual responsibilities to departmental research or teaching functions are encouraged (e.g., development of written and visual materials which can also be used for teaching or inclusion of treatments in replicated on-farm tests which complement experiments conducted on research stations).

Peer- and clientele-evaluation of extension programs will assist extension faculty in documenting progress and identifying strong (or weak) points of their programs. Periodic surveys or other instruments which help to quantify positive changes in adoption of program objectives by clientele are also useful to senior faculty and administrators when making promotion and tenure decisions.

3. Scholarly activities. Extension publications and/or the use of other educational outlets such as those listed under "Program Delivery and Evaluation" are essential and substantially demonstrate the effectiveness of extension programs. In addition, periodic publication in state, regional, national, or other extension bulletins that receive peer review, or in regional or national journals are generally necessary for promotion. Publication in such journals or other scientific publications, writing of books or book chapters, and training of graduate students, either individually or cooperatively, is evidence of scholarly activity and continued intellectual development within the discipline.

4. Program Support and visibility. Individual or cooperative success in obtaining ongoing extramural funding is important and reflects as favorably on extension as on research and other programs. It also demonstrates that extension programs are pertinent and objectives are being achieved.

Most Crop & Soil Sciences extension faculty maintain close, professional contacts with commodity organizations or similar groups. These relationships can help develop statewide recognition of a program, make the specialist aware of clientele concerns, maintain contact with commodity and industry leaders, and, in some instances, serve as sources of financial support.

Individual and/or team awards and recognitions at all levels bring favorable recognition to the program and the Department. They also indicate peer and clientele confidence in faculty expertise in the discipline/commodity program area. Those who receive awards seldom seek them, but often support and participate in obtaining recognitions for deserving coworkers. Similarly, international experiences reflect program and professional maturity and are encouraged to the extent that programs and creativity are enhanced.

C. Reputation Among Peers

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D. Documentation

- 1) Overview of needs assessment, and the objectives, methods and target audience.
- 2) Description of the candidate's professional expertise in design and implementation of the program
- 3) Description of impact. Identify direct and indirect beneficiaries. What practices were adopted or changed as a result?
- 4) Publications
 - a) Extension Bulletins, Circulars, Fact-Sheets, Applied Research Journals, Newsletters, Trade Journals, Websites, Exhibits/Posters, CD.
 - b) Electronic products (CDs, web sites, computer programs)
 - c) List publications relating to service to society including books, book chapters and scholarly papers (indicate if peer-reviewed)
- 5) Dissemination
 - a) Record of participation in and description of, In-Service training, seminars and workshops, county/regional meetings, field days, advisory meetings, radio/television interviews (including short descriptions of activity, with titles, dates, and sponsor); indication of role
 - b) Description of outreach or other activities in which there was significant use of candidate's expertise (e.g. consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and industrial associations, educational institutions)
 - c) Technology transferred or adapted in the field
 - d) Technical assistance provided

- e) For each, describe impact (e.g. identify direct or indirect beneficiary, what actions were taken as a result, qualitative evidence (e.g. testimonials, reviews, etc). should be included))
- 6) Grants/Gifts
- 7) Honors and awards related to extension programming
- 8) Professional societies
 - a) Election to offices, committee activities, and important service to professional organizations, including editorial work and peer review as related to extension and other creative activities
 - b) Development and organization of professional conferences
- 9) Other evidence of impact on society of extension scholarship and creative accomplishment
 - a) Description of impact
 - b) Evaluations by clientele and peers