The official University criteria and procedures for advancement in rank and attainment of tenure are outlined in the University Promotion Policy. This departmental supplement offers additional interpretation of research, teaching, extension and service performance expectations within the culture of food science and human nutrition. The intent is not to make a minimal list which guarantees promotion or to define a single route to promotion. It is intended to aid understanding of the promotion documents and to assist individuals preparing for promotion.

TEACHING

The goal of teaching is to provide students with accurate, balanced information in a way that stimulates learning and critical thinking. Helping students become scholars is our primary goal.

GENERAL TEACHING CRITERIA FOR TENURE

Teaching faculty who are candidates for promotion and/or tenure in the Department of Nutrition Science will be expected to demonstrate acceptable performance in the following formal and informal teaching activities.

1. Organize and present high quality educational materials to promote learning.
2. Help develop and maintain curriculum and programs that best prepare students to meet their professional objectives.
3. Guide and inspire students to explore and make decisions about careers and life.
4. Become a recognized source, of information in the field of specialization.

GENERAL TEACHING CRITERIA FOR PROMOTION

Overall teaching effectiveness must be judged satisfactory for promotion by the promotion and tenure committee. However, meeting the minimal criteria for teaching does not by itself assure recommendation for promotion to the next rank.

SPECIFIC CRITERIA FOR PROMOTION

Teaching includes formal classroom teaching and informal teaching responsibilities such as advising undergraduate and graduate students and speaking at various venues on campus. It also includes activities related to improvements in curriculum and teaching programs. The faculty member should present annual evaluations of these processes for the previous three years or more at the time he or she is being considered for promotion. Separate evaluations should be made by students and peers. A summary of these evaluations shall be considered by the primary and area committees.
Criteria for Teaching Evaluations (evaluators indicated by parentheses)

1. Organization, Presentation, and Motivation

   Does the faculty member present materials at an appropriate level in an organized way that is understandable and stimulating? (peers and students)

   Does the faculty present relevant, accurate, and current information? (Peers only) This should be judged by peers with expertise in the area being presented.)

   Are the materials prepared by the faculty for students appropriate? (peers and students)

   Testing and evaluation of students. Does the faculty test and evaluate students in a way that adequately measures knowledge of the subject matter in the course? (peers and students)

2. Help Develop and Maintain Curriculum and Programs.

   Does the faculty update and develop curricula and work to maintain or improve the overall quality of programs? Examples - eliminate outdated materials and courses. Develop new sections for a course, new courses, new methodology, publish their own - syllabi and manuals, etc. to improve the overall programs. (peers)

3. Guide and Inspire Students

   Does the faculty place a high priority on helping guide students in decisions about careers, courses, and other areas? Is the faculty knowledgeable about curricula, courses in the curricula, and careers available in the field? (students and peers)

   Does the faculty member give students the impression that learning is critical and that this faculty will do all that is possible to facilitate learning of all students? (students and peers)

4. Become a Recognized Source of Information

   Does the faculty member provide educational materials and or techniques used by others outside this department? If so, provide some information on its use and importance, e.g., books, tapes, computer programs, etc.

   Does the faculty member publish materials related to education in refereed journals and magazines? (peers)

   Is the faculty member asked to be on local, state, and national programs related to teaching? (peers)
Does the faculty member contribute to the development of national standards related to curricula and serve on national advisory committees/boards related to undergraduate curriculum? (peers)

RESEARCH ACTIVITY

A. General Criteria for Promotion and Tenure in Research and Scholarly Activity

Success in research and scholarly activity includes sharing efforts with colleagues. Thus, publication of work is an essential part of the process. Styles within the department vary from publication of small but significant findings to publication of major, longer term pieces of work. As a result, excellence cannot be judged merely by numbers of publications but must include an evaluation of numbers of publications, the quality and significance of journals in which work is published, and an evaluation by peers of the quality of the work taken as a whole. Evidence of sustained scholarly activity is an important consideration for promotion. Evidence of use or impact of scholarly work should be included if possible.

B. Specific Criteria for Promotion and Tenure

1. Ranking of publications:
   a. Publications resulting from research conducted or directly supervised by the candidate.
   b. Publications resulting from research in which the candidate participated but did not have major responsibility.
   c. Publications resulting from sources other than the candidate's research, such as literature reviews.
   d. Invited reviews, and book chapters.
   e. Research bulletins and monographs.
   f. Extension bulletins, station circulars and production guides (Some extension bulletins are refereed publications).
   g. Abstracts of professional meetings.
   h. Documented interchanges or list of services of a scholarly nature.
   i. Popular articles, such as in non-refereed publications and meeting proceedings.

2. Comparative ranking of types of publications:
   a. Refereed papers in professional journals: The following journals are among those considered as "top tier" within our field. Others may have been omitted by oversight.
      American Heart Journal
      American J. Clinical Nutrition
      American J. Physiology
      Appetite
      Aviation, Space, and Environmental Medicine
      Biochemistry J.
      Biochimica Biophysica Acta
      British J. Nutrition
      Cancer
      Cancer Letters
Cancer Research
Carcinogenesis
Cell
Chemical Senses
European J. Biochemistry
FASEB J.
Food Chemistry
Free Radical Biology and Medicine
International Journal of Obesity
J. American Dietetic Association
J. American Medical Association
J. Applied Physiology
J. Biological Chemistry
J. Cell Biology
J. Food Science
J. Lipid Research
J. National Cancer Institute
J. Nutrition
J. Nutrition Education and Behavior
J. Nutritional Biochemistry
J. Pediatrics
Lipids
Medicine and Science in Sports and Exercise
Nature
New England J. Medicine
Nutrition and Cancer
Perception and Psychophysics
Physiology and Behavior
Science

NOTE: Multiple authors are very common. First author is often the graduate student who is responsible for the work involved. The major professor is frequently listed as the last author.

C. Other Research Activity ( Ranked)

1. Recognition for research accomplishments.
   a. Obtaining external grants and other research support.
   b. Participation on research councils and national review boards, and in national and international consulting assignments. Example: Grant review panels – NIH, USDA Policy Development Committees, etc.
   c. Participation on editorial boards.
   d. Presentation of invited addresses at national or international professional meetings.
   e. Receipt of awards based on research
   f. Development of patents or copyrights.

2. Support of research activity
   a. Effective direction of graduate students and supporting research staff including member of graduate committees.
b. Research collaborations.
c. Presentation of research and creative work to professional groups.
d. Presentation of research results and seminars at other institutions, or to government or private research organizations.
e. Participation in continued training and/or professional improvement programs.
f. Participation in professional organizations, including work as an officer and/or committees.
g. Chairing sessions at professional meetings.
h. Selection and participation as a scientific lecturer.
i. Review of research proposals, grants or papers.

EXTENSION ACTIVITY

The mission of the Cooperative Extension Program is to disseminate science-based knowledge to Indiana citizens and beyond.

The overall goal of Extension is to provide leadership and scholarly approaches to public education and information delivery in the areas of food safety and human nutrition. As with research and teaching, campus and national recognition of extension faculty as experts in an identifiable area is an important consideration for promotion and tenure.

SPECIFIC CRITERIA FOR PROMOTION (Not Ranked)

A. Program
   1. Evidence of effective planning, implementation, and evaluation of program(s) include:
      a. Evidence that programs are based on clientele needs.
      b. Demonstration of effectiveness of program activities in reaching people.
      c. Evidence that program activities change knowledge, attitude, and/or behavior.
      d. Measurement and communication of impact of program activities.

B. Evidence of teaching skills
   1. Evidence of effective communication with clientele, university colleagues, and field staff.
   2. Demonstration of effective materials produced to support Extension educational efforts.

C. Collaboration and Networking
   1. Evidence of interaction, including participation as a team member,
within Extension, the Department, and University.

2. Evidence of interaction with colleagues, agencies, and organizations at state, regional, and national levels.

D. Field Staff Professional Development

1. Evidence of field staff in-service training.
2. Evidence of materials development with and for field staff.

E. Dissemination of Research

1. Evidence of participation in the development, conduct, and dissemination of research related to Extension programs.
2. Evidence of evaluation and interpretation of current subject matter based on research, technology, and developments in society and dissemination to field staff.
3. Grantsmanship to enable Extension programs.

F. Evidence of international recognition and contributions is valued at the rank of full professor.

SERVICE ACTIVITY

The following unranked areas of professional involvement and service will be considered in evaluating contributions in service:

1. Professional assistance and stimulation of other faculty and students.
2. Service as a team member on multi-disciplinary or interdepartmental problem-solving efforts.
3. Presentations to semi-professional and lay groups.
4. Professional service to lay and professional groups other than major professional societies (i.e., documented under research and scholarly activities and extension)
5. Service on Departmental, School and University Committees.
6. Supervision of departmental facilities.
7. Service as an advisor to student groups.
8. Work to disseminate information within the department, to alumni, and to other interested constituencies including the Corporate Affiliates Group.