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AGRICULTURAL, ENVIRONMENTAL, AND DEVELOPMENT ECONOMICS
CRITERIA AND PROCEDURES FOR APPOINTMENTS, PROMOTION, TENURE, AND SALARY ADJUSTMENTS

I. PREAMBLE

This document is a supplement to Chapter 6 of the Rules of the University Faculty (Additional Rules Concerning Faculty Appointments, Re-appointments, Promotion and Tenure: http://trustees.osu.edu/rules6/ru6index.php), the Office of Academic Affairs procedural guidelines for promotion and tenure reviews, and any additional policies established by the College and the University. Should those rules and policies change, the Department shall follow those new rules and policies until such time as it can update this document to reflect the changes. In addition, this document must be reviewed, and either reaffirmed or revised, at least every four years on appointment or re-appointment of the Department Chair.

This document must be approved by the Dean of the College and the Provost of the University before it can be implemented. It sets forth the Department’s mission and, in the context of that mission and the missions of the College and University, its criteria and procedures for faculty appointments, and it’s criteria and procedures for faculty promotion, tenure and rewards including salary increases. In approving this document the Dean and Provost accept the mission and criteria of the Department and delegate to it the responsibility to apply high standards in evaluating continuing faculty and candidates for positions in relation to its mission and criteria.

The Department is bound by principles articulated in Faculty Rule 3335-6-01 (A) (B), (General Considerations: http://trustees.osu.edu/rules6/ru6-01.php), pertaining to promotion, appointment and tenure. This rule reinforces the value, importance, and responsibility of peer faculty in the appointment, promotion and tenure process. It also specifies procedures for administration if its decision differs from that of peer faculty. It also specifies concurrence with University “equal opportunity” guidelines.

Agricultural, Environmental, and Development Economics is an applied social science department. It is problem solving in its orientation. Primary focus areas include agriculture, the rural community, the environment, and international development. Interest in agriculture is understood to include the production, marketing, management, and policy problems of the food and fiber industries. Interest in the rural community focuses on community resources and institutions that affect people in the places where they live and work. Interest in the environment includes biological resources and the economic, social, and political institutions that affect their use. International development deals with economic institutions and policies that affect standards of living in developing countries.

The Department’s objective is to achieve national and international recognition through excellence in all of its programs in the University, State and beyond. Each faculty member is expected to achieve national recognition through contributing to these programs. Each faculty member is expected to contribute to the intellectual life of the Department and University. The criteria and standards of evaluation for faculty performance described in this document reflect this objective of national and international recognition. Performance evaluations are designed to determine the extent to which excellence is achieved.

Performance evaluations are used to make decisions concerning salary increases, promotion and the granting of tenure. Salary increments and promotion decisions depend on the quality of professional
accomplishments as well as on the level of overall excellence. Tenure decisions are based on demonstrated excellence, but potential is also considered. Merit, rather than years of service, is the basic standard in all decisions regarding salary, promotion, and tenure. Each faculty member in the Department has a dual responsibility: to generate knowledge and to disseminate knowledge (i.e., to research and to teach). Regardless of appointment distribution, faculty are expected to achieve excellence in both a teaching program (addressing students on the OSU campus and/or outreach students) and a research program. Complementing these two basic functions is a third responsibility: to provide professional expertise to the university community, our profession, and public and private entities beyond the University.

Because excellence in teaching, research and service can be difficult to assess, a variety of evaluation criteria are employed. The Department of Agricultural, Environmental, and Development Economics has found, as have other OSU departments, that some guidelines are more accurate indicators of excellence than others. Teaching quality is judged primarily on the basis of soundly conducted student surveys and peer evaluations. The primary indicators of a successful research program are methodological development, solutions to critical issues, recognition of excellence by peers, and peer reviewed publications. Quality of service is judged primarily by those served.

Consistent with OSU policy, guidelines apply uniformly to each faculty member. Total expected annual accomplishments are the same for nine and eleven month appointments.

II. DEPARTMENT MISSION AND VISION

Department mission statement

The mission of the Department of Agricultural, Environmental, and Development Economics is to generate knowledge and disseminate impartial information through application of economic and business principles to the challenges of agriculture, the food system, the environment, and economic development.

Department vision statement

We strive continuously for high standards of scholarship and scientific objectivity in all our activities. We are committed to maintaining a strong undergraduate program with particular emphasis on agribusiness and an internationally recognized graduate program in applied economics. Through frequent interaction with our professional colleagues and economic decision-makers in the public and private sectors, we will ensure that our activities address key issues faced by our clientele.

III. APPOINTMENTS

Tenure Track Faculty

Criteria

This section establishes criteria for appointment to the assistant professor rank in the Department. Criteria for appointment to higher ranks are specified in the criteria for promotion to those ranks discussed later in this document (See Section: REVIEWS FOR PROMOTION AND TENURE AND FOR PROMOTION)
The Department is bound by principles articulated in Faculty Rule 3335-6-02(A), (Criteria for appointment, re-appointment, and promotion and tenure: http://trustees.osu.edu/rules6/ru6-02.php)

Consistent with this rule, the minimum requirement for appointment to the assistant professor or higher rank in the Department is an earned doctorate or other terminal degree in a relevant field of study (examples: agricultural economics, economics, business – not to be construed as all-inclusive) or possession of equivalent experience. Appointment at the instructor level will only be made when the offered appointment is “assistant professor”, but the desired appointee has not completed the required terminal degree at the onset of the appointment.

The Department is bound by principles articulated in Faculty Rule 3335-6-03 (Probationary service, and duration of appointments for tenure-track faculty): http://trustees.osu.edu/rules6/ru6-03.php)

In the Department, appointment as professor or associate professor will normally be with tenure. However, a probationary period, not to exceed four years, may be part of the appointment, as approved by the Office of Academic Affairs. Appointment to assistant professor is always probationary and may not exceed six years, including prior service credit. An assistant professor will be reviewed for promotion and tenure within the six year probationary period and informed by the end of the evaluation year whether or not promotion with tenure is granted at the beginning of the next academic year (no later than seventh year).

Appointment to the rank of instructor is always probationary and may not exceed three years. Instructors 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.

Procedures

The Department’s Pattern of Administration establishes a standing search committee for junior faculty (assistant professor) positions. The junior faculty search committee is charged with the continual scouting of potential candidates for future assistant professor positions. Upon receiving permission to hire for a tenure track assistant professor position, the standing junior faculty search committee will follow the procedures outlined below.

Upon receiving permission from the College to hire for a senior level (associate or full professor) tenure track position, the Department Chair will appoint and the faculty will approve a search committee for the position. The committee will familiarize itself with and follow any College and University policies directing its activities. The committee will solicit and receive nominations from faculty and other interested parties or organizations.

Both the standing junior faculty search committee and appointed senior faculty search committees follow the following recruiting procedures:

A national search is required unless the Office of Academic Affairs approves an exception requested by the Department. Faculty will have full access to the list of nominees and will have the opportunity to advise the search committee. The committee will solicit and review
applications from desirable candidates and present a short list of the best candidates for departmental approval as candidates for formal interviews.

Following each interview, the committee will solicit comments and evaluations regarding each candidate from faculty and other interested persons. Subsequent to the completion of the interviews, the search committee will report its recommendation at a faculty meeting. The faculty will vote on the recommendation at that meeting. The vote will be advisory to the Chair. The Chair will make a recommendation to the Dean. The Department Chair will make the formal offer to the selected candidate.

Offers of associate professor or professor rank, with or without tenure, and offers of prior service credit require prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Affairs.

**Auxiliary Faculty**

**Criteria**
Two types of auxiliary positions are available for faculty desiring association with the Department in a non-tenure track arrangement – compensated and no-salary.

Compensated auxiliary faculty includes lecturers, senior lecturers, faculty with regular titles below 50 percent, and visiting faculty. Visiting faculty appointments, reserved for individuals on leave from other academic institutions and temporary faculty, may not exceed three continuous years. Faculty appointments may be at the assistant, associate or professor rank. Criteria for appointment and performance as compensated auxiliary faculty, other than lecturers, will be the same as for appointment to regular tenure track faculty and will serve as the basis for evaluation for promotion, in the event it is desired. No-salary auxiliary faculty include adjunct faculty and faculty with regular titles at zero percent time and may also include visiting faculty. No-salary appointments are made only if the appointee is expected to contribute to the academic mission of the Department. Independent or collaborative teaching, research and/or service that enhances departmental excellence is expected of each no-salary appointee.

Auxiliary appointments may be made for no more than one year at a time, and may be renewed subject to review.

**Procedures**
Appointment of compensated or no-salary appointments in the Department require the Chair to consult with appropriate faculty and administrators before bringing a recommendation to the faculty for approval. The Chair or designated faculty will prepare and present the case for appointment to the faculty. Salaried and adjunct appointments require the prior approval of college administrators and it is inappropriate for the Department to extend an offer before receiving that approval.

Auxiliary appointments must be evaluated and re-approved or terminated by a faculty vote on an annual basis.
**Courtesy Appointments**

**Criteria**
A courtesy no-salary joint appointment in the Department is available to and reserved for regular faculty from other tenure initiating units at The Ohio State University. Faculty granted this appointment are expected to participate in the Department’s teaching, research and/or service program. Courtesy appointments will be reviewed annually and continued only if it is determined that the appointee contributes to the mission of the Department.

**Procedures**
Courtesy appointments will require a letter of request (solicited or unsolicited) from faculty requesting the appointment. The Department Chair will present the request at a regularly scheduled meeting for discussion and approval or denial. Courtesy appointments must be evaluated and re-approved or terminated by a faculty vote on an annual basis.

**IV. ANNUAL REVIEWS**

**Procedures: Probationary tenure track faculty**

The Department is bound by Faculty Rule 3335-6-03 (C), (Probationary service, duration of appointments for regular faculty: http://trustees.osu.edu/rules6/ru6-03.php, as well as by Office of Academic Affairs policies described in the Office of Academic Affairs Policies and Procedures Handbook http://oaa.osu.edu/OAAP_PHandbook.php.

At the time of appointment and at any subsequent time policies and procedures are changed, probationary faculty will be provided with all Department, College and University documents pertinent to promotion, tenure and criteria.

Probationary faculty will be reviewed annually, as per departmental, college and university policy (see Procedures: Tenured faculty, below). Annual performance evaluations will serve as input for reappointment and salary adjustment recommendations.

Probationary appointments may be terminated during any probationary year because of inadequate performance or inadequate professional development. A nonrenewal decision at anytime prior to the mandatory Promotion and Tenure Review must be based on the results of formal performance review conducted in accord with Fourth-year Review procedures.

The mandatory **Fourth-year Review** (Faculty Rule 3335-6-03 (C): http://trustees.osu.edu/rules6/ru6-03.php follows the procedures for Promotion and Tenure Review except that external letters are not required and review by the college promotion and tenure committee is not required if the Department and the Dean approve reappointment. The Department will not recommend reappointment in cases where the candidate is unlikely to meet departmental expectations for promotion and tenure.

The Department is bound by Faculty Rule 3335-6-03 (D): (http://trustees.osu.edu/rules6/ru6-03.php that provides for time to be excluded from the probationary period. The Department may recommend application for exclusion, but
may not require a faculty member to apply for excluded time.

An untenured regular faculty member may request the maximum exclusion of three years from the probationary period. Time is automatically excluded for the birth of a child or adoption of a child (under age 6). Time may be requested for personal illness, care of an ill or injured person, or factors beyond the control of the faculty member that seriously impeded productivity. Maximum exclusion for any and all of the above reasons is 3 years.

Requests for time exclusion will not be granted after a non-renewal notice has been issued. Previously approved requests for time exclusion will not limit the Department’s right to recommend not renewing a probationary contract.

The maximum amount of time excluded from the probationary period is one year for instructor, two for assistant professor, and one for associate professor. Exceptions are possible, as per the full rule.

Faculty will be reviewed annually during their probationary period unless approved absence from campus makes the review impractical.

Length of the probationary period is years of employment at OSU less years of service excluded.

**Procedures: Tenured faculty**


Each faculty member will have an annual performance review. The faculty member will provide the department Chair with an updated CV and a written report of accomplishments for the preceding year along with a written statement of responsibilities and plan of work. The Chair will seek input from the Program Leaders and the advice of the Performance Evaluation Advisory Committee in evaluating faculty performance.

The Department Chair will meet individually with every faculty member annually to discuss the faculty member’s performance and develop an annual Statement of Responsibilities and Plan of Work in accordance with the College document *Faculty Reward System Guidelines for Annual Performance Review, Promotion and Tenure*. Annual evaluations of performance are relative to the effective appointment and responsibilities specified in the Annual Statement of Responsibilities and Plan of Work. The Department Chair will provide written feedback annually to every tenured faculty member regarding performance. This feedback can and should precede the notification of any raise in salary whenever possible.

Criteria for annual salary recommendations are clearly stated in the next section of this document and recommendations are based on these criteria.

The annual review letter will include a reminder that the faculty member may review her/his departmental personnel file and, as per Faculty Rules 3335-5-04: [http://trustees.osu.edu/rules5/ru5-04.php](http://trustees.osu.edu/rules5/ru5-04.php), may place in that file a response to any evaluation, comment or other material contained in the file.
V. MERIT SALARY INCREASES AND OTHER REWARDS

Criteria

Salary adjustments and other performance-based rewards will be based entirely on merit, and may be set at zero for faculty performing well below expectations, except when the College or University mandates an “across the board” or “minimum” flat or percentage salary adjustment.

Excellence in teaching, research and service will be judged according to the Department’s mission and promotion and tenure criteria, with consideration to a faculty member’s specific balance of responsibilities. Performance evaluation will emphasize the previous year’s performance. However, the Chair may also consider the past several years’ performance and/or the appropriateness of the salary level to the individual’s overall record in making annual salary adjustments for faculty.

Procedures

The Program Leaders will meet with the Department Chair to provide input for the performance evaluation of each faculty member. The Department Chair will then prepare a preliminary rating of the performance of each faculty member. The Performance Evaluation Advisory Committee will review the preliminary ratings and advise the Chair, who will then finalize the performance ratings and use them as input for salary adjustment recommendations to the Dean.

Documentation

The primary evidence for determining appropriate salary adjustments will be the annual report and annual Statement of Responsibilities and Plan of Work due from each faculty member on a date specified by the Chair. That report will document a faculty member’s performance in his/her achievement of excellence in teaching (resident instruction and/or outreach), research and service, judged from the perspective of contribution to the stated mission of the Department.

VI. REVIEWS FOR PROMOTION AND TENURE AND FOR PROMOTION

The Department is bound by Faculty Rule 3335-6-02 (D): http://trustees.osu.edu/rules6/rule6-02.php, to insure reasonable flexibility when evaluating qualifications in teaching, scholarship, and service.

In evaluating the candidate’s qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing where the case requires, heavier commitments or administratively assigned responsibilities in one area against lighter commitments and responsibilities in another. Because faculty will ordinarily have major assigned commitments and responsibilities in teaching (including extension) and/or scholarship (mainly research) in evaluating performance, more weight will be attached to the dominant area(s).
As faculty enter and/or place new emphasis on new fields of work, including interdisciplinary endeavor, instances will arise in which work of the faculty member may depart from established academic patterns. In such cases, care must be taken to apply criteria with appropriate flexibility. In all cases, intellectual excellence is essential for promotion to tenured positions.

**Criteria: Promotion to rank of associate professor with tenure**

The Department is bound by Faculty Rule 3335-6-02 (C): [http://trustees.osu.edu/rules6/ru6-02.php](http://trustees.osu.edu/rules6/ru6-02.php), in the awarding of tenure and promotion to the rank of associate professor.

The same Faculty Rule 3335-6-02 (B): [http://trustees.osu.edu/rules6/ru6-02.php](http://trustees.osu.edu/rules6/ru6-02.php), states that tenure will not be awarded below the rank of associate professor.

Tenure and promotion are based on performance in teaching (including outreach), scholarship and service. The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved and can be expected to continue a professional program of excellence. Excellence in teaching is demonstrated by effective performance in resident instruction and/or outreach education, in scholarship by high quality and quantity of research, and in service by work done or duties performed for others relevant to the mission of Department, College and University.

**Criteria: Promotion to rank of professor**

The Department is bound by Faculty Rule 3335-6-02 (C): [http://trustees.osu.edu/rules6/ru6-02.php](http://trustees.osu.edu/rules6/ru6-02.php), regarding promotion to the rank of professor.

Promotion to the rank of professor will be based on convincing evidence that the faculty member has achieved and can be expected to maintain a sustained record of excellence. Excellence in teaching is demonstrated by effective performance in instruction, in scholarship by a significant body of research that is recognized nationally or internationally, and in service by demonstrated leadership in work done or duties performed for others relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the University.

**Procedures**

The Department’s procedures for promotion and tenure reviews are consistent with those set forth in Faculty Rule 3335-6-04: [http://trustees.osu.edu/rules6/ru6-04.php](http://trustees.osu.edu/rules6/ru6-04.php).

**General procedures**

All candidates for promotion and tenure will be reviewed by eligible faculty and by the Chair of the Department and will also be reviewed at the College and University levels. The Department Chair will notify the candidate of the recommendation at each step of the review, as well as inform the candidate in writing of the provost’s final decision (if negative) or recommendation to the board of trustees (if positive).
The review for tenure during the final year of probationary period is mandatory and will take place.

A faculty member may ask to be considered for promotion and tenure review or for promotion review at any time; however, the Department performance evaluation advisory committee may decline the request if the candidate’s accomplishments are judged not to warrant such review. The request may not be denied a tenured faculty member more than three consecutive years.

Only the candidate may stop any review for promotion and tenure once external letters of evaluation have been sought. The candidate may withdraw from review at any stage of the process by so informing the Department Chair in writing. If the review process has moved beyond the Department, the Chair shall inform the Dean of the candidate’s withdrawal.

**Departmental review procedures**

**Eligible faculty, as reviewers**

With the exception noted below, eligible faculty are tenured departmental faculty of higher rank than the candidate, excluding the Departmental Chair. For tenure reviews of probationary professors, eligible faculty are tenured departmental professors, excluding the Department Chair.

If, in the opinion of the performance evaluation advisory committee and with Chair concurrence, a close professional or personal relationship gives rise to a conflict of interest for a potential eligible faculty reviewer, that reviewer will not participate in the review of that candidate.

**Performance Evaluation Advisory Committee**

The Department performance evaluation advisory committee (as defined in the department’s Pattern of Administration document) will present the case for promotion and tenure for eligible faculty for their consideration.

**Responsibility**

The Department Chair will annually solicit, from all faculty, requests and suggestions of names of faculty members to be reviewed for promotion in rank or for non-mandatory review for promotion and tenure. Individual faculty members may submit a request on their own behalf at anytime.

The performance evaluation advisory committee will screen requests and jointly with the Department Chair determine the advisability of pursuing the request. The Chairman will so advise the candidate. Faculty Rule 3335-6-04 (http://trustees.osu.edu/rules/ru6-04.php), states that a tenured faculty member cannot be denied consideration for promotion for more than three consecutive years. The candidate has the primary responsibility for preparing a dossier documenting his or her accomplishments.
The Chair of the Department performance evaluation advisory committee is responsible for gathering internal evidence of the quality and effectiveness of teaching, quality and significance of scholarship, and quality and effectiveness of service from students and peers.

The performance evaluation advisory committee will verify the accuracy of citations and other aspects of the candidate’s dossier.

The Department Chair is responsible for obtaining letters from internal and external evaluators. None of the reviewers should have a close personal or professional relationship with the candidate. The candidate may suggest the names of five evaluators. Others will be suggested by the Department Chair and/or the performance evaluation advisory committee. The final list of evaluators will be determined by the Department Chair, with concurrence of the performance evaluation advisory committee. The letters of evaluation will meet requirements specified in the most recent "Guidelines and Procedures for the Promotion and Tenure of Regular Faculty and for the Promotion of Regular Clinical and Auxiliary Faculty," issued by the Office of Academic Affairs.

The Department Chair, no less that three months before the candidate’s dossier is scheduled for faculty review, will contact evaluators and provide each with samples of the candidate’s professional work and the candidate’s CV. Evaluators will be asked to assess the candidate’s published scholarship and reputation within the scholarly peer community. Evaluators will be explicitly asked not to comment or recommend on the specific promotion and/or tenure decision under consideration.

All (at least five) solicited letters that are received will be included in the dossier. No more than one-half of the letters of evaluation contained in the final dossier should be from persons suggested by the candidate.

The performance evaluation advisory committee will meet with each candidate who requests review, to provide opportunity for the candidate to present his/her case and for the committee to seek clarification of the dossier.

Completed dossiers will be made available to the faculty. The performance evaluation advisory committee will conduct a meeting of the eligible faculty, present the case for promotion and/or tenure, and provide opportunity for thorough discussion. A quorum will consist of seventy percent of the eligible faculty. Eligible faculty in attendance will vote, by secret ballot, on the candidate. Seventy percent of the voting eligible faculty must vote positively for the faculty report to carry a positive recommendation for promotion or for promotion and tenure for the candidate.

The Department performance evaluation advisory committee will prepare a report of the faculty assessment, including strengths and weaknesses, the numerical vote of the eligible faculty, and forward it to the Department Chair for inclusion in the dossier.

The Department Chair will prepare and include in the dossier a separate written assessment of the case and recommendation to the Dean.

The Department Chair, as soon as the faculty report and Chair’s letter have been completed, will notify the candidate in writing of the completion of the tenure initiating unit review.
and of the availability of these reports. The candidate may request a copy of these reports.

The candidate may provide the Chair with written comments on the departmental review for inclusion in the dossier within ten calendar days of notification of the completion of the review.

The performance evaluation advisory committee and/or Chair may provide written responses to the candidate’s comments for inclusion in the dossier. Only one iteration of comments on the departmental level review is permitted.

The Department Chair will forward the dossier with all internal and external evaluations, candidate comments on the tenure initiating unit review and performance evaluation advisory committee and/or Chair responses to those comments, if any, to the Dean of the College.

The approximate time frame for the review is:

- July 1 – call for requests
- October 1 – dossier complete
- November 1 – departmental review complete
- November 15 – deliver completed dossier to the dean

A. Documentation Of Excellence In Teaching

Excellence in teaching is an essential responsibility of all faculty members in the Department. The quality of teaching is an explicit factor in the evaluation of faculty performance for merit salary increases, promotion and tenure. Teaching embraces two distinct functions: resident instruction and outreach education. Specific criteria exist for each.

Resident instruction includes undergraduate and graduate instruction in formal courses, seminars and individual studies. Directing student research is both a research and teaching activity. Advising students and academic and career counseling (graduate and undergraduate) is a teaching activity.

Outreach education refers to planned educational activities by Department faculty that are directed primarily toward students/clients/users outside the campus classroom. These are persons, other than professional peers, who are not enrolled in courses for academic credit, and include the general educational activities conducted in conjunction with OSU Extension.

Course and instructor evaluation

The Department is committed to helping each faculty member reach her/his potential as an instructor, whether the teaching activity occurs in the classroom or in an outreach setting. This commitment is fulfilled via four means for candidates for promotion and tenure. (1) The Chair orientates and advises the candidate through annual reviews and other methods. (2) The Department provides a mentoring program. (3) The Department facilitates the administration of standardize, university-mandated evaluations of instruction by students and extension clientele. (4) The Department conducts peer evaluation of teaching.
Student opinions and judgments, appropriately documented and accompanied by interpretive information, are essential. Every student in every classroom course must be provided an opportunity to complete a confidential evaluation of the instruction and the instructor using the Student Evaluation of Instruction (SEI) form, administered electronically or in hard-copy by a designated faculty or staff member (neither the instructor nor the teaching associate). Faculty, at their option, may supplement the required SEI form with evaluative instruments of their own design.

Trends and/or patterns of responses in evaluations are considered to be as important as or potentially more important than scores for any particular year.

Each candidate for promotion and tenure will arrange with the Department Chair or designated representative for annual peer evaluation of classroom teaching which may include syllabi, exams, instructional materials, text books, contributions to curriculum and classroom observation. At least one evaluator will be chosen by the Chair or designated representative. Evaluators will be provided a copy of “Departmental Guidelines for Evaluating Courses and Instructors’ that specifies structure and content for evaluation. The designated peer evaluator(s) will submit to the Department Chair a signed report of evaluation(s).

Evaluations made by other faculty members who have worked with the candidate in teaching also may be submitted.

**Resident instruction**

To judge excellence in resident instruction, faculty will be evaluated on:

- command of subject including incorporation of recent developments into resident instruction;
- continuous growth in subject matter knowledge;
- ability to organize and present class material with logic, conviction and enthusiasm;
- objectivity;
- contributions to curriculum development;
- creativity in course development, methods of presentation, and incorporation of new materials and ideas;
- capacity to awaken students’ awareness of the relationship between subjects studied, important problems and other fields of knowledge;
- mentoring of future teachers, e.g., teaching associates (TAs);
- advising undergraduates and graduate students; and
- directing graduate and undergraduate research programs/ activities.

Each faculty member will submit evidence annually to the Chair concerning performance in resident instruction. Evaluation of resident instruction will take into account evidence from several recent and consecutive quarters. The following items should be considered in documentation:

**Evidence of the development** of new and effective instructional techniques and materials,
shown through written explanation by the candidate, including syllabi, examinations, case studies, management and marketing games, field trip agenda, computer software, and problem sets.

**Number of courses** and sections taught, number of students enrolled, and trends in enrollment attributable to quality of instruction.

**Recognition** or awards for distinguished teaching.

**Letters/evaluations** from present and former students.

**Instruction-related publications** authored, co-authored or edited: number, scope and distribution:

- Peer-reviewed publications designed primarily to communicate with other educators, e.g. journal articles on curricula, course innovations and student placement.
- Textbooks, chapters in textbooks, or peer-evaluated books of readings.
- Articles, papers, reviews and other non-reviewed class materials.

**Academic advising**, mentoring and direction of undergraduate and graduate students in research papers, thesis and dissertations.

**Counseling** of graduate and undergraduate students in career development and personal matters.

**Maintenance and development of competence** through workshops, study leaves, courses, industry or government visits, interaction with practitioners and self-study.

**Leadership in development of courses** and curricula, which goes beyond normal teaching and service expectations.

**Any other information**, which the candidate may wish to submit.

**B. Outreach Education**

Effective outreach education depends upon:

- an understanding of the education needs of outreach clientele;
- a contemporary command of the subject matter and the ability to glean from the subject matter what is useful for identifying and resolving problems;
- the ability to communicate effectively with outreach clientele, both orally and in writing;
- the ability to develop effective teaching materials and to respond to the “teachable moment” with appropriate educational activities.
To be recognized for excellence in outreach education, the faculty member must also be able to evoke a demand by outreach clientele and establish a reputation with practitioners as a mediator of knowledge.

Performance in outreach education is evaluated in terms of: (1) the development and delivery of outreach education programs; (2) changed practices, policies or behavior from outreach education; (3) publications; (4) teaching evaluation forms; (5) peer review; (6) awards; (7) achievement of leadership positions; and (8) unsolicited letters. The relative importance of the criteria laid out below depend on the nature of the outreach program and may vary over the life of the program. For example, early in the development of an outreach education program, problem identification and development of educational materials would be more important than the number of outreach students taught. Nonetheless, it is expected that accomplishments with respect to each criterion will be evident over the course of several years. The individual faculty member should consider the full array of performance criteria relevant to outreach education and present information to the Department Chairperson on each specific criterion as well as the balance achieved among all criteria.

Documentation of performance in these eight categories includes the following:

**Development and delivery** of outreach education programs and educational materials including: the number, breadth and depth of outreach lessons, courses and curricula developed; involvement in program planning and development, including proposals writing for program funding, at the county, state, national and international levels; dissemination of information and educational materials to broader audiences, e.g., through the Internet, print or broadcast media; consultation with existing and potential users of outreach education to identify on-going and emerging needs and opportunities for outreach education on subjects within the faculty member’s areas of expertise; development of teaching plans, discussion guides, computerized teaching aids and related educational materials for use in teaching and for adoption by other outreach educators.

**Changed practices**, policies or behavior as evidence of output of outreach education, including: adoption by outreach clientele of improved practices (such as financial records, management techniques, or marketing methods); changed policies (such as land use preservation measures or race/gender/age hiring policies); changed behavior (such as more effective use of information systems to enhance firm returns or agency effectiveness).

**Publications authored**, co-authored or edited, including: peer-evaluated publications designed primarily to communicate with other educators or to serve as basic references (e.g., extension bulletins, journal articles, books and book chapters relating to instructional activities); popular articles designed primarily to communicate directly to outreach students and the general public (e.g., articles in news magazines, newspapers, trade journals, newsletters, etc.).

**Instruction**, including: the number, subject matter scope and depth of outreach education classes taught and the number of students. Use of the EEET (evaluation of effective extension teaching) forms completed by clientele is required for faculty with a formal OSU Extension appointment, and encouraged for all who engage in extension teaching. For those with OSU Extension appointments, the EEET should be used at least twice annually,
and results must be appended to Annual Reports of Accomplishments and included in promotion and tenure documents.

Peer review of outreach teaching, including: written assessment by the Department Chair or designated representative on at least a biennial basis; written assessment by other faculty members and extension administrators who have collaborated in team teaching.

Recognition or awards for distinguished outreach education.

Election to positions of leadership in outreach education organizations.

Unsolicited letters from outreach students, including extension clientele and others involved in outreach education.

C. Documentation Of Excellence In Scholarship

Scholarship takes many forms: research, theoretical innovation, the development of improved empirical techniques, and the creative application of existing concepts and empirical methods to problem solving. Each faculty member is expected to develop a research program, the focus and scope of which reflects important economic problems, professional interests and Department mission (as expressed in the individual’s position description, other documents and correspondence).

Written accounts of research, particularly those that have been reviewed by peers, are the primary indicators of excellence in research. However, publishing frequently is insufficient to prove that a research program is excellent. Publication quality and usefulness must also be assessed, employing indicators such as the ranking of the journal or reputation of the publisher, citations in the Social Science Citation Index, letters from peers (unsolicited letters are particularly important), evidence that research has influenced the design of policies or programs at local, state, national, or international levels, and evidence that research has influenced operational procedures in the private sector.

Publications are not the only barometer of research productivity. Other evidence that a faculty member is growing professionally and interacting constructively with students, colleagues and the profession as a whole must be provided. Guidelines for evaluating research follow.

Publications

No single type of publication is invariably a more significant reflection on a research program than another. Nevertheless, a general hierarchy can be identified.

1. Peer-reviewed articles based on original research have primary importance as evidence of research accomplishment. The ranking of the journal and its impact are considerations in assessing the significance of articles.

2. Books and book chapters, and monographs and bulletins, based on original research provide evidence of research accomplishment.
3. Textbooks, edited volumes, and other materials that are intended primarily to be tools for instruction are judged as research output to the extent that they present new ideas or constitute conceptual or empirical innovation.

4. Review articles often require significant investigation on the part of the author and pass a careful review. In these circumstances, such publications are treated as research output.

5. Published, invited and selected papers presented at professional meetings.

6. Other peer-reviewed publications, including OARDC reports.

7. Publications that are not peer-reviewed and unpublished papers if the author demonstrates their quality and usefulness.

8. Book reviews written for journals reflect the author’s status as a scholar, but may also represent research output.

9. Manuscripts in review provide evidence of continuing research efforts.

Manuscripts accepted for publication, documented by copies of correspondence from the publisher, will be treated as publications for the purpose of evaluating research performance.

Senior authorship will be weighted more heavily than junior authorship. It is essential for the candidate to list his/her contribution to a publication with multiple authors, particularly if the candidate is a junior author.

Research activities with students

Much of the research completed by a faculty member is done in collaboration with graduate and undergraduate students. To some extent, students’ accomplishments reflect faculty members’ teaching efforts. However, the quality of students’ work (e.g., dissertation awards, citations of a dissertation, publication of results, and post-graduate placement), recruitment of graduate students, and involvement with graduate and undergraduate students’ research also reflect on a faculty member’s research program.

Extramural funding

Faculty members, regardless of appointment, are expected to attract extramural funding for their research programs. An OARDC appointment provides the funding for the faculty member’s salary and for many support staff within the department. It does not guarantee, and typically does not provide, the full set of resources required to support a research program.
Other research activities

Finally, research excellence manifests itself in other ways, depending on the individual’s field of expertise, on how research problems are approached, and the stage of the individual’s professional development. Among other indicators of the quality of a research program are impacts on policy and extension programs, consulting assignments (including reviews of other departments and organizations), participation in and/or organization of panels and symposia at professional meetings, public lectures, development of computer software, successfully attracting funds, awards and recognitions, enrollment in courses, sabbaticals, and other types of self-improvement, as well as mentoring of junior faculty, classified and professional staff (e.g., research associates). Faculty members are expected to provide evidence of these activities and of their quality and usefulness to the Department and to the profession.

D. Documentation Of Excellence In Service

The Department of Agricultural, Environmental, and Development Economics deems service to programs of the Department, College, University, professional organizations, and private and public agencies beyond the University community as a responsibility of each faculty member. It is recognized that service will vary among faculty members and for a faculty member over time depending, in part, on the specific faculty appointment. However, a faculty member is expected to perform in each of the major categories (administrative, student, and professional). Each faculty member is expected to contribute positively to department life through exemplary department citizenship.

Definition of service

Work done or duties performed for others including administrative and student services at all levels within the University and professional services to government, non-government organizations, agribusiness and professional associations at local, state, national, and international levels. Service has administrative and informal aspects.

Administrative Service (includes, but not limited to the following):

Departmental Service

Serving as associate chairpersons and program leaders, service on Faculty Council, standing committees, task forces, special committees, and supervising of classified and A&P employees.

College and University service

Serving on faculty governance, search, standing, special, and interdisciplinary research committees, and task forces and reviewing materials.

Student service (includes, but not limited to the following)

Advising undergraduate and graduate student clubs or other organizations, college honors committee; and serving on graduate students’ committees in the Department and in other
departments, graduate school exam committee representative, and on University student committees (e.g., judicial and academic misconduct).

Offices, editorial councils, committees, and task forces of professional associations; regional and national research, teaching and extension committees; state and local task forces; state and local advisory committees; industry advisory committees and industry task forces. Service to stakeholder organizations. Member of board(s) of directors, consulting assignments.

**Informal Service**

A faculty member contributes informally to Department productivity by influencing the productivity of other faculty.

Responsibilities to one's peers include, but are not limited to: reviewing course outlines, course syllabi, internal and external manuscripts, research proposals, and fund-seeking proposals; regional and national project writing committees; data collection and sample design, assisting students and other faculty with computer, quantitative and modeling problems; and peer evaluation of instruction.

A faculty member contributes to productivity of other faculty by positive interactions apparent in cooperative research efforts, team teaching, and the like. Positive and supportive attitudes and contributions to productivity of other faculty are apparent from co-authorship of articles, collaboration in submitting research grants, teaching improvement proposals, sharing of innovative ideas in committee meetings, and in general conveying a positive public image for the Department, College, and University.

Intellectual diversity is valued for its contributions to synergism and the quality of scholarly life. Along with intellectual diversity, the Department values contributions of each faculty member to collegiality: responsible and respectful behavior toward peers, staff, and students.

**VI. APPEALS**

The Department is bound by Faculty Rule 3335-6-05: [http://trustees.osu.edu/rules6/ru6-05.php](http://trustees.osu.edu/rules6/ru6-05.php), (Criteria and procedures for appeals of negative promotion and tenure decisions and appointment non-renewals and for seventh year reviews), a specification of general criteria for appeals of negative promotion and tenure decisions, and by Faculty Rule 3335-5-05: [http://trustees.osu.edu/rules5/ru5-05.php](http://trustees.osu.edu/rules5/ru5-05.php), regarding appeals alleging improper evaluation.

**VII. SEVENTH YEAR REVIEWS**

The Department is bound by Faculty Rule 3335-6-05 (B): [http://trustees.osu.edu/rules6/ru6-05.php](http://trustees.osu.edu/rules6/ru6-05.php), that specifies conditions of and procedures for a seventh year review for a faculty member denied tenure as a result of a sixth year review.
If, after fully considering all new information about a candidate’s performance, and determining due to reason, the Department will petition the Dean to conduct a seventh year review for an assistant professor who has been denied promotion and tenure. Both the eligible faculty and the Chair of the Department must approve this petition. The petition must document substantial new information regarding the candidate’s performance germane to the reasons for the original negative decision. The petition must be initiated before the beginning of the last year of employment.

A faculty member may not request a seventh year review, appeal the denial of a seventh year review petition initiated by the Department, or appeal a negative decision following a seventh year
Addenda to the AEDE Criteria and Procedures for Appointments, Promotion, Tenure and Salary Adjustments:

III. APPOINTMENTS

Professional Practice Faculty

Criteria

Appointments at the rank of Assistant Professor of Professional Practice require clear evidence of experience in the practice of the discipline, knowledge of subject matter in the area of specialization, and the ability to share and transfer this experience and knowledge to students. Normally, the candidate will have a doctorate, a professional degree (e.g., MBA) or profession certification (e.g., CPA) in a relevant field. Promise of excellence in service and professional accomplishment is expected.

Associate Professor and Professor of Professional Practice. In addition to requirements defined for the rank of Assistant Professor of Professional Practice, a substantial record of outstanding teaching, student advising and mentoring, and curriculum development that meets or exceeds expectations for a faculty appointment at that level must be demonstrated. External hires at the Associate Professor or Professor of Professional Practice levels must demonstrate the same accomplishments in teaching and service as persons promoted within the university and have documented professional practice experience and accomplishments in their field of expertise equivalent to the level of distinction that Associate Professors or Professors accomplish within the tenure track system.

III. APPOINTMENTS

Professional Practice Faculty

Procedures

In response to positions developed by the Department, an application for a Professional Practice faculty appointment in AEDE will normally be initiated by the candidate in consultation with the Chair. When deemed appropriate by the Chair, applications may also result from a national search. Any application will normally consist of (1) a letter describing the intended teaching and training contributions to the Department, (2) a statement of courses the candidate is able to teach and the programs the candidate could develop and offer to students, for example as internships or capstone experiences, and/or to stakeholders as continuing education opportunities, (3) a complete CV, (4) letters of recommendation, (5) Evidence of teaching effectiveness, and (6) A statement of teaching philosophy.

The application will initially be reviewed by a committee appointed by the Chair. Following a positive recommendation from the appointed committee, the candidate shall complete an interview process that emphasizes the candidate’s teaching and mentoring qualifications. As soon as possible following the interview, the tenure-track and professional practice faculty will meet to discuss the strengths and weaknesses of
the candidate and to conduct a vote. A report of the proceedings will be submitted to
the Chair, who will consult the report when deciding whether to proceed with an
appointment.

Appointment. Appointments of professional practice faculty are negotiated by the
Department Chair.

(A) Contracts will be for a period of at least three years and for no more than five
years, as negotiated by the Department Chair and the appointee.

(B) The initial contract is probationary and a clinical faculty member will be informed
by the end of each probationary year as to whether he or she will be reappointed for the
following year. By the end of the second to final year of the probationary contract, the
faculty member will be informed as to whether a new contract will be extended at the
conclusion of the probationary contract period. In the event that a new contract is not
extended, the final year of the probationary contract is the terminal year of employment.
There is no presumption that a new contract will be extended. In addition, the terms of
a contract may be renegotiated at the time of reappointment.

(C) During and until the end of the second and subsequent contract periods,
profession practice appointments may only be terminated for cause (see rule 3335-5-
04 of the Administrative Code) or financial exigency (see rule 3335-5-02.1 of the
Administrative Code) and the termination decision for either of these reasons shall
result from procedures established by faculty rules. In addition, a contract may be
renegotiated during a contract period only with the voluntary consent of the
professional practice faculty member. By the end of the penultimate year of each
contract period, the clinical faculty member will be informed as to whether a new
contract will be extended at the conclusion of the current contract period. If a new
contract is not extended, the final year of the current contract is a terminal year of
employment. There is no presumption that a new contract will be extended. In addition,
the terms of a contract may be renegotiated at the time of reappointment.

(D) The standards of notice set forth in rule 3335-6-08 of the Administrative Code
apply to professional practice faculty appointments.

Appointments as Associate Professor or Professor of Professional Practice require
approval by the Dean of the College of Food, Agricultural and Environmental Sciences
and the Office of Academic Affairs.

Transfers from the tenure-track or research track appointment to a Professional Practice
appointment are permitted according to Faculty Rules 3335-7-38, but a transfer from
the Professional Practice track to the tenure track is not permitted unless the candidate
successfully competes in a national search for a tenure-track position (3335-7-39). For
the former situation, a tenure-track or research track faculty member must submit a
written request that clearly states how her/his goals and activities have changed, and
provide clear evidence of experience. When transferring to the Professional Practice
track, tenure is relinquished. The Chair, the Dean of the College of Food, Agricultural
and Environmental Sciences, and the Provost, must approve a transfer.
IV: ANNUAL REVIEWS

Procedures: Professional Practice Faculty

The annual review process for professional practice track faculty is identical to that for tenure track probationary and tenured faculty.

In the penultimate contract year of a Professional Practice faculty member's appointment, the Chair must determine whether the position held by the faculty member will continue. If it will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 (http://trustees.osu.edu/rules/university-rules.html) must be observed.

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. The Professional Practice faculty member will submit a reappointment package consisting of (1) an updated CV with changes to the CV achieved during the most recent appointment highlighted, (2) a summary of accomplishments achieved during the most recent appointment that should not exceed two pages and a compendium of SEI's and other relevant objective and peer review evaluations of instructional activity. With consultation from faculty, the chair will consider the materials submitted by the professional practice faculty member and the annual reports and reviews when deciding reappointment.

The faculty member will be informed of the reappointment decision by the end of the penultimate year of each contract period. If the contract is not extended, standards of notice set forth in Faculty Rule 3335-6-08 http://trustees.osu.edu.rules6/ru6-07-08.html must be observed. There is no presumption that subsequent contracts will be awarded, regardless of performance, and terms of the contract may be re-negotiated before re-appointment.

VI. REVIEWS FOR PROMOTION AND TENURE AND FOR PROMOTION

Criteria: Professional Practice Faculty

Professional Practice faculty seeking promotion must have an earned doctorate or appropriate terminal degree in the relevant field of study and must submit a promotion package that consists of the same materials as a reappointment package except the two-page summary of accomplishments is replaced with a three-page summary of accomplishments and documentation of sustained excellence. Promotion to the rank of Associate Professor or Professor of Professional Practice must have demonstrated sustained excellence in teaching and student development as evidenced by student and peer evaluations of instruction. Excellence in service to the appointing unit, FAES, the University, the profession, and supporting industries is also expected. Additional benchmarks for promotion may be negotiated between the candidate and the Chair at the time of appointment or re-appointment, and will vary on a case-by-case basis with the professional expertise of the candidate and the needs of the Department.