

APPOINTMENTS, PROMOTION, AND TENURE

Criteria and Procedures for the College of Food, Agricultural, and Environmental Sciences

I. Preamble

This document is a supplement to Chapter 47 of the Rules of the University Faculty (Additional Rules Concerning Faculty Appointments, Reappointments, Promotion and Tenure), the Office of Academic Affairs procedural guidelines for promotion and tenure reviews, and any additional policies established by the University. Should those rules and policies change, the college shall follow those new rules and policies until such time as it can update this document to reflect the changes.

This document describes the college's criteria for appointments, promotion, and tenure within the context of the college's mission and vision and the standards set forth in Chapter 47. It also describes the college's procedures for conducting college-level reviews for promotion and tenure. The College of Food, Agricultural, and Environmental Sciences is committed to assessing and rewarding excellence in the context of its mission and vision and each individual faculty member's assigned responsibilities. If a faculty member has performed the duties assigned and has performed them in a way that represents an acceptable level of excellence, then the college will reward this performance. Promotion and tenure decisions in all TIU's under the College of Food, Agricultural, and Environmental Sciences will be aligned with the college document "Faculty Reward System Guidelines for Annual Performance Review, Promotion, and Tenure (Appendix A).

In accordance with a policy of equality of opportunity, decisions concerning appointment, reappointment, and promotion and tenure shall be free of discrimination as to race, creed, religion, national origin, age, sex, disability, Vietnam-era veteran status, or sexual orientation.

II. Vision

Our Purpose: We bring knowledge to life.

Our Core Values: Discovery
Life-long learning
Science-based knowledge
Academic freedom
Civility and Professionalism
Diversity

Our Goal: To be the standard of excellence for colleges of agricultural and environmental sciences.

Our Indicators of Success:

We will know progress is being made toward our goal when:

- Integrated teaching, research, and extension focus on economic, environmental, social, and production issues.
- Faculty, staff, students, and external partners operate as co-learners.
- Diversity is evident throughout the college.
- We open the world to our students, stakeholders, staff, and faculty.
- The best faculty, staff, and students seek to work and learn here.
- Employers actively seek our graduates.
- Our alumni are leaders and recognized professionals.
- Each unit with the college is among the best in the nation.
- We make high impact discoveries.
- Faculty, staff, and students work and learn in state-of-the-art facilities.
- We are the model for extending to people the latest research-based information.
- The citizens of Ohio provide personal and financial support for the college.

III.Appointments

A. CRITERIA

1. Tenure track faculty

Rule 3335-47-02 of the Administrative Code states that The Ohio State University has as its mission “the attainment of international distinction in education, scholarship, and public service.” Appointment decisions for regular faculty positions, as defined in rule 3335-5-19 of the Administrative Code, must be based on criteria that reflect strong potential to attain tenure and advance through the faculty ranks. A minimum requirement for appointment at or promotion to the rank of assistant professor or a higher rank is an earned doctorate or other terminal degree in the relevant field of study or possession of appropriate experience. Appointments at the rank of instructor should normally only be made when the offered appointment is that of assistant professor but the appointee has not completed the required terminal degree at the onset of the appointment .

No faculty member attains more tenure automatically. Tenure may be acquired either in the original appointment to the regular faculty rank of associate professor or professor or upon promotion from within the University to the rank of associate professor, or following a successful probationary period at the rank of associate professor (as specified in rule 3335-47-03 of the Administrative Code). Tenure will not be awarded below the rank of associate professor.

An appointment as associate professor in the college will rarely be made without tenure. Such appointments must have been approved by the tenure eligible faculty of the TIU and have the approval of the dean and the executive vice president and provost. In rare cases where an appointment is made as associate professor without tenure, a probationary period

not to exceed four years may be granted by the Office of Academic Affairs upon petition of the tenure initiating unit (hereafter called TIU) and the college in the case of appointments at the associate professor level. For the petition to be approved, a compelling rationale must be provided regarding why appointment at a senior rank is appropriate but tenure is not. All appointments to the rank of associate professor require prior approval of the executive vice president and provost. Generally, the college will not appoint faculty to the rank of professor unless tenure is granted. Tenure will not be granted unless approved by the eligible faculty of the TIU. In rare instances where the college seeks permission of the executive vice president and provost to appoint someone as professor without tenure, a probationary period not to exceed four years may be granted by OAA provided the college and TIU provides sufficient rationale. All such appointments must receive prior approval of the executive vice president and provost. The College Promotion and Tenure Committee advises that candidates not be advanced for consideration for tenure until at least two years of performance at Ohio State University have been documented.

An appointment to the rank of instructor is always probationary and may not exceed three years. An instructor must be approved for promotion to assistant professor by the beginning of the third year of appointment or the appointment will not be renewed beyond the end of the third year. When an instructor is promoted to the rank of assistant professor, prior service credit will be granted for time spent as an instructor unless the faculty member indicates in writing at the time of the promotion that he or she does not wish such credit. This written request must be forwarded to the Office of Academic Affairs through the dean of the college so that tenure records may be adjusted accordingly.

An appointment to the rank of assistant professor is always probationary and may not exceed six years, including prior service credit. (See Page 5 for information on excluded time). An assistant professor is reviewed for promotion and tenure no later than the sixth year of appointment as an assistant professor and informed by the end of the sixth year as to whether promotion and tenure will be granted at the beginning of the seventh year.

Promotion and tenure may be granted at any time during the probationary period when the faculty member's record of achievement merits tenure and promotion. Similarly, a probationary appointment may be terminated at any time subject to the notice provisions of faculty rule 3335-47-08 and the provisions of paragraphs (G), (H), and (I) of faculty rule 3335-47-03.

2. Auxiliary Faculty

Compensated and no-salary auxiliary faculty may be appointed to teach and to perform other appropriate duties in TIUs. These are not tenured or tenure-track appointments. Compensated auxiliary faculty includes senior lecturers and lecturers, and may include visiting faculty and faculty with regular titles below 50%. Faculty rule 3335-47-08 (D) states that decisions regarding the appointment and renewal of auxiliary faculty on year-to-year contracts must be made in accordance with criteria and procedures of the appointing instructional unit and in accordance with University policies relative to auxiliary faculty positions.

Senior lecturers will normally hold a Ph.D. or have completed all course requirements for a Ph.D. or its equivalent. Since, in most cases, the primary responsibility of senior lecturers is to teach, they must demonstrate skill in effective teaching before being appointed.

Lecturers will normally hold at least an M.S. and will have demonstrated skill in effective teaching. They may be appointed on a course-by-course basis, depending on the instructional needs of the TIU.

Adjunct faculty are normally appointed at no salary and must be reviewed annually. They will have qualifications commensurate with the duties they are assigned. Normally they will hold a Ph.D. or its equivalent and qualifications similar to those of a tenure-track or tenured faculty member at the same rank. An adjunct appointment is made on the expectation that the appointee will be substantially involved in some capacity with the academic program of the TIU offering the appointment. Should such involvement cease, the adjunct appointment will be terminated.

Visiting faculty will normally hold a Ph.D. or its equivalent and credentials similar to those expected for regular faculty of the same rank. The appointment of a visiting faculty member may not exceed three continuous years.

3. Courtesy Appointments for Regular Faculty

There are two essential criteria for a courtesy (no-salary) appointment. (1) A courtesy appointment can be extended only to Ohio State University faculty who hold a regular faculty appointment in a TIU other than the one making the appointment. (2) A courtesy appointment is made on the expectation that the appointee will be substantially involved in some capacity with the academic program of the TIU offering the appointment. Should such involvement cease, the courtesy appointment will be terminated.

B. PROCEDURES

1. Tenure track faculty

The Vice President for Agricultural Administration and Dena of the college will authorize TIU to undertake a search. A national search is required unless the Office of Academic Affairs approves an exception to this policy. Vigorous efforts to ensure a diverse pool of highly qualified candidates are required. Each search committee and chair or director must meet with the vice president or his/her designee prior to initiating a search to receive an affirmative action charge.

All offers at the associate professor and professor ranks and all offers of prior service credit require the prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Education. Letters of offer must be approved by the dean prior to being sent to the candidate.

2. Auxiliary faculty

Procedures for appointments of auxiliary faculty are established at the TIU level. Faculty rule 3335-47-08 (D) states that decisions regarding renewal of members of the auxiliary faculty are made annually in accordance with criteria and procedures of the appointing instructional unit and in accordance with University policies relative to auxiliary faculty positions.

3. Courtesy Appointment for Regular Faculty

Procedures for courtesy appointments are established at the TIU level in accordance with University policies relative to courtesy faculty positions and titles.

IV. Annual Reviews

A. PROCEDURES

Every faculty member must have an annual performance review. Each department/school shall describe the process to be used in its Pattern of Administration and shall align with the College of Food, Agricultural, and Environmental Sciences document “Faculty Reward System Guidelines for Annual Performance Review Promotion and Tenure” (Appendix A).

The annual review of probationary faculty serves three main purposes. First, the review provides the opportunity to offer probationary faculty guidance and to help them achieve the TIU’s goals and standards. Second, it affords probationary faculty members the opportunity to express concerns about their progress to date and to suggest ways in which the TIU can assist them in achieving its goals and standards. Third, it determines whether or not to recommend renewal of the appointment.

1. Probationary Faculty

a. Fourth Year Reviews

Each TIU will specify procedures for fourth year reviews in accordance with University policy. A non-renewal recommendation during the first, second, third or fifth year review must result from application of fourth year review procedures. In the case of the College, before the dean makes a negative decision or a decision contrary to the TIU’s recommendation, the dean will consult with the College Promotion and Tenure Committee.

b. Probationary faculty at the rank of assistant professor and associate professor may exclude time from the probationary period. Examples of situations in which time may be excluded include the birth of a child, or the adoption of a child under the age of 6, both of which involve care-giving responsibilities. All such exclusions of time will be granted in accordance with the rules for such exclusions set forth in faculty rule 3335-47-03. Probationary faculty will be reviewed annually during

their probationary periods regardless of whether time is excluded from that period, unless their absence from campus during an excluded period makes conduct of such a review impractical.

2. Tenured Faculty

Every tenured faculty member should also be reviewed annually following the procedures of the TIU of the faculty member and in alignment with the College document “Faculty Reward System Guidelines for Annual Performance Review Promotion and Tenure” (Appendix A).

B. MECHANISM OF REVIEW

The annual review of a probationary faculty member at the TIU level shall be conducted in keeping with the procedures approved by the TIU, the college, and the Office of Academic Affairs. At the college level, oversight of the review process will be the responsibility of the dean, who will seek advice from the promotion and tenure committee and the administrative cabinet.

1. Adequate Notice of Review

- a. The probationary faculty member should be made aware of the general nature of the review process by the letter of offer, of which this document is a part.
- b. The TIU’s Appointments, Promotion and Tenure Document should include a statement concerning procedures for annual reviews and should be provided to the new faculty member upon his or her appointment.
- c. Within a reasonable time prior to the annual review in the TIU, the TIU will give written notice to the probationary faculty of the timing of and the procedures to be followed in the annual review.

2. Procedures for Annual Review During the Probationary Period

a. Collection of information:

1) In the written notice of an annual review, the probationary faculty member should be asked to submit evidence concerning the quantity and quality of his or her work in teaching (including outreach teaching if applicable), scholarship and service. The TIU’s statement of the criteria and procedures for promotion and tenure should indicate the types of evidence which will be considered useful in these areas of performance. Probationary tenure track faculty should follow the promotion and tenure dossier outline prepared by the Office of Academic Affairs to record their performance.

2) TIU reviewers may wish to solicit appropriate information from other faculty members or professional colleagues during the annual reviews, and must seek outside letters during the sixth year review, in keeping with college and University policy.

3) All letters solicited and reviewed by the TIU must be included in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by anyone other than TIU-authorized persons must not be included in the dossier.

b. Evaluation of Information:

1) The file of materials concerning a probationary faculty member, when complete, should be made available to the reviewers as provided for by the TIU Appointments, Promotion and Tenure Document, sufficiently in advance of the review to enable them to give full and adequate consideration to the information which it contains.

2) The annual review should be conducted consistently with Appointments, Promotion and Tenure procedures provided by the TIU.

3) On the basis of the annual review, the TIU reviewers will make a recommendation to the chair (director) concerning the future employment of the probationary faculty member. The chair (director) will report in writing the result of the review to the faculty member and the dean. The chair (director) will also arrange a meeting with the faculty member to discuss the review. In cases where the chair (director) and the rest of the reviewing faculty disagree, the TIU's Appointments, Promotion and Tenure Document must explain the procedure to follow.

C. COMMUNICATION OF RESULTS FOLLOWING A FAVORABLE REVIEW

Annual reviews of probationary faculty members will be summarized in a written evaluation that will state the recommendation resulting from the review. Before the written evaluation is sent to the faculty member, the result of the review may be communicated to the dean. In addition to sending a written evaluation to each probationary faculty member after the annual review, the TIU chair should arrange a conference with the probationary faculty member for the purpose of discussing the results of the review.

D. PROCEDURES FOR NON-RENEWAL OF PROBATIONARY APPOINTEES

1. A recommendation or decision for non-renewal in years other than the fourth (for probationary assistant professors) must follow the same procedure as for fourth year reviews.
2. The probationary faculty member must be informed in writing of a decision for non-renewal according to standards of notice set forth in faculty rule 3335-47-08, and in keeping with instructions from the Office of Academic Affairs. All such letters must be approved by the dean or his/her representative in advance of being sent.

V. Merit Salary Increases and Other Rewards

A. CRITERIA

Each TIU should adopt a process appropriate for the distribution of merit salary and other rewards, one that recognizes the importance of qualitative contributions in each of the three areas of faculty activity.

B. PROCEDURES

Probationary tenure track faculty should follow the promotion and tenure dossier outline prepared by the Office of Academic Affairs to record their performance for both annual reviews and salary documentation. For all faculty, TIUs should require adequate documentation of performance in teaching (including outreach teaching where applicable), scholarship and service. Each faculty member being reviewed is responsible for reviewing the quality and accuracy of his or her dossier before it moves through the review process.

C. DOCUMENTATION

Each TIU shall describe documentation required for use by the chair/director in making decisions on merit salary increases and other rewards.

VI. Promotion and Tenure and Promotion Reviews

A. CRITERIA

1. Promotion to Associate Professor With Tenure

The College of Food, Agricultural, and Environmental Sciences' standards for promotion reflect a commitment to the achievement of the intellectual eminence. According to Faculty Rule 3335-47-02 (C), the awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher (including outreach teaching) and as a scholar, and that the faculty member provides effective service. There must also be convincing evidence that the faculty member can be expected to continue a program of excellent teaching and scholarship and effective service. Flexibility should be exercised when weighing a faculty member's achievements in each area in recognition that excellence manifests itself in different ways in different individuals and that one faculty member's role and responsibilities within a unit may be substantially different from that of others. The first consideration, nevertheless, must always be that the promotion of the candidate advances the scholarly and instructional goals and reputation of the TIU and of the College. Decisions in the college will be aligned with "Faculty Reward System Guidelines for Annual Performance Reviews, Promotion, and Tenure" (Appendix A).

2. Promotion to Professor

According to faculty rule 3335-47-02 (C), promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service. Promotion to the rank of

professor will be considered only for those who have fulfilled the promise of their earlier scholarly work. Substantial scholarly productivity is expected beyond that which earned promotion to the rank of associate professor, as determined by the TIU. Each case will be judged based upon the agreed upon assignment of the individual. The nature and scope of scholarship will vary by discipline and by individual. Decisions in the college will be aligned with “Faculty Reward System Guidelines for Annual Performance Reviews, Promotion, and Tenure” (Appendix A).

B. PROCEDURES

Each TIU should ensure that its procedural guidelines are in accordance with Faculty Rule 3335-47-04 and that this information is readily available to all faculty.

The candidate has primary responsibility for preparing a dossier, complying with Office of Academic Affairs guidelines, and documenting his or her accomplishments; the TIU is responsible for gathering both internal and external evidence of the quantity and quality of teaching (including Extension teaching where applicable), scholarship and service as outlined in the faculty rule 3335-47-04 (B).

The eligible faculty shall review the candidate’s dossier describing accomplishments in teaching, scholarship, and service, and shall vote on the candidate. A report of the faculty assessment, including both strengths and weaknesses, and the numerical vote of the faculty shall be forwarded to the TIU chair (director) for inclusion in the dossier.

The chair (director) shall prepare a separate written assessment of the case and recommendation for the dean for inclusion in the dossier. As soon as the faculty report and chair’s (director’s) letter have been completed, the candidate shall be notified in writing of the availability of these reports. The candidate may request a copy of these reports. The candidate may provide the TIU’s chair (director) with written comments on the TIU’s review for inclusion in the dossier within ten calendar days of notification of the completion of the review. If the candidate does not wish to comment, they should inform the department chair/director of that decision in writing. The Promotion and Tenure Committee and/or chair (director) may provide written responses to the candidate’s comments for inclusion in the dossier. Only one iteration of comments on the unit level review is permitted.

The TIU chair (director) shall forward the dossier with all internal and external evaluations, candidate comments on the TIU review, and the Promotion and Tenure Committee’s and/or the chair’s (director’s) responses to those comments, if any, to the vice president for agricultural administration and dean of the College of Food, Agricultural, and Environmental Sciences.

According to Faculty Rule 3335-47-04 (C), the purpose of promotion and tenure reviews beyond the TIU is to determine whether the unit has conducted its review and reached a recommendation in a manner consistent with university, college, and the TIU’s standards, criteria, policies, and rules. Review committees beyond the TIU may make a

recommendation contrary to that of the TIU if, in their judgment, the TIU's recommendation is not consistent with those standards.

The Vice President for Agricultural Administration and Dean of the College of Food, Agricultural, and Environmental Sciences shall, in consultation with the Agriculture Faculty Council, appoint a standing promotion and tenure committee comprised of nine full professors. Terms of appointment are for three years, and no one may be appointed to consecutive three-year terms. Members shall not participate in any way in the review of cases from their own TIUs or in cases of close personal association. Each year the committee will select its own chair and a procedures oversight designee. The committee shall review all cases, whether recommended favorably or unfavorably at the TIU level. Following deliberation and vote, the chair of the committee shall submit a written report and recommendations to the vice president and dean; the assessment and vote become part of the dossier.

The vice president and dean, who is a non-voting member of the committee, shall prepare a separate written assessment of the case and recommendation for the provost to be included in the dossier. The vice president and dean typically does this after consultation with the administrative cabinet. If the vice president and dean does not concur with the committee's recommendation, he or she must inform the committee members as to why their recommendation was not accepted.

As soon as the college promotion and tenure committee's report and the dean's letter have been completed, the candidate shall be notified in writing of the availability of these reports. The candidate has the opportunity to review and respond to these reports within ten calendar days; similarly, the college promotion and tenure committee and/or vice president and dean may provide written responses to the candidate's comments for inclusion in the dossier. Only one iteration of comments on the college level review is permitted. The vice president and dean shall forward the dossier, along with all evaluations and reports, to the provost.

C. DOCUMENTATION

Each TIU shall in its A, P&T document describe the documentation it requires for assessing performance in making promotion recommendations.

The college requires that all candidates include SEI's and EEET's to document teaching performance if they are assigned academic credit generating or extension teaching. They must also include peer evaluations (over a period of time) of teaching performance.

1. Teaching

Teaching excellence is fundamental to the mission of the College of Food, Agricultural, and Environmental Sciences. The college expects outstanding commitment to and demonstrated performance in enhancing the learning of our students whether they are enrolled in classes for credit or are learners in Extension learning situations.

It is expected that every faculty member abide by university rules that require students in every class to be afforded a formal opportunity to provide feedback on the quality of instruction they have received. Probationary faculty, must use the SEI (extension instructors must use the EEET). SEIs and EEETs may be augmented with instructor designed instruments.

Furthermore, probationary faculty are to receive systematic peer review following provisions outlined in each TIU's appointments, promotion, and tenure document. Each TIU, as a part of their evaluation of quality of teaching, must complete a comprehensive assessment including quantitative and qualitative elements and as specified in their appointments, promotion and tenure document.

Among other areas of assessment, the college expects faculty with teaching responsibilities to be assessed on the following dimensions of teaching effectiveness (credit generating instruction and outreach instruction).

- mastery of the subject matter;
- continuous growth in subject matter knowledge;
- ability to organize and communicate class material with logic, conviction, and enthusiasm; objectivity;
- contributions to curricula or program development
- creativity in course or program development, methods of presentation and incorporation of new materials and ideas;
- capacity to enhance students' awareness of the relationship between subjects studied, important problems, and other fields of knowledge;
- advising undergraduates, graduate students and extension clientele;
- directing graduate and undergraduate research programs

In addition to the above, the following dimensions of teaching performance are expected of Extension teachers.

- an understanding of the needs for knowledge by outreach students/clients/users;
- the ability to communicate effectively without outreach students;
- the ability to anticipate the "teachable moment" regarding the needs of outreach students and to respond with appropriate educational activities.

In addition, performance in extension teaching is evaluated in terms of: (1) the development and delivery of outreach education programs; (2) changed practices, policies or behavior from outreach education; (3) the development of teaching materials; and (4) extension publications and juried presentations.

2. Scholarship

All candidates for tenure and promotion must demonstrate clear excellence in scholarship. The nature and extent of their contribution will be commensurate with their assigned responsibilities, the amount of time allocated for scholarship, and the extent to which they

have resources available to support their scholarship. Hence, the nature and scope of their scholarly output may vary. However, for all candidates, their scholarship must be adequate for the expectations assigned and above all of sufficiently high quality to indicate excellent performance.

Excellence is indicated by the validation of candidates' work by their peers. Typical sources of such validation include publication in peer-reviewed journals, acceptance of peer reviewed papers, publications of scholarly books, publication of peer-reviewed extension publications, awarding of peer-reviewed grants, invited presentations, patents awarded and prestigious awards received. Recognition will also be given to non-traditional kinds of scholarship when it is validated by peers and shared with others. In such cases, it is incumbent on the candidate to document the quality indicators of such contributions. In addition, each TIU will clearly outline minimal scholarly expectations for tenure and advancement in rank.

This college values interdisciplinary and team-based scholarship. Such contributions will be recognized. Candidates must document the nature and extent of their contributions in the context of the total team so that colleagues can accurately value their individual contribution to the outcome of the group.

3. Service

All faculty members are expected to contribute actively to the governance of their TIU, the college and the university. Service activities include serving on such committees as the chairperson, dean, provost or president may assign as well as committees to which one has been elected by his/her colleagues; serving in supportive administrative roles such as program direction, when asked; serving the profession through such activities as service as an officer on the board of a professional organization or journal (including editor roles), or participation in organizing a symposium; representing the university in service to the non-academic community; serving in special roles in the community by extension personnel such as with commodity groups, community development groups, youth support groups, etc. When a candidate shows special ability in service, it should be part of the consideration during tenure review, but such special ability will not relieve the candidate of demonstrating excellence in teaching and scholarship.

VII. Appeals

The procedures for appeals are outlined in Faculty Rules 3335-5-05 and 3335-47-05.

APPENDIX A

COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES THE OHIO STATE UNIVERSITY

Faculty Reward System Guidelines for Annual Performance Review, Promotion, and Tenure

(Addendum to College and Departmental Appointments, Promotion, and Tenure Documents)

The College adopts the following value statements and definition of scholarly performance as the basis for its faculty reward, evaluation, promotion, and tenure processes and decisions. This applies to annual reviews of performance as well as decisions related to tenure and promotion in rank.

What We Value

As a college, we value (no order implied):

- High quality professional work
- Relevance to the goals of the College
- Impact of program efforts
- Diversity of scholarly responsibilities and contributions
- Equality of recognition for research, teaching, and outreach efforts
- Disciplinary and multidisciplinary efforts
- Individual and team contributions
- Peer review – both as validation of accomplishment and as a contribution to development of others

Scholarly Performance

We are committed to valuing and rewarding excellence in performance of assigned responsibilities. Important in identifying the role of every faculty member is the presence of appropriate evidence of scholarly productivity. The amount and nature of this scholarly productivity will vary according to the nature of the specific appointment. For every appointment sufficient scholarly productivity must be present.

We value a wide spectrum of types of scholarship. The faculty activities of teaching, research and/or creative work, outreach, and service are vital university functions and provide a framework around which faculty build their programs, based on their individual faculty appointments. Teaching, research and/or creative work, outreach, and service are not considered to be acts of scholarship, in and of themselves. We will reward excellent performance of these activities with salary increases. For tenure and promotion in rank, we require sufficient evidence of superior scholarship.

This College values and will recognize **an individual's contribution** to interdisciplinary and team-based scholarship, **based on the unique insights brought from his/her scholarly work**. Candidates must document the nature and extent of their individual contributions in the context of the total team so that colleagues can accurately value their contribution to the outcome of the group.

Faculty efforts become a vehicle for demonstrating scholarship when: (1) they create something that did not exist before; (2) they are validated by peers and by external sources, and (3) they exemplify one or more of the forms of discovery, integration, transformation, or application (Weiser, 1995).

Assessment of scholarship emphasizes the importance of validation to ensure cogency and the importance of communication to broader audiences to ensure that results of scholarship will be accessible and useful to others.

The following list represents the varying types of scholarship we value (adapted from Boyer, 1994; Kolb, 1980 – no order implied).

- **Discovery.** The pursuit of the unknown, the investigative advancement of knowledge.
- **Integration.** The interpretation and synthesis of new insights. Extending the knowledge of original research. Drawing together across disciplines and fitting specialized knowledge into larger intellectual patterns for broader, more comprehensive understanding.
- **Transformation.** The transformation of an individual or group through the extension and transmission of knowledge. Developing meaning and understanding within the learner.
- **Application.** The application of knowledge to consequential societal problems. Learning from practice.

The Role of the Annual Review of Faculty in Articulating Expectations and Evaluating Performance

Annual Statement of Responsibilities and Expectations

An annual set of faculty responsibilities and expectations, developed and agreed upon by the individual faculty member and the Department Chair/School Director, will be the basis for the annual evaluation of a faculty member's performance. These responsibilities and expectations shall also set the context against which promotion and tenure decisions will be made.

The statement outlining faculty responsibilities and expectations, developed annually by the faculty member and the department chair/school director, will serve to update and amend the position description created at the time of initial appointment.

This statement of responsibilities and expectations will be made available within the department so that all faculty are aware of the agreed-upon responsibilities, and that eligible faculty will have the necessary information available to them when making promotion and tenure decisions. The eligible faculty must judge performance against the original position description and the sequence of annual responsibilities and expectations statements.

The annual responsibilities and expectations statements will serve as an understanding between the individual faculty member, his/her department, and the College.

Evaluation of Performance

The annual statement of responsibilities and expectations will serve as the basis for evaluation in annual performance reviews **as well as** in promotion and tenure decisions. **(Note that all faculty are to be annually reviewed for performance of the agreed upon duties.)**

During the annual review process each faculty member will be responsible for reporting:

- Progress made toward goals established the previous year;
- Contributions they have made to the mission of the department/unit and to the vision and priority areas of the College, and
- Indicators of quality as well as quantity of accomplishments.

Each department will modify its annual faculty reporting form to provide for the inclusion of this information into the report.

The initial position description and all subsequent annual statements of responsibilities and expectations will be incorporated into each faculty member's promotion and tenure dossier.

The Annual Performance Review

The annual performance review between each faculty member and the department chair should provide the opportunity for documentation and discussion of accomplishments over the past 12 months as well as responsibilities, expectations, and objectives for the coming year.

Documentation of past accomplishments should focus (whenever possible) on BOTH what has been accomplished and the impact of a faculty member's efforts. This is true for individual accomplishment and for accomplishments made as a contributing member of a team.

The annual performance review process will provide the opportunity for clarification of expectations and accomplishments.

At What Level of Performance Should Activity Be Rewarded? – Performance Standards

Acceptable work is required of all; exceptional work will be rewarded. All faculty are expected to demonstrate continued intellectual engagement. Foundational to this distinction is that criteria will be established which define minimum standards of performance in every area of faculty responsibility. Below are criteria adopted by the College against which to measure performance in teaching, research, and service.

General Overview of Expectations

All candidates for tenure and promotion must demonstrate clear excellence in teaching (degree granting or outreach), research and/or creative works, and service. The nature and extent of the contribution will be commensurate with assigned responsibilities, the amount of time allocated for each activity, and the extent to which they have resources available to support their assigned duties. Hence, the nature and scope of teaching and research output may vary.

Teaching

Excellence requires demonstrated high-level accomplishment for most of the following measures of teaching (both credit generating and outreach instruction):

- Mastery of the subject matter
- Continuous growth in subject matter knowledge
- Ability to organize and communicate class material with logic, conviction, and enthusiasm
- Objectivity
- Contributions to curricula or program development
- Creativity in course or program development, methods of presentation and incorporation of new materials and ideas
- Capacity to enhance students' awareness of the relationship between subjects studied, important problems, and other field of knowledge
- Advising undergraduates, graduate students, and Extension clientele
- Directing graduate and undergraduate research programs

Outputs of teaching effort that will be highly valued include:

- Students who exit courses or other educational experiences with a high level of competence, as validated by job or advanced study placement or growth in their own life
- Instructional products developed that are adopted by peers
- Pedagogical innovation adopted by peers
- Students who are able to sufficiently perform at a high level of proficiency in subsequent courses and experiences
- Exiting students who are sufficiently enlightened to make life altering decisions and commitments
- Curriculum that is accepted by peers and validated by employers and graduate and professional schools.
- Prestigious awards received

In addition to the above, the following dimensions of teaching performance are expected of Extension teachers:

- An understanding of the needs for knowledge by outreach students/clients/users
- The ability to communicate effectively with outreach students
- The ability to anticipate the "teachable moment" regarding the needs of outreach students and to respond with appropriate educational activities

Performance in Extension teaching is also evaluated in terms of:

- The development and delivery of outreach educational programs which have a clear set of goals determined through needs assessments and active participation with the target audience
- Changed practices, policies or behavior from outreach education
- The extent to which it enables capacity building for individuals, communities, and institutions
- The development of teaching materials and curriculum
- Extension publications and peer reviewed presentations
- Ability to contribute to team and interdisciplinary efforts

Research and/or Creative Works

Excellence is indicated by the validation of candidates' work by their peers. Typical sources of such validation include:

- Publication in peer-reviewed journals
- Acceptance of peer reviewed papers and presentations
- Publication of scholarly books
- Publication of peer-reviewed Extension publications
- Awarding of peer-reviewed grants
- Invited presentations
- Patents awarded
- Prestigious awards received
- Other forms of demonstrated scholarly excellence that are less traditional. Examples include, but are not limited to:
 - computer assisted learning material or computer software that has been judged to be of high quality and has been adopted by others
 - development of products which break new intellectual ground and enjoy substantial adoption
 - new efforts in distance education which are used by peer institutions, etc.

Additional measures to be used to indicate excellence are:

- Relevance of research or scholarly work to the field
- The cutting edge nature of the research or scholarly work in the case of the scholarship of discovery
- Impact measures (who needs and who uses results)
- Productivity and/or efficiency of research and creative works
- Level of risk taking (e.g., new direction from dissertation research or prior fields of accomplishment)

It is incumbent on the candidate and his/her tenure-initiating unit to document the minimum quality indicators of such contributions.

Service

All faculty members are expected to contribute actively to the governance of their TIU, the College, and the University. Service activities include:

- Serving on committees in response to assignments by the Chair, Dean, Provost, or President, and as a result of faculty election;
- Serving in supportive administrative roles, such as program director or Extension county chair, when asked,
- Serving the profession through such activities as service as an officer on the board of a professional organization or journal (including editor roles), and/or participation in organizing a symposium;
- Representing the University in service to the non-academic community;
- Serving in special roles in the community by Extension or other personnel such as with commodity groups, community development groups, youth support groups, etc.

When a candidate shows special ability in service, it should be part of the consideration during tenure review, but such special ability will not relieve the candidate of demonstrating excellence in the scholarship of teaching and research.

Tenure-Initiating Unit Guidelines

Each tenure-initiating unit will clearly outline minimal scholarly expectations on which to base annual faculty assessments and decisions regarding tenure and advancement in rank.

Depending on the position description and the time as well as resources made available to the individual, the amount and character of the outcomes will differ. Expectations detailed in the faculty position description will serve to clearly outline minimum thresholds.

How are These Procedures to be used in Annual Review and Promotion and Tenure Decisions?

It is critical to note that reward in terms of annual increase is not synonymous with reward in terms of promotion and tenure.

Within the parameter of these recommendations, those individuals and/or groups charged with evaluating faculty performance (either for annual increases or for promotion and tenure decisions) are to:

- (1) be clear regarding expectations agreed upon by the candidate and chair as a basis for appraisal;
- (2) examine the record of accomplishments to ascertain:
 - (a) whether the person has completed the agreed-upon assignment, and
 - (b) the level of quantity and quality of the accomplishments. For performance in teaching (credit bearing and Extension) quality must be demonstrated by student or client evaluation as well as peer reviews. The record of scholarship must adequately describe

“the creative intellectual work” that has been completed, how it has been validated by peers and how it has been communicated.

Using the new definition of scholarship articulated earlier in this document, evaluators have more flexible parameters. There will be no single measure (viz. number and quality of referred journal articles). Rather, evaluators will assess evidence of discovery, integration, transformation, and application (as earlier defined).

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Approved by the OSU Office of Academic Affairs February 8, 2000
2/8/2000