

TSU POLICY NO. \_\_\_\_\_ SUBJECT: Policies and Procedures for Promotion of  
Research and Extension Faculty

TBR References:

5:02:02:20 Faculty Promotion at Universities

5:02:03:30 Academic Freedom and Responsibility

## **I. INTRODUCTION**

The purpose of this document is to provide Research and Extension Faculty in the College of Agriculture, Human and Natural Sciences (CAHNS) with the guidance necessary to ensure a successful career at Tennessee State University (TSU) and to fully explain the pathway to promotion. This policy for Research and Extension Faculty dovetails with the university's policy on promotion for academic faculty, including CAHNS academic faculty, and becomes a supplement to the university's and the Tennessee Board of Regents' (TBR) policy on promotion by setting the standards by which Land-grant faculty in the CAHNS will be evaluated for promotion.

Applying for promotion in rank is not a required activity for faculty. Promotion in rank is recognition of past achievement by the individual being considered for promotion. In addition, the advancement in rank is recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities. It is reserved for faculty members who have demonstrated exemplary performance in their field. It is not to be considered an automatic action following a prescribed time interval at the University. Research and Extension Faculty recommended for promotion in the CAHNS must attain the standards stated in this document in addition to University and department standards. The policy of the Tennessee Board of Regents is to make promotions strictly on consideration of merit tempered by university and fiscal considerations guidelines (see TBR Policy: 5:02:02:20). The purpose of this policy is to help ensure that promotions are made objectively, equitably, impartially, and as recognition of merit in line with that policy. The President is responsible for the master staffing plan of the University. In developing such a plan, the President will consider the fiscal impact of each promotion recommended to the Board; i.e., resources allocated and distributed to the University.

### **Introduction to the College**

The mission of the Land-grant system is creating knowledge and placing that knowledge in the hands of our stakeholders - the citizens of Tennessee, the United States and the world. At TSU, the College of Agriculture, Human and Natural Sciences is the premier Land-grant unit of the university. As such, the College has a mandate to not only educate the students in our classrooms, but to also reach out to provide the research, education and training necessary for all of our citizens to lead healthy, productive lives. We are unique at TSU by

having a physical presence in multiple counties in the State, where our staff of professionals address the needs of Tennessee's men, women and children through our Extension programs and research facilities.

The College is unique as the majority of the faculty members are employed to fulfill roles different from those traditionally filled by teaching faculty; our faculty are employed specifically to create knowledge. We foster and integrate teaching, research and extension. By providing quality science-based education in classroom and non-classroom settings, the College enables individuals of diverse backgrounds to achieve advancements within family, food, agricultural, chemical, and biological systems thereby improving lives in Tennessee, the nation, and the global society.

Faculty in the CAHNS are among the leaders at TSU in extramural funding and publications in first-tier journals. In addition to providing expert instruction to TSU students and other residents of Tennessee, the Research and Extension Faculty in the College advance and disseminate scientific knowledge in priority areas that are closely aligned with the strategic goals of the National Institute of Food and Agriculture.

There are three designations of faculty in the CAHNS: Academic Faculty, Research Faculty and Extension Faculty. Research and Extension Faculty are Land-grant faculty. Academic faculty have a role closest to traditional faculty at TSU with a primary duty of classroom instruction, but who are also expected to participate in scholarly activity and service. Instruction evaluations are a key performance indicator for academic faculty, like other faculty at the university. Among the Land-grant faculty, the primary role of Research Faculty is the creation of new knowledge (either applied or basic). Service and instruction are expected, but in secondary roles. Publications, securing external grant funds and other research-based scholarly accomplishments are primary performance indicators for research. Extension faculty are charged with generating, assembling, translating and communicating scientific knowledge to the general public. This includes the communication of existing knowledge, performance of limited-scale applied research to generate transferrable knowledge, and training others in scientific knowledge to be transferred to end users. Impactful transfer of scientific knowledge, publications and securing external grant funds are performance indicators for Extension faculty.

Land-grant faculty in the CAHNS are also unique in that depending on the priorities set forth by our funding agencies and the staffing needs of our departments, the allocation of effort in each of the areas of instruction, scholarly activity and service are unique for each faculty member, and may change for individual faculty members over time. CAHNS faculty are evaluated on their level of achievement in instruction, scholarly activity and service, relative to their percentage assignment in each of these areas. In general, the nature of Research and Extension Faculty appointments in the CAHNS does not emphasize university classroom teaching as much as other university faculty, but rather charges faculty with an emphasis on the creation of new knowledge and the dissemination of knowledge to citizens of all ages using traditional and non-traditional

methods. As such, Research and Extension Faculty of CAHNS are evaluated on measures of performance in the areas of knowledge creation (scholarly activity, i.e. rigor of research performed, funding obtained, publications produced), impactful knowledge dissemination (instruction, i.e. classroom and non-classroom instruction, demonstrations, outreach activities), and service proportional to their appointment. The standards for promotion also reflect this emphasis on knowledge creation and dissemination.

The appendix (Section XII) contains information on how annual allocation of effort is determined and applied.

### **General Information**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

## **II. DEFINITIONS**

For the purposes of this policy, instruction, scholarly activity, and service will be defined as follows.

### **A. Instruction**

Instruction applies to any strategy in which information is communicated so that others may learn, and may include, but is not limited to, a variety of techniques including instruction (regardless of venue), student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction.

### **B. Scholarly Activity**

Scholarly activity applies to the creation of knowledge, studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. This may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, and the development of cutting-edge teaching approaches.

### **C. Service**

Service and/or outreach encompass a faculty member's activities in outreach or public service, university service, and professional service.

A more detailed description of these activities and the criteria to be applied in assessing performance in these three areas may be found in Policy No. 5:02:02:20, "Guidelines for Faculty Promotion Recommendations at Tennessee Board of Regents Universities."

### **III. CONSIDERATION FOR PROMOTION**

#### **A. Promotion Appointments**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

#### **B. Promotion Process**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

#### **C. Procedures for Promotion Recommendations**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

#### **D. Department Review**

In addition to the items described in the Tennessee State University Policies and Procedures for Promotion, the College of Agriculture, Human and Natural Sciences Promotion Policy adds one item in addition to the university policy as stated below:

All candidates for promotion will be reviewed by the same committee.

#### **E. College Promotion Review**

In addition to the items described in the Tennessee State University Policies and Procedures for Promotion, the College of Agriculture, Human and Natural Sciences Promotion Policy adds one item in addition to the university policy as stated below:

All candidates for promotion will be reviewed by the same committee.

#### **F. University Review**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

#### **G. President's Review**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

#### H. Qualified Privilege of Academic Confidentiality for Tenure and Promotion Review Committees

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

#### I. Appeal of Denial of Promotion

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

### **IV. THE EVALUATION PROCESS**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

### **V. ACADEMIC RANKS**

The following are criteria that distinguish between academic ranks.

#### 1. Assistant Professor

- a. Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area.
- b. Evidence of potential ability in instruction, and/or service, and/or research.
- c. Evidence of good character, mature attitude, professional demeanor, and professional integrity.

#### 2. Associate Professor

- a. An earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area plus five years as an assistant professor. Faculty are not required to apply for Associate Professor.
- b. Documented evidence of high quality professional productivity which may lead to national recognition in the academic discipline, and/or consonant with the goals of the University and of the academic unit to which the faculty member belongs.
- c. Documented evidence of proficiency in instruction, scholarly activities, and service evidenced in these three areas. Exceptional achievement in two areas is expected.
- d. Evidence of good character, mature attitude, professional demeanor, and professional integrity.

### 3. Professor

- a. An earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area including ten years' experience, five of which is in the rank of an associate professor. Exceptions to these minimum rank qualifications may be made by recommendation of the President. Faculty are not required to apply for Full Professor.
- b. Documented evidence of sustained high quality professional productivity and national recognition in the academic discipline or sustained high quality professional productivity in the academic discipline that is consonant with the goals of the University and of the academic unit to which the faculty member belongs.
- c. Documented evidence of excellence in instruction, scholarly activities, and service evidenced in these three areas will contribute to the positive record of the candidate for advancement to the rank of professor. Since there is no higher rank, promotion to professor is taken with great care and requires a level of achievement beyond that required for associate professor. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the University and the larger academic community.
- d. Evidence of good character, mature attitude, professional demeanor, and professional integrity, and a high degree of academic maturity and responsibility.

## **VI. EXCEPTIONS TO MINIMUM RANK QUALIFICATIONS**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

## **VII. TERMINAL DEGREE DESIGNATION**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

## **VIII. PROMOTION CRITERIA**

Excellence in fulfilling the duties of a Research or Extension Faculty member in the College of Agriculture, Human and Natural Sciences includes a high standard of achievement. A promotion document is not a checklist of activities that must be fulfilled in order to be promoted, but is a document unique to a given faculty member that describes the level of excellence attained by that faculty member based upon their appointment and the expectations of their department. High achievement, creativity, and productivity in a person's field does not imply that a person will have an exemplary record in every possible metric of their work. The assessment process will value not only the quantity and quality of outputs, but also the breadth of impact on the profession and society. Although all faculty are expected to fully meet all standards of productivity and program quality specified in this document, evaluation committees may, but are

not obligated to, consider additional indicators of productivity and program quality in cases where specified standards are not met. For example, publishing an article in a journal of the stature of *Science* or *Nature* could be of more value than publishing in a lower tier journal. Similarly, getting an RO1 grant from the National Institutes of Health could be more valuable than obtaining funding from set-aside programs such as a USDA Capacity Building Grant. These types of special situations can be assessed by review committees to provide justification for an exception in considering a candidate for promotion with slightly fewer publications but prestigious ones, or fewer dollars but secured from prestigious programs. The entirety of the person's work will be considered collectively and in balance as a contribution to excellence and productivity in their field.

The college has taken extra effort to fully ingrate the research and extension enterprises at the university into the departments of Agriculture and Environmental Sciences and the Department of Family and Consumer Sciences. These actions, undertaken in 2008-2009, established a consolidated workforce to address pressing issues facing TSU stakeholders across the state of Tennessee and the nation. This integration supports a faculty that communicates knowledge in classroom and non-classroom settings and conducts both basic and applied research.

Recommendations for promotion must take into consideration the relative distribution of effort in instruction, scholarly activity, and service assigned to each Research and Extension Faculty member; recommendations and evaluations should be based accordingly. The applicant will provide the average annual percentage assignment to instruction, scholarly activity and service, calculated from the applicant's annual evaluations during the period under review. This time allocation among the three Land-grant mission areas (instruction, scholarly activity, service) needs to be certified jointly by the Department Chairperson and the appropriate Associate Dean(s). Recommendations for promotion must also consider the fiscal impact of each promotion recommended, upon the resources allocated to the University and distributed throughout the University for current operations. Recommendations must also consider the rank distribution in each academic unit, in order to ensure that it is commensurate with the mission outlined for the unit. Criteria here include the level of courses being taught, as well as student demand for offerings.

#### 1. Instruction

Effective instruction is one of the qualifications for consideration for promotion. Instruction cannot be considered in isolation from scholarly activity and service.

Instruction includes, but is not limited to, all forms of communication of knowledge in traditional and non-traditional settings. This includes traditional classroom, online instruction and non-traditional instruction/public education. Instruction activities are to be based on either a pre-approved formal course and syllabus or other instructional plan that has been reviewed and approved by the Associate Dean

for Extension (for Extension-based instruction) or the Associate Dean for Research (for research-based instruction). All instruction activities are to be directly related to the faculty member's area of expertise at TSU. As a faculty scholar, public education activities in areas not related to the applicant's area of expertise are not applicable for promotion consideration.

Accomplishments in student-related activities, such as graduate student advisement, student recruitment, student retention and student mentoring are also included in the instruction section.

To be considered for promotion, faculty must have attained a level of proficiency in instruction appropriate to the rank for which they are applying, and appropriate to their percentage appointment in instruction.

Faculty should present evidence of the following:

A variety of peer and clientele inputs to demonstrate and document the content, quality, priority, and emphasis of the faculty member's skill in instruction. The faculty member should have command of the subject discipline, and possess the ability to present information through logic and effective communication. Quality and effectiveness of instruction are to be measured through peer and clientele evaluation as provided by the applicant including, but not limited to, student evaluations for each traditional class taught, and evaluations for non-traditional instruction.

Evaluation of instruction effectiveness and evidence of improvements made as a result of evaluation are required. Documentation of formal evaluation of classes/workshops is also required.

Evidence that existing courses/workshops are regularly revised and made current. New courses must fit the needs of department curricula and meet outcome needs. Workshops must address an established subject area need. Student products must be relevant and high quality.

Extension faculty must author and execute at least one relevant peer-reviewed curriculum with documented objectives, outcomes and impacts. Peer review and evaluation of curriculum is to be completed according to the policies and procedures of TSU Extension. Agent-facilitated instruction of curriculum will be credited to the author.



Evidence that outcomes for courses/workshops taught are well defined and are strongly connected to desired curricular outcomes for programs must be documented. Levels of learning must be appropriate for the type and level of the audience.

Supervision of graduate students and direction of theses and dissertations. Note that the CAHNS assigns a 6% instruction commitment (limit two years per M.S. student) for mentoring a Master of Science student and a 9% instruction commitment (limit three years per Ph.D. student) for a Doctor of Philosophy student.

Recruitment and retention effort of undergraduate students including mentoring professional clubs and societies are considered as instructional effort. However, if the effort is very significant, it needs to be recognized as part of the time and effort certification and needs to be authorized by the Research Director or Extension Administrator as the case may be.

Additional examples of indicators of the scholarship of instruction may include but are not limited to:

Direction of academic programs within the department/college. Other responsibility for coordination of academic programs.

Active membership on graduate student committees.

Demonstrated ability to communicate knowledge to a variety of audiences (e.g. classroom, stakeholders, consumers).

Implementation of innovative instruction strategies. Activities in this area could include, but are not be limited to, how work/ideas regarding learning have been adopted by others.

Mentoring depth of undergraduate and graduate students. Evidence that the faculty member is an effective participant within department advising program or college.

Availability and accessibility to students and other stakeholder audiences.

Receipt of honors and awards for teaching and instruction.

External funds obtained for instruction activities and/or instruction-related research.

Designing and developing new courses, including on-ground courses, study abroad courses, distance learning courses, and special problems.

Innovative or programmatic contribution to recruitment and retention.

Instruction growth plan including attendance at classes, workshops and professional development activities.

Contribution to and/or leadership in a professional society that seeks to improve instruction and learning.

Authorship of peer-reviewed Extension bulletins, self-instruction materials, and newsletters.

Publication of instruction practice and/or research in discipline and/or instruction journals.

Grants for supporting instruction research and practice with appropriate dissemination of results.

Use, documentation, and publication of innovative instruction procedures.

Author/co-author of textbook in discipline of expertise at TSU (document how and where used nationally/internationally).

Appropriately documented and evaluated educational programs, educational courses, workshops in the areas of agriculture and natural resources, community and rural development, 4-H and/or FFA youth development, and/or family and consumer sciences or other identified areas.

Author/co-author of instruction-related video, software, workbook, lab manual or other means of instruction (document how and where used on-campus, off campus, nationally, and /or internationally).

Scholarship of instruction/education may be demonstrated through the development of appropriate textbooks or educational articles pertaining to educational strategies in one's own discipline and/or innovative contributions to instruction, if published or presented in a peer-reviewed forum.

## 2. Scholarly Activity

Tenure-track Research and Extension Faculty must be engaged in substantial research or scholarly activity and must present evidence of his/her research and scholarly activity. We expect all faculty to excel in research, be it adaptive and applied (Extension Faculty) or applied and basic (Research Faculty). Expected level of performance is prorated according to the faculty member's percentage appointment in this area. Discipline-specific full length research publications in

refereed journals or media of similar quality are considered reliable indicators of research/scholarly ability.

For promotion, the applicant must have achieved the publication and extramural funding requirements for the period under review as stated in the CAHNS evaluation. Although all faculty are expected to fully meet all standards of productivity and program quality specified in this document, evaluation committees may, but are not obligated to, consider additional indicators of productivity and program quality in cases where specified standards are not met. For example, publishing an article in a journal of the stature of *Science* or *Nature* could be of more value than publishing in a lower tier journal. Similarly, getting an RO1 grant from the National Institutes of Health could be more valuable than obtaining funding from set-aside programs such as a USDA Capacity Building Grant. These types of special situations can be assessed by review committees to provide justification for an exception in considering a candidate for promotion with slightly fewer publications but prestigious ones, or fewer dollars but secured from prestigious programs.

Following the three-year program establishment period (one required publication during this time), the applicant for Associate Professor must have published the equivalent of two full-length senior author manuscripts per year in an appropriate edited and refereed mainstream professional journal that uses a blind review process. Expected level of performance will be prorated according to the faculty member's percentage appointment in this area. See Section XII Appendix, for additional information on calculation of appointment allocation and corresponding publication requirements. For example, a faculty member with a 60% appointment in scholarly activity, 30% instruction and 10% service who is applying for promotion at the end of their fifth year of employment (to Associate Professor) is expected to have produced the equivalent of three (3) full length refereed first author publications. A faculty member with a 60% scholarly activity, 30% instruction, 10% service appointment who is applying for Full Professor is expected to have produced the equivalent of six (6) full length refereed first author publications<sup>4</sup>. Requirements for faculty with a different level of assignment for scholarly activity will be adjusted proportionally<sup>1</sup>. See Section XII Appendix, for

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<sup>1</sup> Years one to three require one publication total, years four and five require two publications each for a total of five required publications; 60% appointment x 5 publications = 3 publications required. Years one to three require no funding, years three and four require \$33,000-\$100,000 in funding each year for a total of \$66,000-\$200,000 required funding; 60% appointment x [\$66,000-\$200,000] = \$40,000 -\$120,000 funding required.

additional information on calculation of publication requirements for other levels of scholarly activity appointment.

Manuscripts must be related to the faculty member's assigned area of specialization at TSU. At least one publication per three-year period should be in the faculty member's society journal, and at least one publication per three-year period must be as senior author. Publications where the faculty member is primary author, corresponding author or where the faculty member's student is primary author receive full credit, publications where the faculty member is second author receive 50% credit, publications on which the faculty member is third or lower author receive 33% credit (*i.e.* two second-author publications equals one primary author publication). The designation of Corresponding Author precludes other TSU CAHNS faculty from receiving credit as first author for that manuscript. Additional information on the calculation of effort and how that effort applies to publication standards is presented in Section XII Appendix.

For faculty engaged in research activities, an average of \$33,000 - \$100,000<sup>2</sup> per year in extramural funding is expected following the program establishment period; lower range funding for appointments emphasizing the social sciences or stakeholder services, higher range for appointments in the hard sciences. Since extension conducts regionally applied research, the level of funding available for these types of research proposals are typically lower than research proposals with a wider impact. For faculty engaged in Extension activities, an average of \$33,000 - \$50,000<sup>2</sup> per year in extramural funding is expected following the program establishment period; lower range for appointments emphasizing the social sciences or stakeholder services, higher range for appointments in the hard sciences. Expected level of performance will be prorated according to the faculty member's percentage appointment in this area. See Section XII Appendix, for additional information on calculation of external funding requirements based on percentage appointment in scholarly activity.

Thus, for example, an Assistant Professor with a 60% appointment in scholarly activity, 30% instruction and 10% service who is applying for promotion to Associate Professor at the end of their fifth year of employment is expected to have obtained a total of \$40,000 - \$120,000 (depending upon appointment and area of

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<sup>2</sup> In 2014, grants funded in the agricultural sciences average \$300,000 - \$500,000, with salaries for principal investigator release time making up an average of approximately 25% of this amount. Faculty are expected to obtain one externally funded grant every three years. It is expected future yearly target rates for funding will remain proportional to this standard.

specialization) in extramural funding.<sup>3</sup> See Section XII Appendix, for additional information on calculation of external funding requirements for other scholarly activity appointment levels.

A faculty member with a 60% scholarly activity, 30% instruction, 10% service appointment who is applying for Full Professor is expected to have produced the equivalent of six (6) full length refereed first author publications and obtained \$99,000 - \$300,000 (relative to percentage appointment and area of specialization) in extramural funding since their last promotion or rank appointment<sup>4</sup>. Expected level of performance will be prorated according to the faculty member's percentage appointment in this area. See Section XII Appendix, for additional information on calculation of external funding requirements for other scholarly activity appointment levels.

Publications and extramural funding must be in the faculty member's area of specialization and achieved while employed at TSU. Funding average cannot be composed solely of funds obtained as co-PI or collaborator status, some funding must be acquired as PI. For grants in which the faculty member is not the lead PI, a description should be provided that summarizes the candidate's role in obtaining and executing these grants, and what aspect of the grant/project relies on the faculty member's leadership and/or expertise. Projects with multiple investigators should indicate the contribution of the candidate to the proposal development and project delivery.

Additional information on the calculation of effort and how that effort applies to funding standards is presented in Section XII Appendix.

The quality of the publications is paramount in assessing the level of scholarship. Publications in one's professional society journals is considered as high quality. Each of the professional societies also have multiple journals to accommodate basic or highly sophisticated applied research to adaptive or local research. In general, the Research Faculty are expected to publish in top tier journals and Extension Faculty are expected to publish at minimum in applied journals of the professional societies or elsewhere. However, in cases where other avenues are used for publications, the evaluation committees can check the quality of publications using

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<sup>3</sup> Years one to three require one publication total, years four and five require two publications each for a total of five required publications; 60% appointment x 5 publications = 3 publications required. Years one to three require no funding, years three and four require \$33,000-\$100,000 in funding each year for a total of \$66,000-\$200,000 required funding; 60% appointment x [\$66,000-\$200,000] = \$40,000 - \$120,000 funding required.

<sup>4</sup> Two publications per year for five years for a total of ten publications; 60% appointment x 10 publications = 6 publications required. \$33,000-\$100,000 per year for five years = \$165,000-\$500,000 total in funding required; 60% appointment x [\$165,000-\$500,000] = \$99,000 - \$300,000 funding required.

such well known quality indicators as impact factor of a journal, H Index of an author, or other acknowledged indicators of quality. The purpose of this is to assure that the departments maintain high caliber faculty and support high quality science research.

In addition to the above requirements for scholarly output, applicants for promotion must have attained a level of peer recognition appropriate to the rank for which they are applying by achieving each of the outcomes listed below as demonstrated by one or more of the listed indicators.

A. Program has peer recognition at the state, regional, national and/or international levels.

Faculty member provides invited service in relevant state, national, or international scholarly activities or organizations.

Faculty member is solicited for inclusion in external scholarly agreements/programs.

Faculty member serves on programmatic and/or proposal review panels.

Team members such as students and post-doctoral associates are successful in obtaining significant positions.

Programs have ongoing linkage to priority needs as established by recognized state, regional, national or international groups or organizations.

Program is recognized by end-user communities (industry, field professionals, etc.) or citizen groups for addressing critical issues.

Faculty member seeks and participates in professional development opportunities (*i.e.* seminars and sabbaticals) that advance their knowledge in their field of study and of new opportunities.

Faculty member demonstrates a significant supportive role in peer-reviewed publications resulting from collaborations.

Faculty member actively participates in seeking support for collaborative work from the scientific community and others.

Faculty member supports colleagues' programs through service on graduate committees and other roles.

B. The program addresses the needs of, and is linked to, a significant state, regional, national or international end-user community.

The program supports an active Extension and/or teaching program.

The program is supported by directed funding from agencies, end-user communities or citizen groups to address specific questions.

The program helps individuals, families, agencies, organizations and communities identify and solve-problems.

The program enhances the economic and social viabilities of communities. The program demonstrates other measures of addressing the needs of a significant state, regional, national or international end-user community.

C. The faculty member actively provides mechanisms for knowledge or technology transfer to the end-user community.

Wide access to the faculty member's scholarly endeavors is provided through publications including books, conference proceedings, bulletins, worksheets, abstracts and the full range of clientele-base publications. Faculty member participates in the development of fact sheets, public media releases, software, web pages and other distributions of their scholarly endeavors.

Faculty member participates in direct presentation of their work to end-user communities through field days, demonstrations (result/method, field trials/applied research), commodity meetings, and agent training sessions.

In summary, a faculty member with an excellent scholarly program in the College of Agriculture, Human and Natural Sciences demonstrably performs independent high-quality activities that ultimately address meaningful problems while being a good citizen and team member, as displayed by one or more indicators for the elements within each outcome.

### 3. Service

Service encompasses a faculty member's activities in outreach or public service, university service, and professional service; these are duties performed to benefit the university, profession, and community outside of normal work-related activities.

Expected level of performance will be considered according to the faculty member's percentage appointment in this area.

The outreach or public service function is the University's outreach to the community and society at large. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the University. A vital component of the University's mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.

1. University service refers to work other than teaching and scholarly activity done at the department, college, or university level. A certain amount of such service is expected of every faculty member; indeed, universities could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. University

service includes, but is not limited to, serving on Departmental committees and participating in college and university committees; advising of department-affiliated student organization(s); being active in relevant committees / programs of national professional societies associated with student organizations.

Occasionally, some faculty may be assigned to leadership roles within the CAHNS which, for promotion purposes, may be considered as service. Some faculty members may accept more extensive university service functions, such as mentoring junior faculty, a leadership role in the faculty senate, membership on a specially appointed task force, service as advisor to a university-wide student organization, and membership on a university search committee.

2. Professional service refers to the work done for organizations related to one's discipline or to the teaching profession generally. Service to the profession includes association leadership, journal editorships, publication and grant proposal reviews, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
3. Community service is encouraged for all faculty members. The faculty member may share their time and resources with community organizations and associations to apply knowledge for the solution of problems with which society is confronted.

## **IX. PREPARATION OF AND PROCEDURES FOR USE OF PROMOTION FACULTY PORTFOLIO**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

## **X. GENERAL PROCESS GUIDELINES AT UNIVERSITY LEVEL**

Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

## **XI. APPEAL PROCESS**



Please refer to the Tennessee State University Policies and Procedures for Promotion for items in this section.

## XII. APPENDIX

### Determination of Annual Allocation of Effort

#### 12-Month faculty

This instrument is designed to assess each faculty member's annual allocation of effort in Instruction/Thesis and Dissertation Advisement, Scholarly Activity and Service.

In the table below, enter the classes you have taught during the 12- month evaluation period. Attach additional sheets as necessary.

Semester and year taught	Course Number	Course title	Number of credits	Graduate or undergraduate	Number of students

To determine your allocation of effort, double-click the table below and enter the appropriate information for the current evaluation period in the green boxes. Unless otherwise approved, all faculty have a 10% service allocation.

Allocation of Effort	
Item	Number
Number of traditional undergraduate hours taught	
Number of non-traditional undergraduate hours taught*	
Number of graduate hours taught	
Number of MS students advised as major professor	
Number of PhD students advised as major professor	
Percent Instruction and Thesis/dissertation Advisement=	0.0
Percent Scholarly Activity=	90.0
Percent Service=	10

\* Equivalent non-traditional contact hours are defined as: one (1) 3-credit undergraduate class is equivalent to 45 hours of communication of knowledge through planned, structured and evaluated instruction. Indirect contacts (*i.e.* newspaper, radio, publications, etc.) do not factor into the direct contact hour calculation. See section VII. Promotion Criteria, 1. Instruction, for information on non-traditional instruction activities.

Allocation percentages are based upon the following calculations:

100% undergraduate teaching load= 39 hours/year

100% graduate teaching load= 31 hours/year

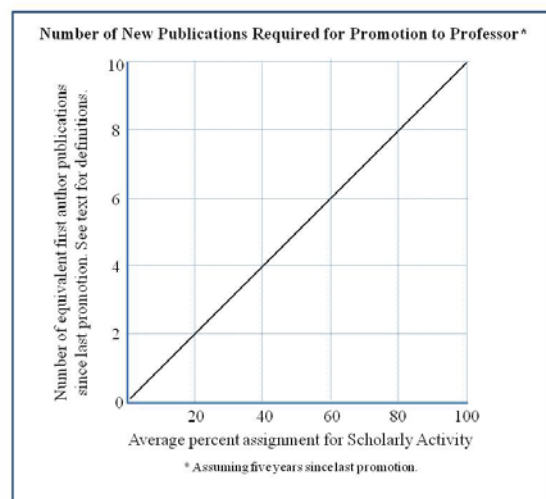
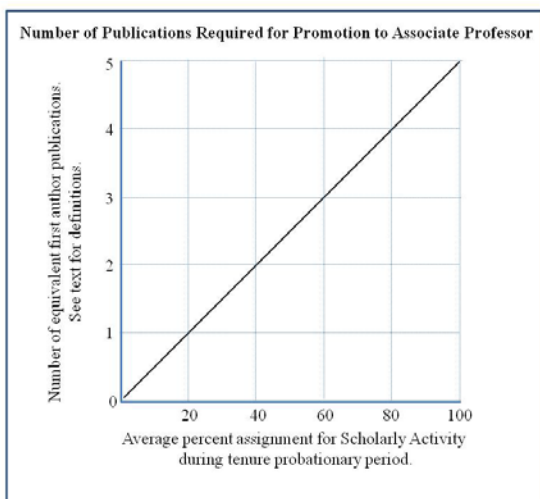
Major professor for M.S. student = 6% each student (limit two years per student)

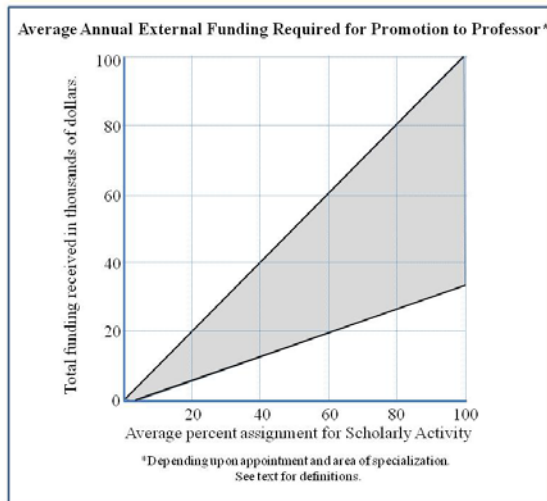
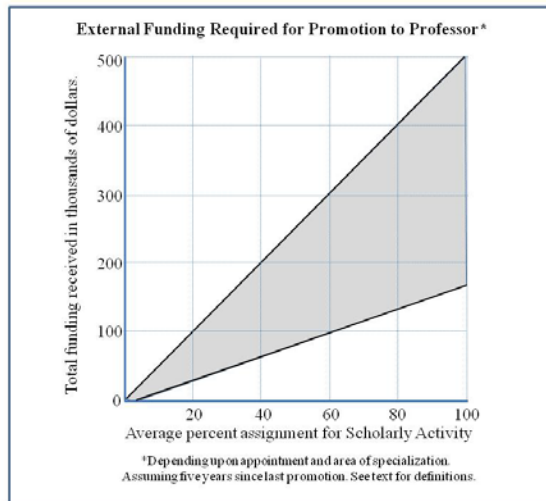
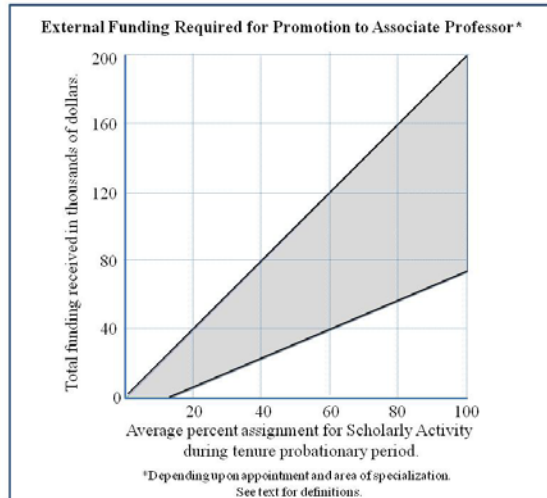
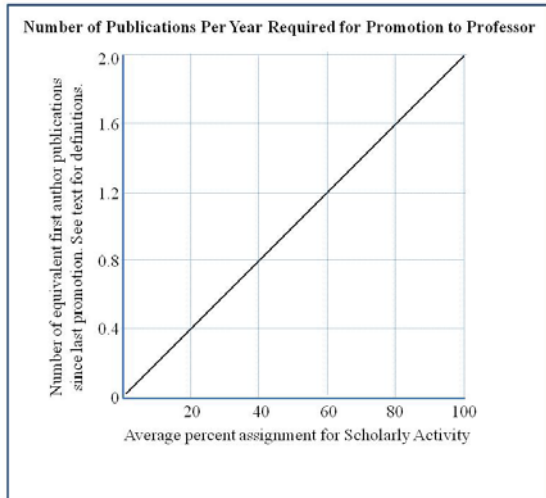
Major professor for PhD student = 9% each student (limit three years per student)

The above calculation of allocation of effort is used to determine annual thresholds for achievement. The publication and funding requirements are based on the percentage assignment in Scholarly Activity. Scholarly Activity is composed of both Research and Extension activities. It is calculated as the remainder of the time after the percentage calculated for instruction (classroom and non-classroom) and the static 10% service is subtracted. For example, using the table above, if the faculty member is required to have five publications for tenure consideration, and the faculty member had instruction activities that calculated to 30% instruction effort, then they would have 60% scholarly activity ( $100\% - 30\% \text{ (instruction)} - 10\% \text{ (service)} = 60\%$ ). So that faculty member would be required to have 3 publications ( $5 \text{ publications required} \times 0.70$ ) to meet the requirement to be considered for tenure. Similar calculations are to be used to determine thresholds for extramural funding.

For the purposes of annual evaluation and promotion/tenure, if a 12-month faculty member spends the equivalent of 39 undergraduate credit hours in a year occupied in direct communication of knowledge through planned, structured and evaluated instruction, that person's effort will equate to a 100% instruction appointment, just like an academic faculty member. Direct contact hours are calculated independent of the size of the audience for the instruction; consideration will be given to time expended getting to the location of the instruction. So for example, if a faculty member presented a one-hour, planned, structured and evaluated talk held on the TSU campus, that faculty member would claim one direct contact hour (regardless of the size of the audience). If that same presentation was made in Clarksville, TN, it would be three direct contact hours.

### Determination of Performance Levels





When providing a narrative/documentation for excellence in scholarly activity, the applicant and evaluating committees should consider the following:

Measures of Quality

For refereed journal articles a clearly defined indication of rigor of the review process should be provided. Care should be taken when comparing numerical metrics of quality across disciplines. For papers, books, etc. with multiple authors where the candidate is not the corresponding author, the candidate’s contributions to the item should be explicitly stated. Invitations to speak to audiences of professional colleagues should be listed. Duplicate reports of contributions (*e.g.* reporting an invited presentation and an abstract for the same conference) should not be used. For contributions such as textbooks, the extent of adoption by other institutions or sales volume should be indicated.

The number of undergraduate and graduate students, postdoctoral researchers and visiting scholars involved in the research program, duration in the research group and the contributions

generated with their assistance including publications, funded proposals, and other scholarly achievements should be cited as research quality measures. Subsequent placement of these mentees, as well as any awards received as a direct result of involvement with the program should be documented. Any other mentoring activities associated with the candidate's research program should also be noted.

Evidence of national and international reputation can take many forms and may include: measures of impact of research contributions; individual publication bibliographic citations (*e.g.* ISI and/or Google with some objective assessment of what is a high rate of citation within the discipline at the appropriate stage of career development); invitations to speak at national and international venues; invited publications in journal special issues and book chapters; and service on grant panels, as a journal reviewer, on editorial boards, etc. The extent to which a candidate's work has led to interdisciplinary, integrative and interpretive projects or programs is additional evidence of impact and reputation.

### Grantsmanship

It is understood that a tremendous amount of effort is expended in writing grant proposals; however only funded and pending grants should be included as evidence of external support of activities. Documentation of investigator status (PI, co-PI, etc.), funding amount, agency, and duration should be provided for each funded or pending proposal.

For proposals in which the faculty member is not the lead P.I., a description should be provided that summarizes his/her role in obtaining and executing these grants, and what aspect of the grant/project relies on the faculty member's leadership and/or expertise. Projects with multiple investigators should indicate the contribution of the candidate to the proposal development and project delivery. Matching funds and their sources should also be indicated.

Collaborative efforts should be described in the appropriate narrative spot of the promotion document (research program, international service, etc.) and in publications/grants. For example, significant collaborative research projects should be described within the faculty member's research program. The productivity of the collaboration should be highlighted in the narrative, as well as documented in the publications or grant section (or both).

Broader impact of funded grants and contracts should be described in relevant sections of the promotion document. Examples include, but are not limited to those that support:

- Training of young scientists (undergraduate, predoctoral or postdoctoral)
- Travel for young scientists to national meetings or international service,
- Purchase of equipment or establishment of centers that enrich the teaching, training or research capacity beyond the P.I.'s individual research group
- Generation of databases, sample repositories, computer programs for data mining, and other large scale resources to be shared with the scientific community

### Other indicators of Program Quality

There is changing demand on academia to expand the research enterprise beyond just basic research and to contribute directly toward tangible economic development. i.e. documented discovery of intellectual property in the form of patents and licenses. In describing an issued or pending patent, the applicant should use a format similar to that used in describing grants to indicate the role played by the applicant in the patent. While commercialization should be encouraged, it is important that the proprietary nature of these sorts of endeavors does not change our climate of collegiality and the free exchange of ideas. Some balance between academic and commercialization needs to be achieved with a record that includes traditional academic indicators in part because of the proprietary nature and the protracted length of time to obtain a patent or commercialize a product. This document is designed to provide a recognizable vocabulary for describing commercialization activities in terms of more traditional scholarly activities.

### Patents

Patents are independent confirmations that inventions are the result of novel creativity by it's the faculty member. Patent applications go through a rigorous referee process by a patent reviewer who searches all literature to determine novelty and could be considered equivalent to a peer reviewed publication or may be graded higher depending on the quality of the patent and its status (provisional or full patent).

### Awards and Recognitions Received

Peer, stakeholder and professional recognition are excellent indicators of program quality.

### Research Outputs That Have Impact on Discipline

Items such as new varieties or breeds produced, technologies and novel processes developed, regulatory practices, etc.

### Technology Transfer and Advancements in Innovation

The benefits of patents and commercialization have been discussed above and extend beyond just direct revenue generation through licensing. Just as faculty must get grants in order to support their research program, financial support is needed for commercialization. The greatness of a university is not just in its research grants and contracts metrics but also in how the university impacts and changes the world and society at large. To unleash the innovation potential of university research, faculty members are encouraged to conduct scholarly activity that translates basic research into commercially viable processes and technology.

### **Approved:**

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Mark Hardy, Ph.D., VP. Academic Affairs

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Glenda Baskin Glover, Ph.D., President

Date: \_\_\_\_\_

Date: \_\_\_\_\_