

# **Supplemental Promotion and Tenure Guidelines**

## **Department of Animal Sciences**

### **Auburn University**

Adopted by the tenured faculty of the Department of Animal Sciences on: April 18, 2025

The purpose of this document is to outline the guidelines for consideration in achieving promotion and tenure in the Department of Animal Sciences. This document was crafted to complement the policies described in the *Auburn University Faculty Handbook*. Faculty members interested in promotion and tenure are expected to be familiar with the appropriate and most up-to-date policies in the *Handbook*.

#### **Departmental Description**

The Department of Animal Sciences at Auburn University is dedicated to advancing the science and management of livestock and sustainable food production through teaching, research, Extension and outreach. With a strong emphasis for hands-on learning, innovative research, and industry collaboration, the department prepares students to seek careers in animal agriculture, veterinary medicine, and production agriculture arenas. Faculty, staff and students work together to improve animal productivity, efficiency, and food security, contributing to the success of Alabama's agricultural industry and beyond.

#### **Mentoring Junior Faculty**

During the first year of the probationary period, each tenure-track Assistant Professor will be assigned a mentoring team based on input from the faculty member and the Department Head. The faculty mentoring team will consist of a member of the Department of Animal Sciences and an external faculty member (another department, College or university mentor). The role of the departmental mentor is to provide advice about best methods for professional advancement, conflict resolution or university operations that may pose pitfalls for new members of the faculty. Mentors and mentees may work collectively to identify areas that would enhance a probationary faculty member's ability to succeed professionally, such as grant or funding award opportunities. Specific mentoring activities may include: 1) an annual meeting with the candidate to discuss progress, successes, or issues as they arise, 2) summarizing Peer Review of Teaching (ProT) reviews with candidate where applicable, 3) guidance in preparation of materials for the third-year review and 4) input and guidance on the development of materials for the promotion and tenure process.

#### **Third Year Review**

The department will conduct a third-year review of all its probationary faculty members, according to University policy. Prior to the review, the Department Head shall request a current vita. The vitae should be made available to all tenured faculty (via e-mail, with a

hard copy on file in the main office) for at least two weeks prior to the scheduled review meeting. The particular focus of this review is the faculty member's progress toward achieving tenure. The review, therefore, must address the criteria for tenure set forth in this document. The review should involve all tenured faculty members. If faculty members know that they will miss the scheduled third-year review meeting, they may enter a vote with the Department Head, and they may include any other review comments. These votes will be included in the final total. At the scheduled meeting, the candidate's packet will be presented and summarized to the faculty by the candidate's mentoring committee. The third-year review meeting will conclude with a vote on whether or not, in the judgment of the tenured faculty, the candidate is making appropriate progress toward promotion and tenure. The result of the vote will be announced at the meeting and later communicated to the person under review by the Department Head. Faculty should understand that this vote is not a commitment to grant or deny tenure in the future. The Department Head will prepare a written report covering the discussions of the review meeting and characterizing the vote. A meeting will be scheduled by the Department Head with the faculty member, and the results of the vote and report will be discussed between the faculty member and the Department Head. This report may be consulted by the tenured faculty when the faculty member is a candidate for promotion and tenure

### **Tenure**

To earn tenure the candidate must demonstrate willingness and aptitude to participate and excel in two of three university missions (research, teaching and Extension). Some faculty in Animal Sciences have a budgeted 'Extension' appointment. Thus, for the purposes of evaluation of a promotion dossier in Extension, those faculty with Extension appointments will be assessed differently than those that participate in 'Outreach,' an important University function, but one that does not come with a funding (salary) line. For tenure, the candidate must demonstrate that his/her continuing service at the university, college and department will improve the long-range goal(s) of the institution through teaching, research and Extension. The individual will also continue to develop distinguished academic achievement in those same three areas (varying with their appointment) that will serve as a basis of regional, national and international reputation. The individual must show collegiality. 'Collegiality' is not to be interpreted as 'always friendly', but it does mean that the faculty member conducts the business of the University in a cordial manner, and that a level of professionalism and decorum is maintained. The individual should be able to work with others throughout interdisciplinary research, teaching, Extension or outreach activities. Interdisciplinary work, public engagement, international activities and initiatives, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable.

### **Timeline and Criteria for Dossier Evaluation by Voting Faculty**

Submission of materials for consideration of promotion and tenure/promotion will follow the timeline outlined in the Faculty Handbook. Faculty evaluation of the candidate will be based upon the candidate's specific percentage responsibilities in teaching, research

and/or Extension/outreach identified in the letter of offer and changes made to these specific responsibilities during the candidates' years as an assistant/associate professor.

### **Expectations for Appointment in Research, Teaching and Extension**

These guidelines are to supplement those outlined in the Auburn University faculty handbook. These guidelines shall be used by the Department of Animal Sciences for evaluation of faculty promotions from Assistant Professor to Associate Professor and Associate Professor to Professor, and for granting tenure within the department. The departmental Tenure and Promotion committee composed of tenured faculty holding the rank of Professor will ensure that these guidelines are followed as a supplement to those outlined in the faculty handbook. Criteria and consideration guidelines in the faculty handbook shall take precedence over those in this document.

Scholarly activity appropriate to the discipline and assigned responsibilities is expected of all faculty, tenured or untenured, and will be used to assess contributions made by an individual. Scholarly activity is defined broadly when considering efforts at institutions of higher learning and is most often captured in the concept of creating new knowledge and transferring knowledge to others. Each of the areas for research, teaching, Extension/outreach, and service is addressed below.

### **Research**

For promotion from Assistant to Associate Professor in the Department of Animal Sciences at Auburn University, faculty members are evaluated based on their research productivity, funding acquisition, scholarly contributions, and graduate student mentorship. Research expectations include establishing and maintaining a research program that produces high-quality, impactful work.

### **Promotion to Associate Professor-Research**

To be promoted from Assistant to Associate Professor the candidate must demonstrate that he/she has an emerging stature as a regional or national authority in his/her field, unless the assignments are specifically at the local level. The quality of the individuals' work must indicate creativity and innovation, and results should be published in appropriate scholarly products. Examples of materials that will be considered in the promotion and tenure from Assistant to Associate Professor could include:  
(this is a listing of examples – not every activity must be included in a dossier)

- **Publication Record**

- Refereed journal articles published in the candidate's discipline area, indicated by publication records meeting or exceeding the College of Agriculture's minimum guidance (at least one publication per 0.25 research FTE annually, along with research publication partnerships where the candidate is a clear research team leader).
- Abstracts presented at scientific meetings.
- Research reports published for public dissemination.

- **Graduate Student Programs**
  - Consistent graduate student mentoring, including service as a major professor, committee member and/or university reader.
  - Fostering student engagement in research publications and conference presentations.
  - Completion of graduate student programs.
  - Graduate student recognition through awards.
  - Career placement records of former graduate students.
- **Development of Intellectual Property**
  - Copyrights
  - Patents
- **Research Funding**
  - Demonstration of consistent submission of research proposals and pursuit of funding opportunities (federal, industry, gifts, in-kind, donations, etc.) submitted research proposals.
  - Collaboration on research proposals and projects.
  - Number and dollar amount of funded research proposals.
  - Proposal partnerships where the candidate is the principal investigator and team leader.
- **Awards in Research**
  - College, Experiment Station, University, State, and National research awards.
- **Regional, National and International Recognition**
  - Invited presentations at regional/national/international symposia and conferences.
  - Membership and leadership roles in regional/national committees.
  - Recognition as an expert through editorships, consultancies, and leadership of impactful programs.
  - Serving as a consultant or recognized expert in their discipline.

### **Promotion to Professor-Research**

The dossier of the candidate for the rank of Professor should be comparable to previously successful departmental candidates and candidates at peer institutions, and must demonstrate a national/international reputation. The individual work should show creativity, innovation and impact as measured by citations, levels of adoption of results or methods, and other measures of scholarly contribution. Scholarly contributions also include competitive extramural funding, invited national and international conferences, books and book chapters published. In summary, for promotion from Associate Professor to Professor, the following are needed measures in the research area:

- Consistent graduate student mentoring, including service as a major advisor, committee member and university reader (note: this is also listed under Teaching).
- A consistent and regular history of publication. 'Publication' refers to published materials that fit within the faculty members' job description, and can include publications in appropriate refereed journals, Extension publications, books,

symposia or proceedings, industry trade publications, or newsletters. This can also include a national/international presence in web-based media or other methods for research communication. It must be noted that refereed publications will carry more weight in a promotion decision, and there is an expectation that every faculty member will publish in appropriate refereed journals. The exact number and nature of the refereed journal articles will vary with faculty appointment and expertise.

- Evidence of the faculty members growing research stature at a regional, national or international level. This could include invited presentations, service on grant review panels or editorial boards, elected positions, and invited memberships in organizations associated with the faculty members' area of expertise.
- Evidence of continued ability to garner outside funding for the faculty members' research, teaching or Extension program.

### **Teaching**

Teaching productivity shall be measured in terms of outputs presented in the *Criteria for Dossier Evaluation* section of this document. It is recognized that student teaching evaluations may differ based upon the type of class and method of delivery (ie. classroom vs 'hands-on' laboratory). However, the general expectation of a candidate for promotion and tenure is the delivery of up-to-date course material presented to students that enhance student learning. In addition, the candidate must be active in student life within the department and develop a learning environment for students.

Teaching is a vital part of many faculty members' appointments. At a basic level, classroom instruction (defined to include both live or distance/online) by a faculty member must include: 1) class meetings that are organized, informative, and communicate timely course material, 2) a correctly developed course syllabus and content, 3) student course evaluation and regular peer-review, and, 4) regular editing and updating of course content. These metrics ensure faculty are not only effective educators but also contribute to the advancement of teaching in Animal Sciences.

### **Promotion to Associate Professor – Teaching**

The candidate must demonstrate (1) an effective teaching program, (2) a commitment to student learning; and (3) effective advising to students and/or student organizations focused on career development. Based on the appointment, individuals wishing to be promoted to the rank of associate professor should be actively involved in serving on graduate committees, including where appropriate serving as Chair or co-Chair at the MS (both thesis and non-thesis, on-campus and distance) and Ph.D. levels. Advising advanced undergraduate research projects (such as Undergraduate Research Fellowships or internship programs) would represent meritorious contributions to the department's teaching mission. A promotion packet should include both student evaluations and peer reviews of teaching. Student evaluations should be included for the previous five years of teaching (for every course), and at least one peer-review should be performed annually.

Specific indicators of a quality teaching program could include (not all of these must be included):

- **Course and Curriculum Development**
  - Development of new courses and/or revision of current courses to support the department's mission and meet industry standards.
  - Professional development in teaching and curriculum development.
- **Scholarly Contributions to Teaching**
  - Refereed journal publications related to teaching.
  - Abstracts and posters presented at teaching-related meetings.
  - Books and laboratory manuals authored, adopted, or edited for instructional purposes.
  - Acquisition of local, state, and national teaching-related grants or gifts.
- **Awards in Teaching**
  - College, university or national awards for teaching excellences
- **Peer Evaluations**
  - Evaluation of classroom effectiveness, course structure and delivery will be assessed through peer-evaluations of teaching. Peer-evaluation of teaching is conducted on an annual basis prior to promotion and tenure, annually for promotion to professor, and every two years following promotion to professor.
  - Use of innovative and effective teaching methods in the classroom.
- **Student Mentoring**
  - Engagement of undergraduate students in research.
  - Onboarding and mentoring undergraduate student interns.
  - Graduate student onboarding, mentorship and completion of programs.
- **Service and Leadership in Teaching**
  - Service on teaching-related committees at the department, college and university level.
  - Service as an advisor for student clubs or organizations.
  - Engagement in regional or national teaching professional organizations.

### **Promotion to Professor – Teaching**

The candidate to be promoted to the rank of Professor must also demonstrate teaching competence through activities such as advising graduate students, course and material developed for teaching, and teaching publications such as laboratory manuals, textbooks, or scholarly publications. In some cases, the development of new or novel courses in emerging areas of their science is a mark of professional development. Leadership in teaching must also be demonstrated, either through awards of excellence at the university or national level, or via service on teaching-related committees. Teaching effectiveness and competence may be measured by the direction and guidance of graduate and undergraduate students, and service on other graduate student committees. In general, a faculty member who teaches and who is pursuing promotion to the rank of Professor must demonstrate a long-term, consistent and high-quality program in the instruction of undergraduate and graduate students.

## **Extension**

In the Department of Animal Sciences at Auburn University, faculty with Extension appointments must demonstrate the development and delivery of impactful, evidence-based Extension programs that effectively address industry and stakeholder needs. The primary role is developing and implementing creative, innovative educational programs and educational products for a broad audience and communicating these programs through interactions with state Extension personnel and other stakeholders.

### **Promotion to Associate Professor – Extension**

The candidate for promotion to Associate Professor must demonstrate: (1) a productive program as measured primarily by Extension or lay publications, curriculum developed, educational trainings delivered, electronic media, and presentations in professional meetings (applied research publications in peer-reviewed journals are also encouraged as a means of establishing a regionally, nationally, or internationally recognized program); (2) an effective Extension program that includes program development, delivery, and relevance, as measured by peer and client evaluation of programs (survey instruments, course evaluations, evidence of program adoption etc.), publications, and presentations; (3) documented expertise in candidate's specialty areas that meets the needs of constituents; (4) pursuit and acquisition of extramural and intramural funds necessary to support the candidate's research and Extension efforts. The individual should have an emerging regional Extension reputation and a developing national reputation. Specific guidelines and measures of success for faculty with Extension appointments could include (not all of these must be included – they are examples):

- **Scholarly Products**
  - Development of Extension publications, with expected outputs based on Extension appointment percentage, including both original publications and revisions of content.
  - Abstracts presented at Extension/Outreach meetings.
  - Popular press articles, Extension content pieces and their estimated impact.
  - Abstracts and/or poster presentations at Extension professional development meetings.
  - Non-refereed publications for public dissemination.
- **Knowledge Dissemination**
  - Invited state, regional, or national presentations for scientific and/or stakeholder groups.
  - Engagement with ACES Extension teams through program development, delivery, in-service trainings, and program evaluation.
  - Participation in media outreach through relevant outlets, such as videos, social media, podcasts, radio, TV, blogs, etc.
  - Number of stakeholder contacts and responses.
  - Development and delivery of creative and relevant Extension programming beyond applied research.
- **Program Impacts**
  - Effectiveness and impact of Extension programming using supporting data from the ACES Plan of Work System.

- Documentation of program evaluations and improvements based on feedback.
- Estimated impact of practice awareness, knowledge gain, and/or implementation by stakeholders.
- **Extension Funding**
  - Consistency in the pursuit of funding in support of Extension programs.
  - Level of funding acquired for Extension programs and demonstration research.
- **Awards in Extension/Outreach**
  - College, Extension System, University, State, and National awards.

### **Promotion to Professor-Extension**

The candidate must demonstrate: (1) sustained productivity in high-quality Extension program development, delivery, and impact, as measured by peer and client evaluation of programs, publications, web presence, and presentations; (2) a regional and national reputation and a developing international reputation in candidate's specialty area; (3) leadership in Extension or service on a regional or national level; (4) documented expertise in candidate's specialty areas that complements research of the department and meet the needs of constituents.

### **Service**

All faculty members are expected to participate in the operation of the department, college, and university by serving in various capacities (for example, on committees, boards, panels, task forces, and commissions). This is broadly known as service. Faculty members are expected to further their disciplines through collegiality within the institution, providing service to their professional societies by serving as officers or on committees, serving as editors and reviewers for professional journals or other professional publication outlets, and serving on study and review panels for governmental agencies and funding organizations.

Specific guidelines and measures of success for faculty with service appointments could include (not all of these must be included – they are examples):

- **Committee Assignments**
  - Department, College, University, State, National, and International committee involvement.
- **Leadership Roles**
  - Leadership in state, national, and professional organizations and boards.
  - Contributions to professional societies within the candidate's discipline area.