

APPENDIX C

Professional Development: Departmental Values – Spring 2008

Professional Development: Departmental Values

Faculty are expected to contribute to the mission of the institution through discovery, learning, and engagement. In order to successfully advance through the faculty ranks to Associate and Full Professor, faculty must be able to document development and implementation of an integrated, collaborative program that is nationally and internationally recognized as having high impact to clientele.

Assistant to Associate Professor: Individuals are expected to develop programs that are geared toward eventual promotion to Professor. Although programs of Assistant Professors are not fully mature by the time they are considered for promotion to Associate Professor, they should be able to document that their programs:

- hold promise for high impact
- have contributed to the good of the department and the institution
- are developing regional, national, and international recognition
- have a strong and successful commitment to graduate and undergraduate education
- are sustainable through acquisition of external funding

Associate Professor to Professor: Individuals are expected to have programs that have developed to a high level of maturity in outcome and recognition. Programs should clearly describe the impact that has resulted from their programs and should show regional and national recognition and international involvement. Commitment to undergraduate and graduate student education with associated documentation is expected. Programs should show a high level of sustainability through grant acquisitions and communication of results should include top tier journals and invited presentations at national and international meetings.

All faculty are expected to exhibit scholarship in discovery, learning, and/or engagement. Criteria for scholarship include:

- Requiring a high level of discipline-related expertise.
- Conducted in a scholarly manner with clear goals, adequate preparation, and appropriate methodology.
- Work and its results are appropriately and effectively documented and disseminated. This reporting should include a reflective critique that addresses the significance of the work, the process that was used, and what was learned.
- Significance beyond the individual context.
- Breaks new ground or is innovative.
- Can be replicated or elaborated on.
- The work – both in process and product or result – is reviewed and judged to be meritorious and significant by a panel of one's peers.

Diamond, R.M. ed. 2002. Field Guide to Academic Leadership: A Publication of the National Academy for Academic Leadership. Jossey-Bass. San Francisco, CA. 526 pp. ISBN 0-7879-6059-4

Based upon observations from discussions by primary and area committees concerning promotion and tenure, the following items are offered that can contribute to the successful promotion of faculty.

Research as primary component of job description:

Significant evidence of leading a directed, sustainable, cohesive research program in a given discipline including:

1. Contributions to the development of peer-reviewed external grant applications (USDA, NSF, DOE, EPA etc) as the lead PI and significant co-PI.
2. Funding from a peer reviewed national granting agency where you are the lead PI or co-PI.
3. Additional funding from non-peer reviewed sources.
4. Consistent publication of refereed articles in journals primarily in the upper tier of impact factors for the discipline.
5. Development of a stable research program that may include technical help, post-docs, graduate students, and undergrads supported in part from outside funds.
6. Clear evidence of graduate student mentoring with their participation in presentations, abstracts, and refereed journal articles.
7. Development of needed laboratory infrastructure to support a an active research program.
8. Evidence to indicate the ongoing successes of your research group (successful employment of grad students and Post-docs).
9. Promotion of research agenda through contributions to mass media outlets.
10. Contribution to the agenda of national and international research symposia.
11. Publication of review articles, white papers or text books.
12. Service on grant review panels, editorial boards or research review teams.
13. A strong web presence.
14. Service as a reviewer for journals
15. Significant on-going interaction with national research agencies.

Research as secondary component of job description:

Evidence of significant contributions in the following areas:

1. Collaboration on development of peer reviewed national grant applications (USDA, NSF, DOE, EPA etc).
2. Funding from non-peer reviewed sources including university programs.
3. Consistent publication of refereed articles in journals primarily in the upper tier of impact factors for the discipline.
4. Development of an active research group that may include technical staff, graduate students, and/or undergrads supported in part from outside funds.
5. A strong web presence.
6. Service as a reviewer for journals.
7. Serving on graduate committees.

Extension as primary component of job description:

Significant evidence of leading a sustainable, cohesive outreach and applied research program in a given discipline including:

1. Impact on current and future needs of given discipline.
2. Leadership on campus and within state or region in area of specialization.
3. Interaction/cooperation with clientele including county educators.
4. Strong web presence.
5. Consistent publication of numbered Extension publications.
6. Consistent effort in developing new or improving existing educational programming.
7. Surveys of clientele evaluating performance/acceptance of educational programming.
8. Regular contributor to newsletters, trade journals, and/or mass media.
9. Aggressively seeking cost recovery and other funding to sustain Extension/research activities.
10. External funding to support applied research program.
11. Consistent publication in top tier journals of applied research and/or Extension activity.
12. Serving as a major advisor to graduate students in Extension.
13. Consistent collaboration with colleagues on graduate committees, proposal writing and journal articles.

Extension as secondary component of job description:

Evidence of significant contributions in the following areas:

1. Collaboration in one or more outreach programs.
2. Cooperation with Extension Specialists in programming.
3. Cooperation with clientele including county educators.
4. Consistent publication of numbered Extension publications.
5. Surveys of clientele evaluating performance/acceptance of educational programming.
6. Contributor to newsletters, trade journals, and/or mass media.

Teaching as primary component of job description:

Significant evidence of leading a sustainable, cohesive educational program in a given discipline including:

1. Significant evidence of addressing current and future needs of graduate and/or undergraduate students in a given discipline or in related interdisciplinary programs.
2. Leadership in curricular and educational programs as evidenced by departmental, campus, and external recognitions.
 - a. teaching awards
 - b. scholarly publications of either disciplinary or educational nature
 - c. Selection on grant or other panels that review the scholarship of teaching and learning
3. Significant interaction/cooperation with other campus and off-campus educators.
4. Service to the college or profession by being a member of departmental, college, and/or regional committees supporting teaching and learning.
5. Serve as advisor to departmental, College, or University student organizations.
6. Significant web presence which provides enhanced learning opportunities for students.
7. Development of course materials that are used by faculty at other educational institutions across the state and nation – textbooks, digital resources, etc.

8. Active involvement in graduate/undergraduate student advising, career counseling.
9. Consistent effort in coordinating new or improving existing educational programming.
10. Provide results of student and peer evaluations of the performance of the individual's educational programming. (Course evaluations should be in the top quarter or third of all faculty)
11. Regular contributor to University and national workshops and programs that support teaching and learning.
12. Aggressively seeking funding to sustain teaching/research activities.
13. Consistent publication of refereed journal articles in disciplinary area of research and teaching activity.
14. Significant evidence of mentoring graduate students in teaching.
15. Consistent collaboration with other educators-researchers on graduate committees, proposals and journal articles.

Teaching as secondary component of job description:

Evidence of significant contributions in the following areas:

1. Course and curricular development within the discipline or related interdisciplinary programs.
2. Academic and career advising of undergraduate students and support of graduate students in the preparation of teaching activities.
3. Consistent publication of refereed journal articles in disciplinary research and/or teaching activity.
4. Provide results of student and peer evaluations of the performance of the individual's educational programming. (Course evaluations should be in the top third to half of all faculty).
5. Committee activities related to teaching activities in the department, College, or University.

Service as a faculty expectation

Minimum service expectation

1. Willing collaborator
2. Regular attendance at and participation in department and college meetings.
3. Fulfillment of normal committee assignments.
4. Participation in department-sponsored outreach programs, as deemed appropriate.
5. Participation in college-sponsored outreach programs, as deemed appropriate.

Additional service activities

1. Advisor to undergraduate students
2. Advisor to student organization recognized by Purdue University.
3. Chair a department or College committee and show significant committee impact.
4. Service on Faculty Senate, ad hoc committees or task forces.
5. Involvement in major governance activities.
6. Leading major research, teaching, or extension initiatives.
7. Making a substantive and positive contribution to the community in a role that requires a high level of involvement and faculty expertise.
8. Mentor to new faculty.

Professional development

Minimum professional development expectations

1. Proof of active membership in professional organizations (e.g. conference attendance).
2. Provide reviews of manuscripts, proposals, programs.
3. Significant participation in a national or international conference.

Additional professional development

1. Develop and manage a web page.
2. Leadership role for a conference, workshop, interdisciplinary course.
3. Presentations at national or international conferences.
4. Organization of a major regional or national conference.