

## Agricultural Studies

### Retention, Promotion, and Tenure Elaborations

The faculty of the Department of Agricultural Studies subscribes to the department, college and university mission statements that quality teaching is our primary mission. Accordingly, top priority is given to **Teaching Proficiency** for candidates under review for Retention, Promotion, and Tenure (RPT). Candidates under review are observed by faculty colleagues in a variety of possible venues. For example, assessment of teaching effectiveness, quality and technique; review of internal and external service to the university, community, and industry; review of Scholarly Activity through RSCA documentation as provided by the faculty and outlined by current University/College procedure.

Top priority is given to **Teaching Proficiency** for candidates undergoing the process for Retention, Promotion, and Tenure (RPT) and, therefore, teaching effectiveness is the most important criteria. The *Internal Review Process* is conducted by faculty colleagues who are members of departments that collaborate with this multi-disciplinary program.

The following are examples of relevant items for the *Internal Peer Review* process:

- All observational notes are included in candidate's RPT Binder
- Currency, accuracy, relevancy and completeness of the materials/concepts under discussion by the candidate.
- Course syllabi and diversity of instructional materials utilized (videos, PowerPoint, slides, handouts, etc.)
- Variety of teaching modalities including lecture, discussion, student oral presentations, team projects.
- Congruency of the class activity with topics scheduled in the course syllabus.
- Evidence of high academic standards.
- Overall classroom environment for effective learning, receptivity of instructor to questions, requests for clarification, positive interaction between the teacher and students.

*Observational notes taken by the reviewers become the basis for comments that appear in the departmental recommendation concerning each RPT candidate. External Peer Review* may be conducted by faculty colleagues outside the Agricultural Studies Department, who are agreed upon by the candidate and the RPT committee, who observe the candidate in the classroom. The *External Peer Reviewers* submit written summary (ies) of the results of the classroom visit that cover the above factors utilized in the Internal Review Process. **These external peer reviews are an important part of the candidates RPT file; and while internal reviews are weighted most heavily, those offered by the external peer review colleagues are viewed as extremely valuable.**

Consistent with the primary emphasis on teaching proficiency (and its corollary, personalized advising), student input is solicited by posted signs in the Department office and by request in the candidate's classes. These responses can be extremely valuable in assessing candidate involvement on student projects, graduate student encouragement and supervision, students selected for scholarships and other institutional and outside recognitions, student advising, and quality of supervision of interns and independent study courses. The Agricultural Studies faculty value these responses more than the restrictive IDEA instrument, which is meant to be used as a tool for teaching improvement. In addition, the faculty candidate may elect to include a more detailed student evaluation instrument evaluation as evidence of excellent teaching.

**Agricultural Studies takes a broad view of Scholarship** as an important component of faculty professional responsibility and is defined by involvement in a variety of Research, Scholarly and Creative Activity (RSCA) that may include, but are not limited to:

- Development of materials, collections, and laboratory resources beyond normal classroom preparation.
- Publication- variety of refereed and non-refereed (books, monographs, articles, conference commissioned works, essays, catalogs, encyclopedia entries, abstracts, software, teaching aids, curriculum materials, case studies, technical reports, bibliographies, responses or rebuttals, letters to editors, short notes, professional public addresses or media messages, CD-ROM releases, position papers, citations of scholarly work, performances, consultation or outcomes reports, products, patents, license copyrights).
- Involvement in Curricular or program assessment.
- Research that involves student contributors.
- Active research aimed toward publication.
- Development of innovative techniques accessible to others in the field. Reviewing or editing scholarly or creative activities related to agriculture. This might involve editing a journal or book manuscripts, editing and supervising newsletters, serving as a judge for various agriculture related competitions, reviewing on-line academic material, and reviewing proposals for state, federal or other funding agencies.
- Scholarly presentations at professional conferences (international, national, or regional) that enable the candidate to: a) remain current in his/her field thus enhancing teaching proficiency; and b) contribute new substantive or theoretical knowledge to the ongoing development of agriculture and related fields.
- Other RSCA activities that promote the scholar, the program, department, college, university, or community.

**The above list is not intended to be all-inclusive, nor to suggest that the faculty under review must show evidence of all of these RSCA activities. Instead, the list is intended to serve as potential activities that would be tailored to the individual faculty interest and expertise as evidence of their Scholarly performance.**

In Agricultural Studies, **Service** is a very important component of the responsibilities of faculty. The ability to network with community and industry individuals and companies guarantees program support, maintains program and curricular currency, and enhances the ability to provide meaningful internships. Therefore,

activities that promote the university and its programs to the general community, the state, the nation, and internationally, are valued equally with RSCA. Examples of **Service** include the following activities:

- Participation in life and governance of the Agricultural Studies Department, the College of Humanities and Social Sciences, and the university through department meetings, committee assignments – appointed and elected, articulation efforts, program development, projects, curricular development and assessment.
- Active outreach and collaboration with community and business organizations, community college agriculture programs, FFA and 4-H youth organizations, and other K12 institutions, based on professional skills, and may include participation on boards, planning committees, direct consultation, service learning, and program promotion.
- Participation in professional and scholarly organizations (California Agriculture Teachers Association, National Association of Colleges Teaching Agriculture, National Agriculture Education Association, as well as, specific agriculture sub-discipline organizations).
- Program direction at the department, college or university levels.
- Advisorship and/or participation in Agriculture Ambassadors and other student organizations.
- Recognition of the scholar (fellowships, prizes, awards, recognitions).
- Consulting for educational institutions, community organizations, and industry.
- Lectures or presentations to university or external audiences.
- Service on graduate theses/internship committees.
- Student Advising.
- Grant proposals, funded or unfunded, for research and creative activities directly related to the candidate's agriculture specialty.
- Activities specifically related to meeting objectives of Grants, contracts, and awards.
- Review of grants for foundations/governmental agencies. Academic planning and accreditation activities.
- Participation in university-sponsored programs.
- Supervision and directing the activities of field labs.
- Contribution to student competitions.
- Student Recruitment.
- Implementation of projects that benefit individuals (local, state, national, international).
- Other service activities deemed in the best interest of the program, department, college, university, or community.
- Mentorship of junior colleagues and students in research and scholarship.
- Guest lecturers in colleagues course sessions.
- Accreditation activities.
- Curriculum or program development.
- Graduate degree committees.
- Innovative teaching methodology.

**The above list is not intended to be all-inclusive, nor to suggest that the faculty under review must show evidence of all of these Service activities. Instead, the list is intended to serve as potential activities that would be tailored to the individual faculty interest and expertise.**

A doctoral degree in a relevant sub-field of Agriculture is regarded as the appropriate **Professional Preparation** by the Agricultural Studies faculty.

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