

# PROMOTION AND TENURE POLICY

Department of Animal and Food Sciences  
College of Agriculture and Natural Resources  
University of Delaware

Revised October, 2009  
Revised September, 2020  
Revised February, 2022, April, 2022

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## **I. General Policy**

A faculty with a wide range of academic backgrounds, teaching skills, research areas and professional experiences is required to carry out the diverse teaching, research, and experiential learning missions of the Department of Animal and Food Sciences. Promotion at any rank is predicated upon demonstrating excellence in carrying out these responsibilities. Faculty may be either tenure-track (TT) or continuing track (CT). Promotion of continuing track faculty does not carry tenure. Tenure-track and continuing-track faculty are expected to have diverse and unique workloads, depending on their contributions to the department's research, education, and service mission. Therefore, the area in which excellence is required for promotion is the faculty member's primary area of responsibility as determined by annual workload assignments. The apportionment of the administered workload among these three areas will vary with the individual and must be considered when requesting external peer evaluations and when evaluating their achievements in research, teaching and service. Unsatisfactory performance in any of these three areas precludes promotion.

As stated above, all faculty are expected to meet high standards in teaching, scholarship and service. The following assumptions have been utilized in formulating the criteria for promotion and/or tenure:

1. The department recognizes the value of applied research as well as more traditional modes of scholarship.
2. The interdisciplinary and experiential nature of the teaching, service, and research programs of the department requires the recognition of a variety of outlets and methods for disseminating and assessing these programs.
3. Demonstrated excellence in teaching extends beyond performance in regularly scheduled courses and includes supervision of undergraduate and graduate students, as well as course and curriculum development.
4. The public service mandate of the College of Agriculture and Natural Resources creates special responsibilities in supporting and assisting organizations, regional, national, and international commerce and the public. These activities may have both teaching and scholarship components.

The qualifications for promotion to Associate Professor must be especially rigorous. The candidate shall demonstrate excellence in his/her major area of responsibility and a very good and good in the remaining two categories. Care must be taken in instructing all internal and external reviewers what excellence in teaching or research entails. Excellence in teaching (or scholarly activity) is expected to be evaluated differently for a candidate with an 80% workload appointment in that area as opposed to a 10% workload appointment, for example.

Furthermore, there should be unmistakable evidence that the individual has progressed and will continue to do so. A merely satisfactory or adequate record as an Assistant Professor is not sufficient; there must be very clear indications based on hard evidence and outside peer evaluations that the candidate has in fact attained high levels of accomplishment.

The rank of Professor is reserved for TT-individuals who have established internationally

acknowledged reputations in their discipline and whose contributions to the University's mission are unquestioned. The rank of Professor is reserved for CT-individuals who have established widely acknowledged reputations in their discipline and whose contributions to the University's mission are unquestioned. The candidate shall demonstrate (a) excellence in his/her major area of assigned responsibility (i.e., teaching, scholarship, or service), and (b) that he/she is very good in one of the remaining two categories and good in the other. There should be unmistakable evidence of significant development and achievement since the last promotion. Once again, the candidate's claim to have met these requirements must be thoroughly documented by external peer evaluations and other evidential material.

## **II. Time Schedule**

March 30 – Candidate notifies chair in writing of intention to apply for promotion.

April 30 – After consultation with chair, candidate provides statement of workload to Departmental Promotion and Tenure Committee.

May 30 – Department Promotion and Tenure Committee begins process of soliciting peer and student evaluations. Candidate provides names of potential external peer reviewers, list of former graduate students, and class rosters to the Promotion and Tenure Committee.

July 15 – Materials (Mini-Dossier) should be submitted to the Promotion and Tenure Committee for review by external reviewers.

September 1 – Dossier to Department Promotion and Tenure Committee and Chairperson.

October 1 – Department Recommendation to Chairperson.

October 15 – Chairperson's recommendation to the College committee and Dean.

December 1 – College Committee's recommendation to the Dean.

January 2 – Dean's recommendation to the University Promotion and Tenure Committee.

February 15 – University Promotion and Tenure Committee recommendations to Provost.

March 15 – Provost's recommendations.

## **III. Departmental Responsibilities**

A. The Department Chairperson shall

1. Indicate that the deadline for declaration of intention to submit a dossier is March 30.

2. Inform the faculty member of his/her rights and privileges regarding tenure and promotion.
3. Notify department faculty of all candidates submitting dossiers for review and conduct the election of Promotion and Tenure committee members by April 30.
4. After consultation with candidates, submit to the Department Promotion and Tenure Committee a statement indicating the candidate's assigned workload for each area of responsibility by April 30.
5. Make an evaluation of the candidate independently of the Department Committee.

B. The Department Promotion and Tenure Committee shall

1. Consist of five members elected annually from the eligible faculty (includes Continuing Track and Tenure Track) and shall be constituted and operate in such a fashion that due respect is given to the opinions and advice of all faculty who are at or above the rank to which the candidate seeks promotion. All members of the faculty shall be eligible to serve on the Committee with the exception of the Department Chairperson and any faculty member who plans to submit his/her dossier for promotion. The majority of the members of the Committee shall be TT when TT faculty are being considered, and the majority of members should be at or above the rank to which the candidate seeks promotion. The term of service of Committee members shall be one year or until a new Committee is elected, whichever is shorter. The Committee Chairperson shall be elected by majority vote of Committee members. The Chairperson shall not succeed him/herself as chairperson.
2. Suggest names of outside reviewers in the candidate's field to be added to the list of potential reviewers submitted by the candidate. The number suggested shall be sufficient to permit the selection of five reviewers from the final list of potential reviewers. The candidate shall be informed of all potential reviewers and have the opportunity to comment on them.
3. Select at least five names from the final list of potential peer reviewers (and if eligible, at least two of these being from the candidate's list, if provided) and solicit reviews. Provide reviewers with evidential materials from candidate. In discussions with potential peer reviewers, the committee should emphasize the candidate's workload and how that information should be incorporated in the review process.
4. Select an appropriate and representative sample of names from the

candidate's list of potential student evaluators and request letters from them. (The number and distribution of these requests will vary depending on the candidate's teaching and research responsibilities.)

6. Include a statement of how peer reviewers and student reviewers were chosen and include sample request letters.
7. Review dossiers and make final recommendations.
8. Immediately after submission of recommendations to the Department Chairperson, transmit to the candidate the written recommendation of the Committee concerning his/her petition for promotion and tenure. This statement shall be signed by all members of the reviewing group and shall include the reason(s) and the numerical vote for the action taken.

C. The Candidate shall

1. Determine his/her eligibility for promotion.
2. Follow the promotion timetable outlined in I.
3. Prepare and submit to the Promotion and Tenure Committee by July 15 materials to be sent to external peer reviewers. These materials should include Candidate's statements on research, teaching, and service.
4. Prepare and submit a dossier according to the recommendations found in section 4.4.11 of the Faculty Handbook.

#### **IV. Evaluation Procedures for Tenure Track and Continuing Track Faculty**

A. Evaluation Categories

1. Teaching and Advisement

Teaching is an extremely important factor in promotion decision and one must incorporate into the dossier several kinds of evidence. The possibilities include:

Peer evaluations that attest to the candidate's pedagogical competence, knowledge of the subject matter, organization and preparation, ability to state intellectual curiosity and willingness to work, innovative capacity and the like. Faculty with extension appointments may provide a list of clientele (including extension agents, volunteers, and program participants) from whom to solicit evaluation information.

Self evaluation of teaching performance.

a. Classroom Teaching

- effectiveness in formal classroom situations – ability to communicate ideas and concepts, manner and style of lecture presentation, use of technology, interactives, etc.
- effectiveness in informal situations – ability to motivate and stimulate students and to develop creative learning experiences outside of the formal classroom atmosphere.
- resourcefulness - ability to convey subject matter in an interesting and informative manner; ability to formulate concise teaching objectives and to translate course material into language that is relevant to the ambitions, goals and objectives of the students enrolled.
- influence on students - ability to prepare students for educational advancement in higher level courses, professional or graduate school or in post-graduate employment.
- improvement of teaching and communication skills - ability to show progress and improvement in course content, as well as teaching and communication skills.
- evaluations by students.

b. Student-Faculty Interactions

- advisement of students
- assistance in career development of students
- furtherance of accomplishments of undergraduates outside of the formal classroom setting
- advisement of student organizations
- student-faculty rapport
- evaluations by students

c. Outreach and Extension Teaching Responsibilities When Part of Job Description

- effectiveness in classroom and workshop situations – ability to communicate ideas and concepts.
- resourcefulness in conveying subject matter in a concise manner relevant to the goals and objectives of the clientele.

- improvement of teaching and communication skills, ability to stimulate and develop creative learning experiences, ability to formulate concise teaching objectives.
- influence on clientele and constituency.
- evaluations by students and appropriate clientele.
- effectiveness in classroom and workshop situations, evaluations by students and clientele.
- has competence in his/her subject matter area, exhibits knowledge of current state of thought, practice, methods, alternatives.
- ability to translate research-based information into language that is relevant to the ambitions, goals and objectives of the audience, integrates research into materials and programs.
- ability to determine applicability of knowledge to solve problems in diverse educational settings.
- ability to deal with people from diverse educational, social and cultural backgrounds.

## 2. Scholarship

Scholarly productivity for promotion to the rank of associate professor generally cannot be based on work completed prior to attaining the rank of assistant professor. Prior research was one of the reasons for initial employment; promotion, on the other hand, must consider evidence of scholarship accomplished after employment at the University of Delaware.

This requirement does not mean that publications based on prior work should be totally ignored. Rather, the candidate must offer clear evidence of substantial scholarly achievement made after employment.

Like research, any prior teaching or service plays its role in the hiring contract, the level of monies involved, and the responsibilities attached to it. Prior activity plays little or no role in the promotion process except to form a meaningful context against which later development and accomplishments can be judged. The point is simply that there must be evidence of continuing productivity.

- a. Research – criteria within this section may be used to evaluate scholarly activity generated by teaching as well as by scientific research efforts.
  - Publications (published/accepted manuscripts and developed

- electronic resources)
  - scientific journals – status of journal in its field, impact factor
    - patents and copyrights
    - monographs and bulletins
    - book chapters
    - books

If a person jointly authors an article, it must be known what the individual contributions of each contributor are to the finished work. Where authors are listed alphabetically or an individual is the junior author on a number of joint publications, it is important that the individual's contributions to each scholarly publication be assessed. Reviewers must be able to determine whether an individual can execute research in his or her own right.

- Preliminary or unpublished research (including manuscripts submitted but not yet accepted)
  - papers presented at professional meetings
  - papers presented at industry and business conference
  - research in progress
  - other presentations
- Ability to obtain financial support for research
  - competitive grants (USDA, NIH, NFS, ACS, etc.)
  - extramural funding including industry
  - cooperative research (CSRS-USDA)
  - University of Delaware sources

Collaborative, multi-disciplinary research funding is encouraged by the department. To appropriately evaluate the candidate's contribution to the work, it must be known what the individual contributions of each investigator are to the proposal. It is important that the individual's contributions to each grant be assessed.

- Evaluation by external peers

Solicited peer evaluations are always required for promotion. The candidate's dossier should include outside peer reviews, written by individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically the candidate's work and accomplishments and compare them to others in the field who are at a comparable level. They should also comment on the candidate's potential for future development. Peer reviewers should not have a direct professional connection to the candidate (co-author, co-investigator, student, advisor, supervisor).

- b. Cooperative Extension or similar contractual professional responsibilities

when part of job description

- Publications (published and accepted manuscripts)
  - scientific journals – status of journal in its field, impact factor
    - monographs and bulletins
    - book chapters
    - books
    - newsletters
- Preliminary or unpublished research (including manuscripts submitted but not yet accepted)
  - papers presented at professional society meetings
  - papers presented at industry and business conference
  - other presentations
- Ability to obtain financial support for research
  - extramural funding including industry
- Impact on “constituency”
- Evaluation by peers at national level
- Quality of materials and programs, showing judicious adaptation of materials in the National Cooperative Extension System or development of original materials when appropriate
- Appropriateness of materials for intended audience, creativeness of materials and programs.
- Relevance to the needs of Extension
- Contributions to County and State plan of work
- Documentation of impacts as related to issues identified in plan of work

c. Professional Status and Continuing Professional Development

- Professional status -evidence for the status of the candidate within his/her professional field as indicated by membership and offices in professional societies, professional honors, etc.
- Continuing professional development -evidence that candidate is continuing to improve his/her status in his/her professional field.

3. Service

a. Contractual

- Effectiveness within the local and national educational programs
- Effectiveness in performing other contractually assigned professional service

b. Non-contractual

- Contributions to Department, College and University addition to the regular teaching, research and extension assignments. These may include administrative, committee, senate assignments or contributions further removed from the structured activities of the University.
- Contributions to the agricultural and other industry sectors.
- Contributions to community programs
- Contributions to national and international programs
- Contributions to state and local governments

4. Integration of Diversity, Equity, and Inclusion within the Dossier

The University of Delaware, the College of Agriculture and Natural Resources, and the Department of Animal and Food Sciences are committed to providing, nurturing, and enhancing a diverse community of learners and scholars in an environment of equity and inclusion. Faculty work that contributes to the diversity of learners and scholars, and enhances the environment of equity and inclusion is highly valued and should be acknowledged and recognized in the review process. Faculty should include this information as appropriate in their dossier within their areas of scholarship, teaching, and service.

B. Rating System

The candidate's performance will be evaluated in the following terms:

Excellent: Achieves at a level that is recognized as well above the requirements for his/her assigned duties and make significant contributions to the Departmental goals.

Very Good: Achieves at a level that is above the average requirements for his/her assigned duties make significant contributions to the Departmental goals.

Good: Achieves at a level above the minimum requirements for his/her assigned duties.

Satisfactory: Meets the minimum requirements of his/her assigned duties

Unsatisfactory: Fails to meet the minimum requirements of his/her assignments.

C. Appeal Process

A candidate who receives a negative decision from the Department Committee and/or Department Chairperson may withdraw his/her dossier, submit the dossier to the next level for consideration, or appeal the decision by asking the Department Committee and/or Department Chairperson to consider additional evidence which the candidate may add to the dossier to clarify or enhance it. The appeal must be requested within 5 working days from the time the candidate is informed of a negative recommendation. The Committee and/or Department Chairperson shall meet with the candidate within 5 working days of the request and must render its final recommendation within two working days thereafter. The final recommendation must be in writing including the vote, and will be transmitted to the candidate and added to the dossier following the initial recommendation.

V. **Minimum Requirements for Promotion to Assistant Professor (TT and CT)**

The candidate must have earned the Ph.D., D.V.M., V.M.D., M.D., or D.Sc. degree. The primary requirement is the demonstrated ability and desire to achieve excellence in scholarship and teaching and to make positive contributions in these areas as well as in service. At this rank, past achievements are not as important as evidence of future growth and accomplishment.

VI. **Minimum Requirements for Promotion to Associate Professor (TT and CT)**

A. The candidate must have attained the following minimum ratings for the criteria indicated. Major area of responsibility is defined on the basis of contractual time allocation.

CATEGORIES	MINIMUM RATINGS
1. <u>Teaching</u>	<u>Excellent</u> in area of major responsibility and a <u>Very Good</u> and <u>Good</u> in the remaining two Categories
2. <u>Scholarship</u>	
3. <u>Service</u>	

## VII. Minimum Requirements for Promotion to Professor (TT and CT)

- A. The candidate must have attained the following minimum ratings for the categories indicated.

CATEGORIES	MINIMUM RATINGS
1. <u>Teaching</u>	<u>Excellent</u> in the area of major responsibility, <u>Very Good</u> in secondary area and <u>Good</u> in the remaining category.
2. <u>Scholarship</u>	
3. <u>Service</u>	

## APPENDIX

### Suggestions for Supporting Materials

In order to assist the candidate in the preparation of his/her dossier, examples of the kind of evidence suitable for submission for performance evaluation are given below. This list is by no means exhaustive and may be less applicable to one candidate than to another, so that the individual may wish to supplement or modify it to suit his/her circumstance.

1. Teaching and Advisement
  - a. Formal Classroom Situations
    - - student evaluations
    - peer evaluations
    - trend in class size
    - number (%) of non-majors taking course
  - Resourcefulness
    - formalization of teaching objectives
    - new course development
    - course syllabus
    - indications that current developments in the field are included in course revisions
    - lecture outlines
    - utilization of available audio-visual aids
    - development of audio-visual aids to meet specific course

- objectives
  - evaluation by students and peers
- Influence on students
  - performance of students in higher level courses
  - performance of graduates in professional or graduate school
  - performance of graduates in jobs and professional employment
  - non-majors taking introductory courses stimulated to further study in the subject matter area
  - evaluations and feedback from:
    - instructors in higher level courses
    - junior and senior students
    - graduates in professional and graduate school
    - advisors and supervisors of graduates
    - recent and past graduates
- Improvement of teaching and communication skills
  - attendance at workshops and scientific meetings
  - submission and acceptance of teaching improvement proposals
  - participation in Instructional resources services/CTE workshops
  - utilization of teaching materials
  - preparation of supplemental material for student use in courses
  - up-grading and up-dating of course syllabi
- Informal situations
  - contribution to Departmental Senior and Graduate Seminar
  - guidance of special problems
  - involvement in laboratory portions of courses
  - arrangement of field trips
  - availability for study-help sessions
- b. Student-Faculty Interaction
  - Advisement of Students
    - meets regularly with assigned advisees
    - willingly accepts new advisees
    - provides encouragement and council to advisees throughout their academic career
    - shows interest and concern for personal as well as academic interests of advisees

- Assistance in the career development of students
  - writes letters of recommendation for students when requested
  - actively seeks out information on job opportunities for students and makes information available
- Furtherance of accomplishments of undergraduates outside of the formal classroom setting
  - sponsorship of undergraduate research projects
  - sponsorship of Degree with Distinction students
  - cooperation in various high school student participation programs
- Advisement in student organizations
- c. Cooperative Extension/Outreach or similar contractual professional responsibilities when part of job description
  - Conduct educational programs for staff and clientele
  - Write newsletter articles
  - Mass media educational efforts
  - Facilitating educational client – interaction – telephone inquiries, one-on-one interaction, demonstrations, tours, etc.
  - Supervising intern/extern and field experiences for students
  - Training volunteers
  - Writing program handouts

2. Scholarship

- a. Research
  - Publications
    - a list of published work including patents and manuscripts which are accepted but not yet published.
    - copies of publications
    - links to publicly accessible databases, search tools or data analysis sites developed
  - Preliminary or unpublished research

- a list of papers presented at meetings
- abstracts of papers presented
- description of work in progress
- direction of future research
- Ability to obtain financial support
  - a list of outside grants
  - projects supported by Experiment Station funds
  - University of Delaware support
- Quality of research effort
  - description of research by candidate
  - names of workers in the field to whom the Committee may write for evaluation of the candidate's work
- Justification of research. Supporting evidence indicating that the candidate's work:
  - constitutes an identifiable area of research
  - has the potential for identifying the Department with a unique expertise
  - is related to Departmental, College, and University goals
  - has promise of useful findings
  - possesses teaching value
- b. Cooperative Extension/Outreach or similar contractual professional responsibilities when part of job description
- Publications
  - a list of publications
  - copies of publications
  - links to electronic resources developed
- Ability to obtain financial support
- Professional growth and improvement
  - communication with students and research workers
  - attendance at seminars
  - attendance at national and regional technical meetings

- Participation of leadership and contribution to the improvement of these programs
  - Development or adaptation of education materials (lesson plans, videos, computer programs, etc.)
  - Creation of Extension publications
  - Development of innovative programs
  - Evaluation of program impacts
  - Completion of applied, demonstration, methodological, and evaluation research
  - Scholarly presentations at regional and national professional society meetings or industry and business conferences
- c. Professional Status and Continuing Professional Development
- Professional Status
    - active membership in professional and learned societies related to area of specialization
    - professional honors and awards
    - consultations on problems in areas of specialization
    - elected offices in department, college, university, state and national organizations
    - membership on boards of commissions
    - editorial responsibilities
  - Continuing professional development
    - attendance and participation at professional meetings and seminars
    - work toward advanced degree or post-doctoral training
    - special training and continuing education courses

3. Service

- a. Contractual
- Effectiveness within state and county programs – evidence that the candidate:

- has developed leadership in groups with which he/she works
- has competence in his/her subject matter area
- delivers information effectively
- uses available media
- integrates extension and research work
- establishes liaisons between researchers and the public
- implements mandated USDA programs
- establishes liaison between research staff and public
- uses out-of-state material when appropriate

b. Non-contractual

- service on Departmental, College and University committees
- service on Faculty Senate
- effective supervision of Departmental or College animals and facilities
- participation in Department-, College-, and University-sponsored functions (e.g. seminar, Career Day)
- Participation in recruitment of students
- Evidence of participation in development and implementation of new and innovative programs
- Participation in community activities
- Teaching, research or service activities in international programs
- Contributions to state and local governments
- Contributions to agricultural and other industry sectors