

**Department Of Plant Agriculture
Criteria For Promotion, Tenure And Time
And Performance Increases**

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(Revised to adhere to Faculty Agreement, 2008)

Table of Contents

1.0	Introduction.....	1
2.0	Workload	1
3.0	Faculty Activities.....	1
3.1	Teaching	1
3.2	Research, scholarly and other creative activities.....	3
3.3	Service to Society.....	3
3.4	Service to the University.....	4
4.0	Performance Rating Descriptions	4
5.0	Tenure and Promotion to Associate Professor	5
6.0	Promotion to Full Professor	6
7.0	Responsibilities and expectations of fully satisfactory performance for different academic ranks	7
7.1	Assistant Professor	7
7.2	Associate Professor.....	8
7.3	Professor	8
Appendix A.	Teaching Dossier	9
Appendix B.	Service Dossier.....	11

1.0 INTRODUCTION

This document reflects the policy of the Department of Plant Agriculture on the key issues relating to the evaluation of faculty performance. This document will be distributed to new faculty within the first month of employment by the Department chair. For specific University policies refer to Faculty Policy.

The Department of Plant Agriculture is composed of a diverse group of faculty located at various campuses. Consequently, varying opportunities and responsibilities for teaching, research, service to society and service to the University may exist depending upon physical location.

Faculty policy at the University of Guelph clearly reflects the opportunity for different career paths. "Consideration will be given to individual's contribution in the area or areas of his/her responsibility, for example teaching, research, service to society (extension, technology transfer), and service to the University." **(Faculty Policies Handbook section D 1.01)**. The Department of Plant Agriculture fully endorses this statement in the career development and evaluation of its faculty.

For purposes of assessing faculty for Tenure, Promotion and Performance Increases each Faculty member is required to complete the appropriate College form. Documentation, particularly for non-tenured faculty, may be supplemented by an interview with the Departmental members of the Department Committee. The interview is a voluntary opportunity for faculty to provide details, to answer questions and to receive feedback about their activities.

2.0 WORKLOAD

Faculty in the Department of Plant Agriculture will normally be engaged in several activities including research, teaching, service to society and service to the university. Faculty members have the right to choose diverse career paths and different distributions of effort, in consultation with the Department Chair and Dean. Efforts in teaching, research, and service to society (extension) are equally important for the Department. All faculty, are expected to participate in scholarly activity, demonstrate creativity and originality and contribute service to the University appropriate to their rank.

3.0 FACULTY ACTIVITIES

3.1 Teaching

The Department of Plant Agriculture encourages excellence in teaching in all areas, including diploma teaching, undergraduate teaching, and graduate teaching and advising. Participation in any of these areas will receive equal consideration in promotion, tenure and selective increment deliberations.

At the diploma and undergraduate levels, teaching contributions may include:

- classroom contribution and performance,
- course development (e.g., content, methodology, contribution to the University's Undergraduate Learning Objectives, and/or coordination relative to related

- program courses and the Undergraduate Teaching Committee)
 - maintenance of academic standards, student counselling, general interaction with diploma/undergraduate students
 - support of the Department's diploma/undergraduate teaching effort.
 - innovation and enrichment of academic experience
- At the graduate level, teaching contributions may include:
- advising of graduate students
 - participation in graduate advisory committees
 - participation in the Department Graduate Teaching Committee
 - presentation of graduate courses
 - contribution to development and innovation of graduate curricula
 - participation in graduate seminars and colloquia
 - participation in interdepartmental/interdisciplinary graduate programs
 - participation in graduate evaluation, qualifying and final examinations
 - overall interaction with graduate students and activities that promote high academic standards

Faculty are encouraged to pursue new teaching goals and to undertake new approaches to university teaching, at any time during the year. In particular, they are encouraged to attend workshops, apply for teaching development funds and to use their research semester for teaching improvement.

The University is committed to peer and student evaluation of teaching. Peer evaluation may include such things as the evaluation by colleagues of course content and examination materials, classroom observation using agreed upon protocols by trained observers, and the consideration of student evaluations. All evaluation material will be made available to the faculty member before presentation to the Tenure and Promotion Committee.

Part of the regular evaluation of faculty members with a teaching component will be based on a teaching dossier (Appendix A) which provides a vehicle for faculty to report teaching accomplishments. This dossier will include a teaching statement in which the faculty member provides a contextual commentary on teaching experiences and objectives. The teaching statement permits faculty to provide a context for student evaluations. The dossier may also include materials such as course outlines, assignments, instructional aids, final examinations, reports on classroom observation by peers, and measures of student achievements (such as entry-exit tests).

Student assessment of teaching will form part of the information used by the Department Committee in evaluating the faculty member's contribution in the area of teaching. A standard department instrument will be used which must be agreed to by at least a two-thirds majority of the faculty members in a department **using the voting procedures outlined in faculty policy Section E, Part 1,1.02.** Questionnaires soliciting student comments will make clear that identities will be made available to the faculty member. Signed written student comments of teaching must be included in the faculty member's tenure and promotion documentation.

3.2 Research, Scholarly and Other Creative Activities

Evaluation of basic and applied research will emphasize originality, excellence and significance, **and there will be recognition and encouragement of innovation and risk-taking** (*Passed by faculty Dec. 14/07*). Evidence of such contributions can be expressed in many forms but must be available for review and critical analysis. Scholarship in research can be demonstrated through:

- refereed publications
- authorship of books or chapters in books
- addresses (particularly invited) at scholarly symposia
- record of successful applications for grants/contracts
- development of unique and meritorious germplasm, isolation of useful genes and development of other biotechnology products
- development of crop production, pest management and post-harvest systems
- development of software and decision support systems
- development of other new technology, value-added products, and patents
- major technical reports
- non-refereed and other publications derived from research that:
 - provide an appropriate intellectual challenge
 - are the result of research and scholarly activity
 - constitute a significant contribution to the field.

The Department recognizes that some research in Plant Agriculture involves long-term experimentation and germplasm development, not leading to immediate publication or cultivar release. Faculty are expected to maintain a balance of long-term and short-term activities.

3.3 Service

3.3.1 Service to Society

The Department recognizes service to society as technology transfer, extension, continuing education and service to farm, industry and professional organizations.

Technology transfer, extension and continuing education activities should be delivered in a timely, efficient way and should be innovative and effectively targeted. Service to society will emphasize excellence and impact as demonstrated by:

- ability to interpret, facilitate, interact or apply knowledge to meet clientele needs
- ability to interpret research and new developments in the discipline
- leadership and innovative application of the discipline
- high level of expertise in discipline
- activity in appropriate technical and professional societies

Evidence of activities related to service to society is not by itself sufficient reason for tenure, for promotion or for a high performance increment rating. Evidence will be required of scholarly activities which show competence in dissemination of knowledge and the application of the results of scholarly enquiry in basic and applied disciplines for the benefit of society.

3.3.2 Service to the University

It is important that faculty members function as integral parts of the entire academic community, participating in the committee structure of the University, Department and within the college. These committees are many and varied, and it is expected that faculty will participate and be assessed on the quality of their contribution to these important aspects of University life. The department believes such efforts contribute to the efficient operation of the University, quality of the working environment, and academic and other scholarly pursuits

Where distribution of service (including service to society) is greater than 25% of a faculty member's responsibilities, this component will be evaluated on the basis of a service dossier (see Appendix B for guideline).

4.0 PERFORMANCE RATING DESCRIPTIONS

An overall performance rating description is based on an integration of the evaluations in the areas relevant to an individual's career path. These areas include teaching, research, service to society and service to the university. Contributions within these defined areas must be documented for tenure, promotion and performance rating. Although it is not expected that all faculty will excel in all areas, it is expected that faculty show competence in all areas appropriate to his/her appointment as defined in his/her career path. Information in these Appraisal Forms should relate to the previous four years, although decisions will be made primarily on the basis of the preceding two years of effort.

A. Evaluation process

In consideration of Performance Rating recommendations and ranking, assessment of performance will be made on a biennial basis for all faculty. Each year, Probationary Faculty Members at any rank and Multi-year Contractually Limited Faculty members will submit a completed assessment file to his/her Chair according to the timelines indicated in the Faculty Agreement. Evaluations are based upon the candidates defined responsibilities and career path. Each member of the Promotion and Tenure Committee will, after due deliberation and discussion by the committee including the distribution of effort which pertained for each faculty member over the evaluation interval, be prepared to evaluate the overall performance of each faculty member in terms of one of five possible performance ratings.

It is a principle that unacceptable or poor performance in any area of responsibility (even if the most minor component of the distribution of effort) is a significant lack of overall performance. Accordingly, an individual with a rating of unsatisfactory in any one area of responsibility cannot receive an overall rating above Improvement Required, no matter how high the rating in the other two areas. Similarly, an individual with a rating of improvement required in any one area of responsibility cannot receive an overall rating above good, no matter how high the rating in the other two areas.

Outstanding: Performance is *Outstanding* in two of the areas of teaching, research or service/administration, and with international recognition, and at least Very Good in the other area of responsibility.

Very Good: Performance is *Very Good* in two of the areas of teaching, research or service/administration and at least Good in the other area of responsibility.

Good: Performance is *at least Good* in two of the areas of teaching, research or service/administration and not *Unsatisfactory* in the other area of responsibility.

Improvement Required/Developmental

Performance requires improvement and/or development. Performance requires improvement in two of the areas of teaching, research or service/administration and poor in the other area of responsibility.

Unsatisfactory: Performance is *Unacceptable* in at least two of the areas of teaching, research or service/administration.

In consideration of Performance Rating recommendations, assessment of performance will be made on an annual basis for contractually limited faculty with appointments of greater than one year.

This rating, although based to a considerable extent on the two-year record of performance, must also take into account past and current records.

Additional Guidelines:

- ❖ voting on promotion and tenure will be a “yes” or “no” vote
- ❖ a new faculty member or faculty member on leave (with less than 6 months service in the Department during the academic year) will normally be awarded a good rating for that year, but the faculty member may request a full evaluation
- ❖ documentation updating is required of all faculty biennially
- ❖ at the conclusion of the performance evaluation, the committee will submit an Assessment/Progress Report, including any relevant recommendation, to the Chair of the College Tenure and Promotion Committee.

5.0 TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

For tenure and promotion to Associate Professor to be supported, the Department Committee requires evidence of the faculty member’s competence, maturity and independent scholarship. The Department recognises that a faculty member’s defined areas of responsibility (distribution of effort) will affect the quantity of effort in research, teaching and service. The maximum duration of a Probationary Appointment is six consecutive years of full-time employment, exclusive of extensions granted for other reasons, such as parental leave, and not counting periods of unpaid leave, from

the date of the Probationary Appointment. A faculty member may apply for the early granting of tenure and conferring of promotion to Associate Professor, in either the third, fourth or fifth year of appointment. Such application must be made in writing by the faculty member to the Dean through the Department Chair by August 15th and must be accompanied by the faculty member's completed portfolio. As per X12.1 of Faculty Policies written opinions of the faculty member's research and other scholarly activities by experts in the faculty member's field are required to support a recommendation for the granting of tenure and promotion to Associate Professor. Assessors will be persons who have an 'arms length' relationship to the faculty member and are not members of the University of Guelph. The Department Chair and the faculty member will agree as to which individuals are acceptable assessors and will forward this list to the Dean. If agreement cannot be reached, the Department Committee will decide on the acceptable assessors. The Dean will be responsible for communicating with assessors.

The faculty member should demonstrate, in a manner appropriate for their defined distribution of effort:

- ❖ the Ph.D. degree is completed; tenure would only be granted to a faculty member without a Ph.D. degree when there is evidence of significant scholarship.
- ❖ that teaching meets the expectations of fully satisfactory performance at the academic rank of the appointment, achieving a rating of at least 'good' in teaching at the diploma, undergraduate and/or graduate levels.
- ❖ that an independent research program is established and refereed publications have been produced beyond Ph.D. or Postdoctoral research, including research that is independent, original, and innovative, with a balance between peer-reviewed and non-peer reviewed publications that is dependent upon the appropriate career path.
- ❖ the ability to attract and advise graduate students resulting in successful completion of the student's graduate degree.
- ❖ participates in graduate education, via service on graduate committees.
- ❖ the effective participation in the extension and service efforts of the Department
- ❖ effective collaborations in teaching, research, and/or service with other personnel within and/or outside of the Department.
- ❖ contributes effectively in service to society/extension, through such venues as open learning, off-campus advisory committees and technology transfer.

The above guidelines must be applied in the full knowledge that time is required for a incoming faculty member to develop courses, initiate research programs (including the financing, and recruitment of graduate students), and to develop a network of contracts.

6.0 PROMOTION TO FULL PROFESSOR

The growth in responsibilities of a faculty member is a continuous process rather than one which occurs in discrete stages related to academic rank. Therefore, promotion from one academic rank to another implies that the faculty member is already performing many of the responsibilities associated with the higher rank at a fully satisfactory level. Therefore, guidelines for promotion can be defined on the basis of expectations associated with each rank.

Consideration for promotion to the rank of Professor will occur only on request of the faculty member. Such request must be made by the faculty member, in writing, to the Chair, no later than August 15th and must be accompanied by the faculty member's

completed lifetime portfolio in P&T format designated by the Dean's Office.

The candidate should possess academic stature and demonstrate leadership and excellence in at least two, but preferably more, of the following areas of scholarship and creative activity: Research, Teaching, Service to the University and Service to Society. Further, the candidate must have achieved recognition beyond the University, which in research and scholarship should be international. Not all faculty can reasonably expect to be promoted to Professor.

As per X12.1 of Faculty Policies, written opinion of the faculty member's research and other scholarly activities by experts in the faculty member's field is required to support a recommendation for promotion to the rank of Professor. All written assessments will be requested by the Dean and transmitted to the College Committee and the President, and without attribution, to the faculty member being assessed.

7.0 RESPONSIBILITIES AND EXPECTATIONS FOR FULLY SATISFACTORY PERFORMANCE FOR DIFFERENT ACADEMIC RANKS

The responsibilities and expectations regarding performance which are defined for the different academic ranks in the remainder of this section are neither exhaustive nor exclusive and will vary depending on the defined distribution of effort for each faculty member

Expectations of fully satisfactory performance for an Assistant Professor

- ❖ achieves a rating of at least "good" in teaching at the diploma, undergraduate, and/or graduate levels
- ❖ participates in graduate education, whether in advising graduate students or serving as a member of graduate advisory committees, typically at the M.Sc. level.
- ❖ conducts and publishes research that is independent, original, and innovative, with a balance between peer-reviewed and non-peer reviewed publications that is dependent upon the appropriate career path
- ❖ contributes effectively in service to society/extension, through such venues as open learning, off-campus advisory committees, and technology transfer

Expectations of fully satisfactory performance for an Associate Professor

Beyond those listed for Assistant Professor,

- ❖ may undertake curriculum development or other innovative aspects of instruction
- ❖ advises both M.Sc. and Ph.D level students
- ❖ conducts and publishes research in a plant-related discipline that may be more integrative and multi-disciplinary, including initiating new research programs; research performance is nationally recognized and at a consistently high level
- ❖ contributions to society may include executive positions in professional and scientific committees, as well as technology transfer of recognized benefit to society
- ❖ accepts leadership positions within Department/College/University committees

Expectations of fully satisfactory performance for a Full Professor

Beyond those listed for Associate Professor,

- ❖ plays a significant role in guiding, reviewing, and developing curricula, innovative instructional materials, and educational programs
- ❖ conducts a research program that is internationally recognized,
- ❖ is a recognized authority in a particular plant-related discipline sought after by user groups, the public, and/or government
- ❖ provides leadership in academic life, both within and among universities.
- ❖ advises both M.Sc. and Ph.D level students
- ❖ conducts and publishes research in a plant-related discipline that may be more integrative and multi-disciplinary, including initiating new research programs; research performance is nationally recognized and at a consistently high level
- ❖ contributions to society may include executive positions in professional and scientific committees, as well as technology transfer of recognized benefit to society
- ❖ accepts leadership positions within Department/College/University committees

**Department of Plant Agriculture Criteria for Promotion & Tenure Assessment/
Progress Report
Appendix A. Teaching Dossier**

In 1994, the University adopted Section E 1.04 (iv) of Faculty Policies, which states: cPart of the regular evaluation by the Department Tenure and Promotion Committee will be based on a teaching dossier which provides a vehicle for faculty to report teaching accomplishments. The dossier will be revised by the faculty member at least once every three years and made continuously available to the Department Committee. This dossier will include a teaching statement in which the faculty member provides a contextual commentary on teaching experiences and objectives. The teaching statement permits faculty to provide a context for student evaluations. The dossier may also include materials such as course outlines, assignments, instructional aids, final examinations, reports on classroom observation by peers, and measures of student achievements (such as entry-exit tests).

The Plant Agriculture teaching dossier should reflect what the faculty member professes to be his or her core approaches, principal goals and most significant accomplishments in teaching and student learning. It allows the faculty member to provide a context in which the Department Committee can fairly interpret and evaluate the otherwise stark inventory of courses taught and numerical student evaluation scores listed on the Departmental P&T form. But beyond this evaluative function, the dossier should also serve as a tool faculty can use to reflect on their own teaching, and develop and describe strategies for self-improvement.

Those faculty members in the Department of Plant Agriculture whose distribution of effort includes a teaching component will include a teaching dossier with their P&T materials. Those without a teaching component (particularly those who are contemplating addition of a teaching component) may also include a dossier with their P&T materials.

According to Faculty Policies, a teaching statement satisfies the minimum requirements for the teaching dossier. The teaching statement should describe the professor's philosophy or approach to teaching, and describe any special circumstances associated with his or her teaching efforts that would help the Department Committee to evaluate teaching performance. Faculty Policies also acknowledges that the faculty member may wish to include other materials such as examples of key outcomes of teaching that help characterize his or her teaching endeavours, descriptions of steps taken to evaluate and improve teaching, awards, publications and consultations.

The following framework for the Plant Agriculture Teaching Dossier was derived from University of Guelph and Canadian Association of University Teachers documents concerning teaching dossier development and evaluation. This framework should be considered as a guideline and not a rigid template. In practical consideration of both the faculty member's desire to present all relevant information and the P&T committee's workload, the core of the dossier should normally not exceed 5 pages. Additional pages of teaching outcomes may be appended.

- I. **Teaching Statement.** Comments by the faculty member on his or her teaching philosophy, goals and recent outcomes

- II. Outcomes of Teaching** - what your students accomplished
 - 1. examples of student essays or other creative work
 - 2. publications by students on course-related work
 - 3. student scores on standardized or entry-exit tests
 - 4. undergraduate research projects supervised
 - 5. graduate theses supervised
 - 6. documentation of the effect of the professor's courses or influence on student career choice
 - 7. evidence of help provided to colleagues on teaching improvement

- III. Descriptive material on current teaching practices**
 - 1. list of print and non-print course materials prepared for students with key examples appended
 - 2. information on professor's availability to students
 - 3. examples of innovative teaching materials
 - 4. steps taken to emphasize interrelatedness, relevance, international implications of the course content

- IV. Scholarship and reflection on teaching**
 - 1. list of peer-reviewed and other publications associated with teaching
 - 2. teaching workshops or seminars presented or organized
 - 3. instructional innovations attempted and their effectiveness
 - 4. revision or development of educational materials
 - 5. workshops attended and how information was subsequently used
 - 6. participation in curriculum development
 - 7. use of Teaching Support Services or other faculty resources
 - 8. association with societies concerned with the improvement of teaching and learning

- V. Recognition of expertise**
 - 1. awards received
 - 2. peer consultations conducted
 - 3. requests for other teaching consultations
 - 4. invitations to instruct for outside agencies

**Department of Plant Agriculture Criteria for Promotion & Tenure Assessment/
Progress Report
Appendix B. Service Dossier**

Plant Agriculture faculty members whose service responsibility represents a significant component of their appointment (greater than 25%) will develop and submit to the Department Tenure and Promotion Committee with their P&T materials a service dossier analogous to the teaching dossier mandated by Faculty Policies (Appendix A). Through the dossiers, faculty members can describe the context within which they provide service, as well as list goals, methods and accomplishments. Like the teaching dossier, this service dossier should also serve as a tool faculty can use to reflect on their current service, and develop and describe strategies for self-improvement.

The following framework for the dossier was derived in part from the 1997 document "Criteria for Evaluation of Faculty (Choosing a Career Path in Extension)", submitted as recommendations to OAC Dean's Council by a committee chaired by Gordon A. Surgeoner with members Terry Daynard, John Gibson, Rich Moccia and Rick Upfold. This framework should be considered as a guideline and not a rigid template. In practical consideration of both the faculty member's desire to present all relevant information and the P&T committee's workload, the dossier should normally not exceed 5 pages.

- I. Comments by the faculty member on his or her service philosophy, aspirations, recent outcomes and the nature of the industries served**
- II. Demonstrated ability to meet clientele needs**
 - A. Evidence of overall program impact
 1. data or reports which demonstrate positive changes in clientele activities
 - B. Training courses provided for professional personnel
 1. information such as how many, what type, how many clients reached, participant evaluation summary
 - C. Technical presentations (list whether invited)
 1. number of presentations, number of clients reached
 2. feedback from clientele
 - D. Consultations with agencies, organizations and businesses (one-on-one)
 1. number and time spent both in-province and out-of-province
 2. feedback from agencies, organizations and businesses
- III. Demonstrated ability to interpret research and new developments in the discipline**
 - A. Scholarly and technical publications (reporting new outreach approaches or interpretations of research developments) in print and/or accepted. Indicate whether publication was refereed or non-refereed.
 - B. Other educational tools for providing interpretation of new research developments. Examples include training manuals, slide tapes, video tapes, audio tapes, newsletters, brochures, bulletins and computer programs. indicate the intended audience: special group, lay public, province-wide, national or international.
 - C. Papers presented at scholarly conferences and/or published in conference proceedings. Indicate whether paper was refereed or non-refereed.

- D. Media coverage and use of the media
 - 1. Indicate what use has been made of the media to disseminate information and/or educational programs. Indicate whether coverage was local, province-wide, national or international.

IV. Displays leadership and innovation in the application of the discipline

- A. Creative programs developed
 - 1. using the following format, describe each creative program developed:
 - a. name of program
 - b. identify problem/need
 - c. list objectives
 - d. describe the methods and processes used to deliver the program
 - e. discuss implications and/or contributions of the program to clientele, future programs, and to the discipline
 - f. document program impact
- B. Collaborative/interdisciplinary networking efforts
 - 1. Describe each significant networking activity:
 - a. identify the activity/program
 - b. list the objectives
 - c. provide details on the activity, the collaborators, and your role
 - d. discuss the implications and/or contributions of the activity to clientele, future programs, and to the disciplines involved
 - e. document program impact
- C. Funding
 - 1. List all grant/fellowship proposals written and whether they were successful. Include dollar amount.
 - 2. List all contracts awarded and indicate dollar amount
 - 3. Explain your role in developing each proposal and in delivering the proposed program
- D. Major committee assignments
 - 1. List each committee external to the university. Include the year, role and purpose of the committee.
- E. administrative Assignments
 - 1. List any administrative assignment including year(s), duties and scope (local, provincial, national, international)
 - 2. Describe your accomplishments in this administrative assignment

V. Recognition and development of expertise in the discipline

- A. Recognition and awards. List recognition and awards related to the profession which have been awarded for a specific period of time. Specify whether university, provincial, national or international awards and provide a one or two sentence description of the recognition or award.
- B. Professional development. list professional development activities and note how those activities have been integrated into extension practice. Include credit courses, professional/technical meetings, faculty improvement leave, international study opportunities, faculty exchanges, etc.
- C. Solicited letters of recognition. A high level of expertise in the discipline may be documented through letters solicited from peers or experts. Letters will be solicited by the Dean when the faculty member is seeking promotion to full

professor, and will be solicited when the faculty member is seeking tenure and promotion to associate professor. The number of peer letters and method of solicitation will vary from discipline to discipline. Whether specific guidelines are not present, three letters are suggested. Those asked to write peer letters will be asked to cite specific evidence of the candidate's expertise related to each of the following points and to compare the candidates with others in the field.

1. possesses a high degree of originality, imagination, and creativity
2. possesses a strong technical competence
3. has been providing significant and important contributions in their chosen area of expertise
4. is among the leaders in providing service to society when compared to others in the same field at a similar career stage
5. prepares publications which are useful to clientele and other professionals
6. would be welcomed on the tenured faculty of other outstanding schools with that specialty
7. will likely remain active and up-to-date as evidenced by involvement in professional development activities.

VI. Membership and activity in appropriate technical and professional societies

- A. List memberships and positions in appropriate provincial, national and international technical and professional societies.

VII. Membership on University Committees