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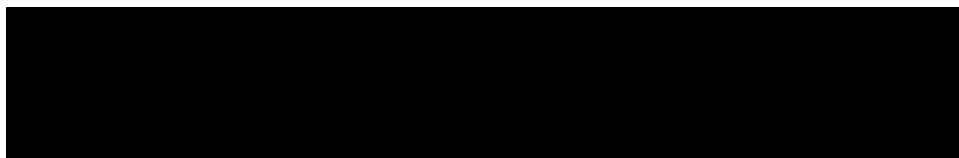
# **PATTERN OF ADMINISTRATION**

for

The  
**DEPARTMENT**  
of  
**FOOD, AGRICULTURAL**  
and  
**BIOLOGICAL ENGINEERING**

**THE OHIO STATE UNIVERSITY**

2007



## INTRODUCTION

This document provides a brief description of the Department of Food, Agricultural and Biological Engineering (hereafter referred to as "FABE" as well as a description of its policies and procedures. It supplements the Rules of the University Faculty (hereafter referred to as the "Rules") and other policies and procedures of the University to which the FABE and its faculty are subject. The latter rules, policies and procedures, and changes in them, take precedence over statements in this document. Consistent with Rule 3335-3-35 (C) (2), this Pattern of Administration document has been developed by the FABE Chair in consultation with the faculty. It is subject to continuing revision as needed with the consent of FABE faculty. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the FABE chair (hereafter referred to as "the Chair"). However, revisions may be made at any time subject to approval by the college and the Office of Academic Affairs.

This pattern of Administration shall be made available to all present and prospective members of the faculty of FABE, and a copy shall be deposited in the office of the dean of the college and in the office of the senior vice president for academic affairs and provost.

# **FOOD, AGRICULTURAL AND BIOLOGICAL ENGINEERING DEPARTMENT VISION STATEMENT**

## **Purpose**

To discover, disseminate, and apply  
knowledge of engineering and science  
in the areas of food, agriculture, construction, the environment, and human well being  
for the betterment of society  
through a broad based programmatic effort  
with a solid knowledge core.

## **Core Values**

Diversity  
Science-based  
Creative problem solving  
Professionalism  
Multidisciplinary scope  
Community engagement  
Life-long learning  
Continuous improvement

## **The Goal**

To be a world class academic unit  
which offers excellent opportunities  
for the professional development and personal growth  
of everyone in and associated with our departmental community.

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## ADMINISTRATION

The administration of FABE shall be through the Chair and outlined faculty committees; and shall be in accordance with the powers of the faculty as outlined in this document and in the most recent revision of the publication entitled Statutes Applying to the University, Bylaws of the Board of Trustees, and Rules of the University Faculty.

### I. GENERAL PROVISIONS

#### A. Organization and Faculty Governance

In addition to the administrative actions of department administrators, the governance, functioning, policy formulation, and program implementation of FABE is carried out through both standing and ad-hoc committees. These committees recommend actions and procedures to the administrators, faculty and staff for concurrence and execution in accordance with the policies and responsibilities outlined in this document.

FABE Standing Committees and their functions, responsibilities, and composition are listed in a section entitled "Food, Agricultural and Biological Department Committees".

#### B. Meetings of the Faculty

Faculty meetings are convened for the purpose of: 1) providing and transmitting information on matters of Departmental interest; 2) discussing and formulating policy initiatives and program changes; and 3) formally acting on policy and program recommendations. Unless otherwise justified in advance, all Faculty meetings and committee meetings shall be conducted in accordance with the then-current Roberts' Rules of Order.

The Chair will normally convene meetings of the faculty on a monthly basis with adequate notice (Rule 3335-3-35-(C)(2)(a)), but no less frequently than once each quarter or semester during the academic year (Rule 3335-5-18). For emergency meetings of the faculty, 24 hour notice shall be provided. An agenda will be prepared for each meeting and, along with written minutes of the previous meeting provided through e-mail, will be distributed such that they are received at least 24 hours in advance of the next meeting. Minutes will be reviewed, revised as appropriate and approved as a part of the faculty meeting agenda. All regular and auxiliary faculty appointed within FABE are expected to attend. In addition graduate students advised by faculty of FABE, and senior A&P personnel are invited to attend and may participate in discussions. When sensitive, personnel subjects are under consideration, Faculty and Committee meetings may be closed by consent of the Faculty. Approved minutes shall be kept on file by FABE Administrative Associate for 10 years.

On matters requiring faculty consideration, the Chair will obtain faculty consensus whenever possible without a formal vote. If consensus on an issue cannot be reached, a vote shall be taken. Voting shall normally occur either verbally or by show of hands. However, any voting member may request and will receive use of a written ballot. Motions made by the



faculty, committee representatives, graduate student representatives, and senior A & P personnel will be debated openly and voted upon if consensus is not obvious.

5 A quorum consists of faculty present at a properly announced meeting, but must number more than one-half of those faculty eligible to vote. Voting eligibility shall accrue to those regular faculty (Rule 3335-5-19 (A)) whose salary line(s), or any portion thereof, is budgeted through FABE. All others present, such as auxiliary faculty (Rule 3335-5-19 (C)), emeritus faculty (Rule 3335-5-19 (D)), Senior A&P personnel and the graduate students, are not eligible to vote or count in the quorum. Proxy votes will not be counted. If an issue for resolution has been discussed and not resolved at a previous meeting, a voting member who was present at the previous meeting may cast an absentee vote with the Chair prior to the meeting where a vote is on the agenda, provided that absence is due to illness or necessary department business. In any circumstance, the presumption favoring majority faculty rule will decide matters covered by this Pattern of Administration.

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15 Where a decision made by the Chair, and to be recommended to the administration departs from the majority decision of the faculty, the Chair shall notify the faculty of this decision at a meeting of the faculty and provide the rationale for this decision prior to the Chair's recommendation to the administration. The Chair's recommendation to the administration shall also outline the decision of the majority of the faculty in such cases.

### 20 **C. Support Personnel**

25 Except where delegated (e.g. Associate Chair-Wooster), the authority to appoint all clerical, A&P (technicians, Post-Docs, etc.), Graduate Associates, hourly labor, and other appointed support personnel rests with the Chair. The Chair or Chair's designee shall consult with and obtain consensus of appropriate faculty and staff whenever possible. Faculty are not authorized to tender salary or appointment offers, regardless of funding source (i.e., hard and soft funds). Hiring and termination of hourly labor may be handled by the faculty and designated staff (e.g., Administrative Associate, Assistant to the Chair, et al.), when funds involved are already specifically allocated to the faculty member or designated staff and said authority is specifically delegated.

### 30 **D. Committee Elections and Appointed Responsibilities**

35 Specific teaching, research, and service assignments of responsibility for individual faculty and staff members are made by the Chair in consultation with faculty members. The assignment of specific responsibilities is made in accordance with FABE's mission and its program of activities for a particular year. After calling for volunteers and/or suggestions, the Chair appoints faculty members who then perform coordination and leadership responsibilities for selected activities including archivist, library representative, honorary organization representatives. University recognized student organizations select their own advisers from appropriate, eligible faculty or staff members. The FABE chair appoints all standing and ad hoc committee chairs and vice chairs.

Standing committees of FABE are identified and membership defined in the later section "Food, Agricultural and Biological Department Committees." Membership in these committees shall normally be for terms beginning with the autumn term of each year.

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The past chair of each committee is responsible for calling an organization meeting of that committee for election of new officers. Each Standing Committee shall have a chair and may have a vice chair-secretary combination or a staff member may be appointed by FABE Chair to serve the committee as secretary and staff support. No succession, or prevention thereof, is implied. Rules and minutes of committee meetings follow the same procedure as indicated for faculty meetings. Committees may appoint sub-committees or assign individuals for specific functions within their domain. A quorum for a committee shall be a number competent to transact business in the opinion of the committee chair, generally a majority of the regular faculty members of the Committee. Voting results transferred to the faculty should include an indication of the vote of the regular faculty members of the Committee.

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Periodically ad hoc committees or task forces can be appointed by the Chair to study and make recommendations about specific policy, program and organizational concerns. Ad hoc subcommittees may be appointed, as needed, by committee chairs and the Chair should be immediately notified of such action.

### **E. New Faculty Appointments**

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The discipline areas for regular faculty appointments and their responsibilities shall be defined. The Chair is responsible for monitoring and planning for faculty additions and replacements and major resource needs for FABE and recommending personnel plans to the faculty. Future faculty personnel and vacant faculty positions shall be brought before the faculty as a whole for discussion, definition, and development of faculty recommendations. The Chair shall request from the Dean and appropriate Directors the authorization to fill positions. Criteria and procedures for appointment of faculty are defined in later sections "Departmental Faculty and Appointment, Promotion and Tenure Document – Criteria and Procedures".

### **F. Coordinating of Academic Advising**

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A Coordinating Advisor will be designated by the Chair for each academic undergraduate program of FABE (Agricultural Engineering, Construction Systems Management & Agricultural Systems Management) in each college (Food, Agricultural and Environmental Sciences, and Engineering). The responsibilities of the Coordinating Advisors include:

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- Serve as liaison between the appropriate College Office and FABE concerning the activities of advising and keep faculty advisers in FABE informed of changes and developments necessary for quality advising.
- Secure suggestions from the faculty for improving the advisory program.
- Arrange for an alternate to serve in her/his absence with the approval of the Chair.
- Serve as the initial contact for new student majors entering FABE, explore their interests

and abilities and assign them to an appropriate faculty adviser.

- Arrange a system so that someone in FABE can take student appointments when the regular adviser is not available.
- Distribute copies of the "Major Declaration Form" to the College Office, the previous adviser and Department B if applicable.
- Forward the student's records to the coordinating adviser in FABE where a new major has been selected.
- Maintain undergraduate engineering student information required by ABET.
- Maintain a master file or use some other system to keep an up-to-date record of student majors in FABE.
- Keep the records of "drop-outs" for a minimum of three years.

### **G. Graduate Students**

The FABE Chair appoints all graduate associates as per the rules of the graduate school and Human Resources. The Chair will consult with the Chair of Graduate Studies prior to appointment.

## **II. ADMINISTRATION - CHAIR**

All administrative authority and responsibility between the College and FABE is vested in the Chair. As is customary in the College of Food, Agricultural and Environmental Sciences/OARDC/OSUE complex, this authority and responsibility is partially delegated to an Associate Chair located in Wooster.

The Chair serves as the chief administrative officer of FABE and is held responsible by the College and University administration for all Departmental programs, activities, and resources. In accordance with the policies of the OSU Board of Trustees as set forth in the "Rules", all administrative matters relating to FABE (e.g. appointments, recommendations, requests, etc.) are forwarded to the appropriate administrative officer of the College and University by the Chair. It is recognized that the Chair's function is not to rule but to lead, not to dominate and dictate, but to administer, interpret, coordinate, and implement, where possible through consensus, the will of the faculty.

Only through consultation and interaction with the faculty can the Chair effectively carry out those duties as defined and required by the University (Rule 3335-3-35). The Chair consults with the faculty on all policy matters [as opposed to administrative procedures and responsibilities] and such consultation, where practicable, is undertaken at a meeting of the faculty as a whole. The provisions governing faculty decisions, voting, and the principle of majority rule are outlined under Part I General Provisions.

## A. Appointment

The Chair shall be appointed for a term of four years by the Board of Trustees upon the nomination of the President and shall be eligible for re-appointment. In selecting a Chair, the President shall confer with the Dean of the College. The Dean, in turn, will consult with the faculty of FABE as well as other appropriate University officials (Rule 3335-3-35).

## B. Duties

The duties of the Chair (Rule 3335-3-35) shall be as follows:

- To have general administrative responsibility for its programs, subject to the approval of the appropriate College Deans, Director of Academic Affairs, Director of OARDC, Director of OSUE, Director of International Programs, and other College and University administrators as appropriate.
- To develop in consultation with faculty members, a Departmental Pattern of Administration.
- To schedule and chair frequent and timely faculty meetings.
- To maintain minutes of all faculty meetings and to maintain records of all other actions covered by the Pattern of Administration.
- To prepare, after consultation with the faculty and in accordance with the Pattern of Administration, a statement setting forth the criteria and procedures according to which recommendations are made concerning appointments and/or dismissals, salary adjustments, promotions in rank, and matters affecting the tenure of the faculty.
- To operate the business of FABE with efficiency and dispatch.
- To plan, with members of the faculty, college deans, and appropriate directors, progressive programs in the areas of academic program, research, graduate studies, outreach education, and international programs and execute such plans.
- To evaluate Departmental programs and administrative processes including those consistent with ABET criterion and make recommendations for improving them.
- To provide annual evaluations of regular Departmental faculty based on performance criteria outlined herein appropriate to one's assigned duties and responsibilities as a faculty member.
- To inform faculty members, both at the time of their initial appointment and when they receive their annual review, of their right to review primary personnel file maintained by the tenure initiating unit (hereafter "Primary Personnel File"). A member of the faculty may place in his or her primary personnel file a response to any evaluation, comment or other materials contained in the file.
- To evaluate staff members annually in accordance with criteria approved by the Board of Trustees and subject to instructions from the Vice President for Academic Affairs and Provost, and also according to such supplemental criteria as may be established by FABE.
- To recommend to the Dean, after consultation in accordance with FABE Pattern of

Administration, appointments, promotions, dismissals, and matters affecting the tenure of FABE faculty.

- To provide adequate supervision and training to those members of the faculty and staff who may profit by such assistance.
- 5     • To prepare annual budget recommendations, in consultation with the Associate Chair and the Faculty for consideration by the Dean of the College and to manage this budget responsibly, in accordance with the mission of FABE.
- To allocate resources to carry out the programs of academic program, research, and outreach education.
- 10    • To encourage quality teaching, scholarly research and effective outreach education programs.
- To promote improvement of instruction by providing for the evaluation of each course, when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty consistent with ABET criterion and departmental undergraduate engineering program educational objectives.
- 15    • To provide all faculty, regardless of their assigned location, Departmental privileges and responsibilities appropriate to their rank; and in general to lead in maintaining a high level of morale.
- To provide leadership in matters concerning the definition of new positions, recruitment and hiring of faculty and staff and in assisting new personnel in defining and initiating appropriate programs of teaching, research, and service.
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### III. ADMINISTRATION: OTHER ADMINISTRATIVE ROLES

#### 25     A.     Associate Chair

The Department of Food, Agricultural and Biological Engineering shall have an Associate Chair. The Associate Chair will be located at the Wooster campus. While the duties of the Associate Chair will be defined and delegated by the Chair, there normally will be three separate and distinct responsibilities: 1) the administration and daily oversight of the Wooster-based faculty, staff, students, and facilities including the research, teaching, and outreach education functions; and 2) to promote the on-going improvements of the research program of FABE and to coordinate it with other programs within and outside FABE and 3) the general administrative coordination of FABE research program, namely; budget monitoring and allocation management of Hatch, State, and Regional projects; manuscript reviews; reporting (CSREES, OARDC Annual Reports, etc.); monitoring and managing, project initiations, revisions, and terminations; and similar types of administrative duties.

The Associate Chair shall be selected by the Chair, in consultation with the faculty, and with the approval of the Director/OARDC and the Vice President and Dean of the College of Food, Agriculture and Environmental Science. The Associate Chair is appointed for a four year term. The person is eligible for term renewals upon satisfactory evaluation. The Associate Chair shall be evaluated annually by the Chair and by the faculty at the end of each term. Faculty input to the evaluation process will be solicited in writing via an appropriate instrument submitted by

the Chair. When a new Department Chair is appointed the Associate Chair shall automatically be reviewed, within 6 months, with a procedure and possible outcomes identical to that used for the 4 year term review. The Acting Chair responsibilities (in the Chair's absence), unless otherwise delegated by the Chair, automatically rest with the Associate Chair.

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### **B. Administrative Associates I & II**

10 Administrative Associates to the Chair and Associate Chair are appointed by the Chair. While the duties and responsibilities of these positions will vary with circumstances, the Administrative Associate II will be entrusted with the management of FABE offices and clerical staff in Columbus; including personnel records and fiscal affairs relating to allocation management, requisitions, human resource functions and departmental records; and other such  
15 duties as delegated by the Chair or Associate Chair. The Administrative Associate II will be responsible for the annual evaluations of all clerical staff. These duties, except annual evaluations, may be shared with the Administrative Associates I. Coordination is maintained with the Associate Chair in Wooster. The Administrative Associates shall periodically review and make recommendations to FABE regarding policies related to gifts, receptions, social and  
20 charitable activities.

### **C. Assistant to the Chair**

25 The Assistant to the Chair is appointed by the Chair. While the duties and responsibilities of this position will vary with circumstances, the Assistant to the Chair is to provide administrative and technical supervision of space, equipment, vehicles and technical staff assigned to FABE at the Columbus campus. The Assistant to the Chair in this role will manage the design, installation, utilization and maintenance of the electronic, computing, mechanical, hydraulic and data collection systems associated with academic program, research  
30 and outreach education and will perform other duties as delegated by the Chair. The Assistant to the Chair will be responsible for encouraging and coordinating continuing education programs needed by faculty, graduate students, and staff related to computer systems. The Assistant to the Chair will be responsible for annual evaluations of all technical staff.

## DEPARTMENTAL FACULTY

Faculty of FABE shall consist of persons fitting the defined categories of regular tenure-track faculty, regular research track faculty and auxiliary faculty. Categories are defined, expectations elaborated, appointment procedures defined, and tenure and promotion procedures enumerated where appropriate.

Inherent within the duties and obligations of the faculty, appropriate to their Departmental appointment, is a full range of responsibilities including teaching (resident and outreach); research and other creative professional work; service to FABE, Colleges, and University; and public service related to their academic expertise. Faculty are expected to be active and visible members of the University faculty and community. Faculty members are encouraged to participate in University and College faculty development programs, including professional leaves, teaching enrichment programs, continuing education, etc. Faculty members are expected to affiliate with and participate in their appropriate professional associations and societies.

### I. REGULAR TENURE-TRACK FACULTY

#### A. Definition

In accordance with the faculty status section of the Rules of the Faculty (3335-5-19), the regular tenure-track faculty of FABE shall include all persons with rank and title of professor, associate professor, assistant professor, and instructor with a full, percentage, or No-Salary appointment in FABE, and University appointments totaling 50 percent or more of service.

#### B. Expectations, Promotion and Tenure

The expectations of Departmentally-budgeted regular tenure-track and regular research faculty, performance and promotion/tenure criteria and procedures are outlined in the Section Department of Food, Agricultural and Biological Engineering Criteria and Procedures for Appointments, Salary Adjustments, Promotion, and Tenure.

### II. REGULAR RESEARCH TRACK FACULTY

#### A. Definition

Regular research faculty appointments are fixed term contracts appointments that do not entail tenure.

#### B. Expectations

Regular research faculty are researchers and shall be engaged in research related to the mission of FABE. Research faculty will not be required to teach.

### C. Appointment

5 With tenure-track faculty majority approval, regular research track faculty may be appointed by FABE. The number of regular research faculty track faculty must constitute a minority with respect to the number of tenure-track faculty in FABE.

10 Appointment of regular research track faculty entails a one-to five-year contract. The initial contract is probationary, with reappointment considered annually. There is no presumption that subsequent contracts will be offered, regardless of performance. A contract renewal may be considered upon a formal review of the faculty member in the penultimate year of the current contract period.

15 Appointment at the rank of Research Assistant Professor requires that the individual have a doctorate and a record of high quality publications that strongly indicate the ability to sustain an independent, externally funded research program. Appointment at the rank of Research Associate Professor or Research Professor requires that the individual have a doctorate and meet, at a minimum, FABE's criteria for promotion (except for teaching requirements) to these ranks.

## 20 III. NO-SALARY APPOINTMENTS

### A. Definition

25 Regular tenure-track faculty with appointments of 50 percent or more in other units of the University, either tenure-initiating units or non-tenure-initiating units, are eligible to be appointed to and hold no-salary appointments in FABE. These no-salary appointments are classified as  
 30 regular faculty under the definition of the Rules of the University Faculty and such faculty are bound by all policies and procedures governing them as expressed in the Rules of the University Faculty. While these policies and procedures apply to these faculty as appointed within their tenure-initiating unit and/or budget unit, the rights and responsibilities of such faculty appointed within FABE are determined by FABE as set forth in this Pattern of Administration document.

### B. Expectations

35 No-salar faculty affiliation with FABE carries the expectation of significant contribution to FABE, equivalent to the teaching of one three credit course each year, or equivalent service in research, outreach education and international programs. All no-salary regular faculty will have their responsibilities and general expectations outlined prior to their appointment. In general,  
 40 they are expected to attend and participate in Departmental seminars and programs and to contribute tangibly and collaboratively, including their occasional physical presence, to the academic program, research, outreach education and service elements of Departmental programs.



In general, regular no-salary faculty are eligible to:

- 5 • Advise graduate students in accordance with their graduate faculty status within FABE.
- Teach at the undergraduate and, if approved by the Graduate School, the graduate level.
- Serve on Departmental committees.
- Represent FABE on University, College, OARDC, OSUE and professional committees where appropriate.
- 10 • Attend and participate in faculty meetings, but without voting privileges.

### **C. Appointment**

15 No-salary faculty are usually considered for faculty affiliation in one of two ways: by invitation of the faculty or Chair because of an individual's academic stature and potential to collaborate and contribute to the sub-disciplines and programs of FABE or by an individual's or administrative unit's request to be affiliated with FABE because of their academic interests and potential to contribute to FABE programs.

20 No-salary faculty appointments will be approved in accordance with the same procedures as apply to budgeted, regular faculty appointments except that a Departmental search committee normally will not initiate the process. The candidate's credentials must be submitted and an interview, seminar, or other mode of evaluation must occur with a recommendation for approval submitted to the faculty by the Chair. If possible, the evaluation process should occur at the  
25 same time the candidate is interviewed by his/her tenure-initiating or budget unit where Food, Agricultural and Biological Engineering faculty would be directly involved in the interview process. An independent interview and/or evaluation process should be initiated if the candidate was unavailable for such an evaluation when first appointed in his/her tenure-initiating or budget unit.

30 Caution must be exercised in appointing to FABE a no-salary, regular faculty member from another budget unit (e.g., OARDC, administrative units, contracted programs within the University that are budgeted from soft funds, etc.) since FABE and/or College is liable for the salary of such an individual if financial exigency were to occur in his/her budget unit. The Chair  
35 should have a clear understanding in writing with the College/OARDC/OSUE Administration as to any financial obligations to no-salary regular faculty.

### **D. Promotion**

40 The tenure and/or promotion process for no-salary appointees is initiated within the primary tenure-initiating or budget unit. Based upon materials supplied by the initiating unit, the Chair, after consultation with appropriate faculty, shall then forward a letter to the initiating unit for inclusion in the appointee's promotion and tenure file. Any approved changes in rank or

tenure in the initiating Department must be accepted by FABE for such appointments, or the alternative of withdrawing No-Salary Faculty Status may be exercised by faculty action.

#### IV. AUXILIARY FACULTY

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##### A. Definition

The auxiliary faculty is comprised of all persons with adjunct titles (i.e. adjunct professor, adjunct associate professor, adjunct assistant professor,) temporary visiting faculty titles, lecturers, and part-time (less than 50 percent of service to the University) faculty.

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##### B. Expectations and Privileges

Auxiliary faculty affiliation with FABE carries the expectation of significant contribution to FABE, in accordance with salary or privileges extended. In the case of adjunct appointees this would be equivalent to the teaching of one three credit course each year, or equivalent service in research, outreach education and international programs. In the case of visiting faculty, lecturers and part-time faculty, this contribution must be carefully defined in the process of appointment. Auxiliary faculty are not eligible for tenure, and any time spent as an auxiliary appointee will not count toward tenure in the event the auxiliary faculty member assumes or is appointed to a tenure-track position within FABE. According to the Rules of the University Faculty (3335-5-19) auxiliary faculty may not vote in any level of governance. This includes department, college and university levels. All auxiliary faculty will have their responsibilities outlined prior to their appointment but will be expected to participate in Departmental seminars and programs and to contribute tangibly and collaboratively to the mission of FABE.

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For visiting faculty and lecturers, the duties responsibilities and privileges are usually agreed upon as a condition of affiliation.

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For part-time faculty, appointment in FABE allows such faculty to:

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- Co-advise graduate students in accordance with their graduate faculty status in FABE.
- Teach at the undergraduate level and, if approved by the Graduate School, at the graduate level.
- Serve on Departmental committees.
- Represent FABE on University, College, OARDC, OSUE and professional committees where appropriate.
- Attend and participate in faculty meetings but without voting privileges.

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For adjunct faculty, appointment in FABE allows such faculty to:

- Co-advise graduate students in accordance with their graduate faculty status in FABE.

- Teach at the undergraduate level and, if approved by the Graduate School, at the graduate level.
- Represent FABE on University, College, OARDC, OSUE, and professional committees where appropriate.
- 5 • Participate in faculty meetings but without voting privileges.
- Serve on Departmental committees.
- Serve as Department Faculty Representatives on search committees for regular faculty.

### 10 C. Appointment

Auxiliary faculty are usually considered for faculty affiliation in one of two ways: by invitation of the faculty and Chair because of an individual's professional stature and potential to contribute to the academic and service programs of FABE or by an individual's or administrative unit's request to be affiliated with FABE because of their professional interests and potential for contributing to the discipline through FABE.

#### 15 1. Visiting Faculty

For visiting faculty, the Chair will submit the request and credentials of the applicant to FABE faculty for approval. Usually the visiting faculty title is applicable to faculty from other universities or institutions who have either requested or been invited to affiliate with FABE on a temporary basis for a specific duty or assignment. Visiting faculty are usually on sabbatical or professional leave from their home institution.

#### 25 2. Lecturer or Senior Lecturer

Lecturers are usually hired for the purpose of teaching a specified course or rendering a specified service to FABE. The Chair will inform the faculty of a given need and submit the credentials of the individual to the faculty for approval.

#### 30 3. Part-Time

Part-time faculty appointments initiated by FABE will be sought, evaluated and approved in accordance with the same procedures as apply to new, regular faculty appointments as outlined in the Section entitled Criteria and Procedures for Appointments, Salary Adjustments, Promotion, and Tenure. Part-time faculty appointments initiated by the involved individual will be handled within FABE in the same manner as is an application for any full-time, regular faculty position.

40

4. Adjunct Faculty Appointments
  - a. Requested Appointments

5 All requests for adjunct faculty should be addressed to the Chair. Where a candidate has requested adjunct affiliation, the request should consist of a letter from the candidate outlining the rationale for the affiliation, what contribution can be expected, and his/her credentials for academic affiliation. In lieu of a search committee, the Chair will ask the Professional Development Committee to serve as an evaluation committee for each candidate, for both requested and invited affiliations.

10 This evaluation committee will review the candidate's credentials and will establish the areas and potential for discipline contribution. This process should also allow for the candidate to present a seminar to the faculty and for the faculty to interview the candidate. The evaluation committee will make its recommendation to the Chair. The Chair will make a recommendation to the faculty and allow for the evaluation committee to report to the faculty. Whenever other institutions or units, e.g., ARS, NRCS, ODNR, and other academic institutions anticipate that a candidate would seek adjunct status in Food, Agricultural and Biological Engineering, the hiring institution or unit should include regular Departmental faculty in their search and interview process in anticipation of adjunct affiliation with FABE.

- 20 b. Invited Appointments

25 Senior USDA (or other Federal Agency) scientists transferred to OSU or professionals affiliated with other institutions in the area may contribute to Departmental programs. Likewise, retired scientists, administrators, teachers, OSUE personnel, and other Engineering professionals may have relocated in the area. These individuals may add greatly to the talents, prestige, and programs of FABE. They may be invited to affiliate in an adjunct status.

30 The Chair will ask the evaluation committee to initiate a preliminary assessment of the candidate and his/her worthiness for affiliation. This preliminary assessment is to minimize the potential for embarrassment by extending an invitation to submit one's credentials then rendering a negative decision. If this evaluation is positive based on whatever evidence can be compiled, then the candidate is invited to submit his/her credentials for consideration. The evaluation committee will make a recommendation to the Chair. The Chair will make his/her recommendation to the faculty and allow for the evaluation committee to report to the faculty.

- 35 c. Duration of Appointment

40 Adjunct faculty appointments must be reviewed every year, and appointments renewed, if justified. The purpose of this review will be to determine the continuing contributions to FABE and to guard against adjunct appointments becoming "courtesy appointments" for title only with no contribution to Departmental programs. The review will be conducted by the Professional Development Committee, that will meet, discuss and report to the faculty with recommendations

for action. Any changes in Adjunct appointment shall be voted on by the faculty at a regular faculty meeting.

## 5           **D. Promotion**

Visiting faculty are not eligible for promotion. The rank at their home institution will be used to establish their rank title.

10           Faculty with the title of lecturer are eligible for promotion to senior lecturer through the same process as regular faculty. The only difference is that a complete dossier will not be required beyond FABE level. The recommendation going forth from the Chair will be accompanied by a letter summarizing the candidate's accomplishments and documenting the case for promotion in accordance with the College and Departmental criteria.

15           The promotion/tenure criteria and process for jointly appointed faculty will be the same as for regular tenure-track faculty. The promotion process for these appointments will be initiated by the tenure-initiating unit. FABE will initiate its promotion process simultaneously with the other tenure-initiating unit for those joint appointees whose tenure-initiating unit is outside FABE but will apply its own criteria appropriate to the appointment in recommending promotion.

20           Part-time faculty are not eligible for tenure. Their promotion will be considered and handled within FABE in the same manner as for full-time regular faculty.

25           Adjunct faculty are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of regular tenure track faculty.

## 30           **V. EMERITUS FACULTY**

### 30           **A. Definition of Emeritus Faculty**

35           Any member of the regular faculty who has served continuously at The Ohio State University for at least 10 years, and who retires from the University shall be considered for appointment to Emeritus status. Emeritus status is a University level rather than a departmental level title and shall not be duplicated for service in more than one department faculty. (See Faculty Rule 3335-5-19, E.)

### 40           **B. Granting of Emeritus Status**

This title must be recommended concurrently with the faculty member's retirement. Upon request in writing by the retiring faculty member to the Chair, the Chair shall develop a recommendation to the Dean for transmittal to the Provost. Unless unusual circumstance exist,

the proposal for Emeritus status shall be made at the current rank of the individual. If the Chair does not concur with the recommendation for Emeritus status at the current rank, the Chair shall seek a vote of the faculty for any other actions. Final approval of Emeritus status is granted by the Board of Trustees upon the recommendation of the President.

5

Faculty will receive emeritus titles in their tenure initiating unit even though they may have held appointments in other departments as well. Faculty will hold only one emeritus title. Administrators will hold (if requested) the administrative title emeritus and the faculty emeritus title in their tenure initiating unit. (Acting Provost Firebaugh memo of July 25, 1986.)

10

### **C. Emeritus Faculty Privileges**

15 Emeritus faculty may continue to receive a number of privileges, as the Offices of Human Resources and Academic Affairs may provide. Members of the Emeritus faculty who continue to be active professionally will, at the discretion of the college, be provided departmental facilities and services where available. FABE will provide space and services to active emeriti in proportion to the assistance and service each emeritus renders to FABE and  
20 available resources of FABE.

## **FOOD, AGRICULTURAL AND BIOLOGICAL ENGINEERING DEPARTMENT COMMITTEES**

- 5       **I.           Academic Affairs Committee**
- II.           Ad Hoc Committees / Task Forces**
- III.          FABE Executive Committee**
- IV.          Graduate Studies Committee**
- V.           Industrial and Professional Advisory Group (IPAG)**
- 10       **VI.          Outreach Education Committee**
- VII.         Physical Facilities and Safety Committee**
- VIII.        Professional Development Committee**
- IX.          Web Committee**

15           The FABE Chair serves as an ex-officio member of all committees and supervises election of their membership and officers when necessary. The FABE Chair appoints the respective chairs for each committee with the exception of IPAG which elects their own chair.

### **I.        ACADEMIC AFFAIRS COMMITTEE (AAC)**

#### **A.       Responsibilities**

25           The AAC is responsible for the development, revision, and oversight of FABE's courses and curriculum and all matters pertaining to academic program, including faculty development in the areas of teaching, academic program support (e.g. equipment and facility requirements, etc.), undergraduate student recruitment, and monitoring teaching loads and course scheduling. This Committee shall bring to the faculty matters pertaining to curriculum development and changes which represent substantive changes in curriculum or resource commitments. In this capacity, the committee adheres to Departmental ABET criterion assessment and program improvement processes.

35           The Committee is empowered to act on behalf of the faculty in responding to more routine requests, such as courses change requests of other units and periodic update curriculum and courses. This Committee is also responsible for those activities associated with, and contributing to, FABE teaching program for the undergraduates. Specific responsibilities include coordination and assistance to student organizations, assistance in planning and carrying out student orientation and career guidance; publicizing and promoting student scholarships and awards; selection of recipients for student scholarships and awards, management of scholarship funds, recommending Departmental procedures for student discipline and grievance;

40           interpretation of student responsibilities and rights; undergraduate recruiting; and recommending methods or activities for continually improving faculty-student relationships; assigns peer evaluations for faculty quarterly and is responsible for preparation and documentation of ABET, OAA and CSREES reviews.

The committee shall convene as often as necessary to conduct its business, but not less than once per quarter (except summer). An agenda for each meeting shall be distributed to all core committee members at least three days before each meeting. Minutes of the meetings shall be kept and distributed to the core committee within two weeks following each meeting.

## **B. Organization**

The FABE Chair shall appoint an AAC Chair for a four-year term to lead the FABE academic affairs of FABE, handle routine matters on behalf of the faculty and lead academic subcommittees. A staff member may be appointed by the FABE Chair to act as secretary and support staff to the committee. Official minutes of meetings are to be maintained in the office of the FABE Chair.

The Committee will consist of the following subcommittees: (1) FAB Engineering Curriculum Subcommittee; (2) ASM Curriculum Subcommittee; (3) CSM Curriculum Subcommittee (4) Recruitment and Retention Subcommittee; and (5) Honors and Awards Subcommittee. Each of the Curriculum Subcommittees will be chaired by a curriculum coordinator who is elected by the faculty at an AAC Meeting. The curriculum coordinators will also serve as vice chairs of the Academic Affairs Committee. The chair of the Recruitment and Retention Subcommittee and the chair of the Honors and Awards Subcommittee will be appointed by the FABE Chair and will serve renewable one year terms. The Chair of the Academic Affairs Committee will serve for a four year renewable term.

Membership of each Curriculum Subcommittee will be: (1) the curriculum coordinator; (2) the coordinating student advisor for that program; (3) the academic affairs committee representative to the Colleges for that program; (4) FABE Department Academic Program Coordinator; (5) the honors representative for that College; (6) one graduate student; (7) one undergraduate student; (8) other at large faculty and instructors as needed to ensure that the subcommittee consists of at least three faculty and seven members; and (9) other interested members of the FABE community. The at large members should first be selected from the FABE Recruitment and Retention Subcommittee, and the Honors and Awards Subcommittee where appropriate.

The subcommittees on Recruitment and Retention and Honors and Awards should be formed from at least one student and faculty member of each Curriculum Subcommittee, the Academic Program Coordinator, and other interested persons. The chairs of these subcommittees report to the Academic Affairs Committee and its chair.

The Honors and Awards Subcommittee shall promote professional development and recognition of faculty, students, and alumni by publicizing awards and preparing or designating persons to assist in preparation of nominations for awards and recognitions. Secure funding in



the form of scholarships, gifts, and donations in cooperation with development officers and offices; and assist in the coordination of Departmental information exchange (newsletter) to students, alumni, and friends.

5 A quorum for any AAC meeting shall consist of the Chair or one Vice Chair and at least six other members drawn from the five subcommittees described above. A quorum for each of the Curriculum Subcommittees will be at least four of the standing members of that subcommittee. A quorum will not be required for the Recruitment and Retention Subcommittee and Honors and Award Subcommittee.

10

## **II. AD HOC COMMITTEES/TASK FORCE**

The FABE Chair, in consultation with the FABE Associate Chair and program coordinators, will appoint ad hoc committees, liaisons and task forces as necessary for issues and tasks such as strategic planning and salary studies. The Chair will designate individual faculty, staff, and/or graduate students to address public relations and other obligations.

15

## **III. FABE EXECUTIVE COMMITTEE**

### **A. Responsibility**

20

The responsibility of the FABE Executive Committee is to provide advice and counsel to the Chair in decision making and provide guidance on administrative matters of FABE.

### **B. Members**

25

The committee shall be composed of the Associate Chair (Wooster), FABE fiscal staff (Administrative Associate II), Assistant to the Chair, and Committee Chairs (on an as-needed basis). The Chair's Administrative Associate I will serve as secretary.

30

### **C. Procedures**

A calendar of meeting dates may be established. Meetings shall be held at the discretion of the Chair.

35

## **IV. GRADUATE STUDIES COMMITTEE (GSC)**

### **A. Responsibilities**

40 The GSC is responsible for the internal administration of the FABE graduate program. It shall carry out these responsibilities in accordance with the rules, policies and procedures of the Graduate School as published in the Graduate School Handbook, shall follow its rules and regulations as stated in its Guide to Graduate Students, shall keep written records of its meetings

and shall operate according to the Committee Operating Procedures of FABE. The responsibilities include, but are not limited to, the following:

- 5 • Promote and maintain a challenging intellectual environment for faculty and students conducive to their professional growth, development and maturity.
- Establish appointment/nomination procedures and guidelines for service on the FABE Graduate Faculty.
- If deemed necessary by a majority vote, recommend to the Graduate School that the Category of a member be lowered or removed.
- 10 • Elect a Graduate Advisory Committee to advise the GSC Chair, at his/her request, on routine graduate program matters. The Graduate Advisory Committee shall consist of two (2) members of the FABE Graduate Faculty, elected for four-year terms concurrent with that of the Chair. The outgoing chair of the Graduate committee will remain as a member of the Advisory Committee for one-year after completing his/her term of office
- 15 to assist the newly elected Graduate committee. The GSC Chair, Vice Chair and the Graduate Advisory Committee members shall represent, as nearly as possible, the emphasized areas of research and education in FABE as well as FABE Graduate Faculty based in Columbus and Wooster.
- Meet as often as necessary to consider and act on substantive issues related to the
- 20 graduate program.
- Recommend the top-ranked students to the FABE Chair for possible support. (The principal investigator of a grant or a contract project, with the approval of FABE Chair and consultation with GSC Chair, may appoint or offer to appoint graduate associates on the project at any time).
- 25 • Approve adviser assignments and coordinate teaching assignments for all graduate students in the program.
- The Chair of the GSC shall serve as advisor to the Graduate Student organization.

30 The GSC Chair, in consultation with the Vice-Chair and the Advisory Committee, shall have the authority to act on the routine responsibilities of the Committee, such as:

- Following the Graduate Studies Committee guidelines for approving qualified faculty for service in Categories M and nominating qualified faculty for service in Category P.
- If deemed necessary by the Advisory Committee, recommend to the Graduate Studies
- 35 Committee that the Graduate Category of a member be lowered or removed.
- Announce, facilitate, convene and chair the meetings of the Graduate Studies Committee to act on substantive matters, such as advisor approval, ranks of fellowship applicants, and electing the Committee.
- Develop and distribute appropriate recruitment and career guidance materials to attract
- 40 highly qualified graduate students.
- Check all applications for admission to the FABE graduate program for compliance with the program requirements where they exceed those of the University. When an applicant meets all the requirements, circulate his/her documents to the Graduate Faculty who work in his/her area of interest to identify potential advisers. Faculty willing to serve as

advisers shall each recommend an admission status for the applicant, specify the conditions if conditional admission is recommended, and evaluate the merit of financial support if requested by the applicant. If no potential adviser is found, the applicant may be rejected. The GSC Chair shall take the recommendations of the potential advisers into account and recommend to the Graduate School that either the applicant be admitted (specifying the degree program, admission status and conditions, if any, and commitment for financial support, if granted) or shall reject the applicant.

- Assign temporary advisers to new graduate students and coordinate and approve the members of all graduate student committees such as program committees, thesis/dissertation committees, and/or examination committees.
- Approve and monitor the program and progress of all FABE graduate students.
- Maintain the records for the FABE graduate students in FABE, such as the application documents, adviser assignment, transcripts, and research progress reports.
- Coordinate and assign appropriate instructors for FABE Graduate Seminar; and review and monitor the Seminar program, including topics, speakers, and allocation of Graduate School funds for inviting outside speakers.
- Coordinate the operation of the FABE graduate program with FABE operation and with the Graduate School, the Admissions Office, the International Student Services, the College of Food, Agricultural, and Environmental Sciences and the College of Engineering.
- Contribute to any effort to improve or obtain recognition or funding for the FABE graduate program and individual students such as preparation of nominations for University Fellowships.

## **B. Organization**

The Graduate Studies Committee shall consist of all FABE Graduate Faculty plus two students enrolled in the graduate program, one from and elected annually by the MS students, and one from and elected annually by the PhD students. The FABE Chair will appoint the GSC Chair for a four-year term to lead the FABE Graduate Faculty and to handle routine graduate program matters on their behalf. The Chair shall be a Category P member of the FABE Graduate Faculty.

The FABE Chair will appoint the GSC Vice Chair for a four-year term concurrent with that of the GSC Chair to act as GSC Chair if the GSC Chair is absent, to advise the Chair on routine graduate program matters, and to maintain written records of its meetings. The GSC Vice Chair shall be a member of the FABE Graduate Faculty. A staff member may be assigned by the FABE Chair to serve as secretary and support staff to the committee. Official minutes of meetings are to be maintained in the office of FABE Chair. The Graduate Advisory Subcommittee of the Graduate Studies Committee (four- year term) of the committee shall be elected by the Graduate Faculty.

## V. INDUSTRIAL PROFESSIONAL ADVISORY GROUP (IPAG)

### 5           A. Responsibilities

          The IPAG Committee will serve as a link between the Department of Food, Agricultural, and Biological Engineering (FABE) at OSU and the FABE Alumni as well as other engineers and technologists who associate with the FABE programs at OSU. As an advisory council, they  
10 will participate regularly in strategic planning with department administrators and regularly review academic, research, and outreach programs of the faculty and staff. They also review FABE's ABET administrative processes and program educational objectives.

### 15           B. Membership

          Membership shall consist of 15-20 individuals representing the various technical interests of practicing food, agricultural, and biological engineers in areas such as information systems, machinery systems, soil and water, environmental quality, structures and environment, bioprocessing, bioproduction, food, construction and energy systems. While the majority of  
20 members are expected to be engineering graduates, non-engineers who know and represent the discipline are highly encouraged to be members. Normal duties of members would include: attending two meetings per year, with a minimum of three expected in each three year term; responding to email with questions and comments prior to each meeting, especially if not attending; and mutually agreed subcommittee/special task group assignments.

### 25           C. Officers

          The officers shall include a Chair and Vice-Chair elected from the membership and a Secretary appointed by the FABE Department Chair. These three officers plus the immediate  
30 past Chair and the FABE Chair shall constitute the Executive Committee.

### D. Election of Officers

          The Executive Committee shall serve as the nominating committee and present a slate of  
35 officer candidates for election at the regular spring meeting every two years. To provide continuity of programs, it is recommended that the Vice-Chair be placed in nomination for Chair and a new Vice-Chair be elected every two years. The term of office shall begin with the Autumn Quarter classes.

### 40           E. Election to Committee Membership

          The Executive Committee shall prepare a slate of membership candidates for an election at the regular spring meeting every two years. Each new member shall be elected to a term of (3) three years beginning after the start of Autumn Quarter classes. Continuous membership shall

normally be limited to a maximum of six (6) years; a new term may start, however, following at least one (1) year of non-membership. Particular exceptions shall include the following continuing members:

- 5        1. Chair of the FABE Department at OSU.
2. Associate Chair of the FABE Department who shall also serve as Secretary.
3. Development Officer for the College of Food, Agriculture & Environmental Sciences.
4. Chair and Chair elect of the Ohio Section of ASAE.
5. CEO of the Ohio-Michigan Equipment Dealers Association.
- 10       6. Up to two at-large members appointed by the FABE Chair.

#### **F. Meetings**

15        The meeting year will follow the academic year such that there shall be one regular meeting in the Fall, typically on the Thursday before Thanksgiving and one regular meeting in the Spring of the following calendar year. Special meetings may be called by the IPAG Chair or FABE Chair in consultation with the IPAG Executive Committee.

#### **G. Agenda**

20        The FABE Chair, in consultation with the IPAG Executive Committee, shall prepare an agenda with supporting material and (email) to each member approximately three weeks in advance of each meeting.

#### **H. Modification of By-Laws**

25        These by-laws may be changed by a majority of members present at a regular meeting or by a majority responding by mail vote following discussion of bylaw changes at a regular meeting.

### **VI. OUTREACH EDUCATION COMMITTEE (OEC)**

#### **A. Responsibilities**

35        The OEC is to determine, plan execute and report outreach education activities of FABE. Within this purpose, they are to encourage the development of long range outreach educational programs, periodically examine the need for new and/or additional programs, facilitate the evaluation of outreach educational offerings, assign peer evaluations for faculty and submit program and personnel recommendations as appropriate. The Committee also coordinates  
40        actions for FABE in activities where exhibits and demonstrations are an integral part, supervise exhibits within the Agricultural Engineering Building (Columbus) and develop appropriate tour and display materials when necessary. Assists the chair of Academic Affairs with preparation and documentation for any ABET, OAA or CSREES reviews.

## **B. Organization**

5           The committee will be composed of all faculty with OSUE appointments, all staff with  
 program responsibility, and any other faculty or staff with interest in the committee. A Chair  
 (two year term) and Vice-Chair (two-year term) of the committee shall be appointed by the  
 FABE Chair. A staff member may be appointed by the FABE Chair to act as secretary and  
 support staff to the committee. Official minutes of meetings are to be maintained in the office  
 10 of the FABE Chair.

          The Chair of the OEC Committee shall be responsible for the oversight, monitoring, and  
 coordination of OSUE programs and allocations as well as making recommendations to the  
 FABE Chair for budget allocation and program implementation.

15

## **VII. PHYSICAL FACILITIES AND SAFETY COMMITTEE (PFSC)**

### **A. Responsibilities**

20           The PFSC is responsible for the development, revision, policy and oversight of FABE's  
 Occupational Safety and Health Program including hazardous communications, laboratory  
 standards, personal protective equipment, signage, inspection of hazardous work area and other  
 relevant safety and health activities directed from or at the Columbus Campus. This Committee  
 shall bring to the FABE Chair and faculty matters pertaining to safety and health of the  
 25 employees of FABE. The PFSC is empowered to act on behalf of the faculty and staff in  
 responding to routine matters, such as ordering necessary signage and personal protective  
 equipment. The PFSC Chair will work with the Academic Affairs Committee to address student  
 safety concerns within the context of educational classes and laboratories. The PFSC will advise  
 the FABE Chair on matters of building security at the Columbus location and serve as advisor to  
 30 the FABE Associate Chair of the Wooster location on similar safety and security issues.

          The PFSC will convene as often as necessary to conduct its business, but not less than once per  
 quarter. An agenda for each meeting shall be provided. A staff member may be appointed by the  
 FABE Chair to act as secretary and support staff to the committee. Official minutes of meetings  
 35 are to be maintained in the office of the FABE Chair.

### **B. Organization**

40           The Committee will be composed of faculty and staff consisting of a core committee of at  
 least: two faculty members; FABE Columbus Building Coordinator, FABE Assistant to the  
 Chair and the FABE Administrative Associate II acting on behalf of the staff; a laboratory  
 technician; a member of an associated unit, such as USDA, that is housed within FABE and  
 any other faculty or staff expressing willingness to serve on the Committee. The OSHA  
 Coordinator for the College may serve as ex-officio to the committee. A Committee Chair (two

year term) and a Vice Chair (two year term) will be appointed by the FAFE Chair. A staff member may be appointed by the FAFE Chair to act as secretary and support staff to the committee. Official minutes of meetings are to be maintained in the office of the FAFE Chair. A quorum for any meeting shall consist of the Chair or Vice Chair and half of the core committee, as defined above.

## VIII. PROFESSIONAL DEVELOPMENT COMMITTEE (PDC)

### A. Responsibilities

The PDC has the following major responsibilities:

- Develop policy statements for promotion and tenure for approval by the entire department faculty; the PDC Chair shall serve as Chair of the FAFE Promotions and Tenure Committee
- Coordinate, encourage, and recommend professional development activities for interested faculty members as individuals and assures equal opportunity to all Department programs and/or all Department employment opportunities.

### B. Membership

The PDC Committee shall be composed of all the Professors in FAFE and a total of two tenured faculty elected annually from and by the faculty in the Associate Professor ranks in FAFE. Chair (four-year term) and Vice-chair (two-year term) of the committee shall be appointed by the FAFE Chair. For matters of Promotion and Tenure, one member of the committee shall be designated by the PDC Chair as the procedures oversight designee to assure that commitments to fairness and affirmative action are preserved. A staff member may be appointed by FAFE Chair to act as secretary to the committee for matters other than promotion and tenure. In the case of promotion and tenure a secretary (four-year term) will be elected by the committee to take minutes. All official minutes of meetings are to be maintained in the office of the FAFE Chair.

### C. Procedures and Guidelines

The committee will act primarily in an advisory capacity relative to promotion and tenure and be bound by the Promotion and Tenure document of FAFE. It will serve as a peer review committee, when requested by the FAFE Chair. It will not be involved with the annual faculty-FAFE Chair review conferences or other normal administrative procedures established by the FAFE Chair. It will act as the review panel for renewal of Adjunct Appointments.

Individual faculty members desiring professional development should initiate requests for sabbatical leaves, absences for maintenance of professional development contacts and other long-term leaves with the PDC Chair who will inform the FAFE Chair. The committee will

evaluate the merit of the off-campus experience and the scheduling of such absences. Consideration should be given to the importance of the assignment and the likelihood of suitable arrangements for handling the faculty member's duties and assignments during any absence.

5

## **IX. WEB COMMITTEE (WC)**

### **A. Responsibilities**

10 The WC is responsible for the development, maintenance and improvement of the FABE website to include:

- The overall design of the FABE website.
- Providing appropriate space on the website for administrative, teaching, research, outreach graduate studies, academic affairs, alumni, recruitment, endowment and other activities of FABE.
- Providing individual faculty and staff for personal pages.
- Encourage faculty and staff to maintain individual pages.
- Calling upon faculty and staff for assistance when necessary.

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### **B. Organization**

25 The WC shall be composed of a committee chair, faculty and staff appointed by the FABE Chair. The WC Chair, working with the appointed committee is empowered to conduct routine tasks associated with its responsibilities.



## MISCELLANEOUS POLICES OF FABE

From time to time, FABE faculty may adopt policy statements to deal with specific issues, programs, or functions of FABE. In addition, certain administrative policies may be developed by the Chair. This section is intended to be the formal repository for such policies. Adoption of a policy by the faculty or announcement by the Chair shall automatically result in inclusion within this section. Policies may be adopted, modified or deleted at any time by action of the faculty or Chair as appropriate.

The following is an alphabetical listing of policies of FABE appended to this section:

1. Departmental Publication Review Policy
2. Faculty Duties and Responsibilities Policy
3. Graduate Student Copy Machine Policy
4. Graduate Student Kitchen Policy
5. Mentoring of Faculty in the FABE Department
6. Notification Protocol for Crisis Situations, College of Food, Agricultural & Environmental Sciences (FAES)
7. Peer Evaluation of Teaching
8. Program Directors, Program Managers & Program Coordinators Duties & Responsibilities
9. Smoking & Tobacco Buildings Policy
  - a. Replaces Agricultural Engineering Building (Columbus) Smoking Policy, adopted 1/31/92.

### **Department of Food, Agricultural & Biological Engineering** *Pattern of Administration – Policy 1*

#### **Departmental Publication Review** *(Adopted 01/31/92, revised 10/10/06)*

The purpose of FABE Publications Review is to foster visible faculty productivity, enhance the quality of manuscripts, and further the reputation of individual authors and FABE. Faculty and program staff may elect to have their publications reviewed using the system described below. The review is specifically intended to cover the following types of publications:

- All documents to be submitted to refereed journals
- Manuscripts for Research Circulars and Bulletins

- All Extension documents whose information is of sufficient longevity to be
- entered into any recognized library cataloging system
- All documents to be included as an identified part of proceedings, handbooks, monographs, textbooks and/or magazines

5

This is not intended to include papers presented at professional meetings or other unpublished manuscripts. It is recommended that all papers be reviewed whenever possible.

10 Responsibilities for administration of the reviews shall be handled and divided in the following way:

- All research papers will be reviewed under the supervision of the Associate Chair
- Extension papers will be reviewed under the supervision of the Chair of the Outreach Education Committee
- All other non-researched papers such as those dealing with academic affairs and/or student recruitment will be reviewed under the supervision of the Chair of the Academic Affairs Committee.
- Three copies of the paper should be submitted to the appropriate individual. Two reviewers shall be chosen from the faculty where possible; but in case of insufficient Department faculty knowledge to provide two subject matter reviewers, reviewers outside FABE may be used. Review comments are to be returned to the individual arranging for the reviews. After review comments are noted, they will be passed to the author(s) in their entirety.

25 **Department of Food, Agricultural & Biological Engineering**  
*Pattern of Administration – Policy 2*

**Faculty Duties and Responsibilities Policy**  
*(Adopted 5/28/93, Revised 11/7/97, Revised 10/10/06)*

30

The following guidelines are intended to serve as general expectations regarding duties and responsibilities of individual faculty members. It is the responsibility of the Chair and the faculty member to cooperatively agree on proportion of time allocated to Instruction; Research, Creative and Scholarship Activities; and Service for any given time period.

35

Both instructional (excluding research track faculty) and scholarly productivity along with service are the responsibility of each faculty member of FABE regardless of budgetary appointment. Faculty members are expected to establish a national leadership reputation in their area of expertise, collaborate on intra and interdisciplinary work and participate team activities. Specific criteria for evaluation of faculty efforts, plans, and any given contribution will be done using the General Performance Criteria as described in Section Appointments, Salary Adjustments, Promotion, and Tenure of the FABE Pattern of Administration. This includes annual reporting and discussion with the Chair of accomplishments and future plans by each

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faculty member. Merit salary increases and promotion and tenure recommendations will be dependent upon the quality as well as quantity of performance.

5 All faculty members of FABE, independent of appointment source, have responsibility for the development, implementation, and maintenance of the academic programs (excluding research track faculty), extension, research, and service programs of FABE. All faculty members are expected to allocate their time with a minimum of 20 percent to instruction through combinations of academic program, outreach education and graduate student advising; 30 percent to research, creative and scholarly activities; and 10 percent to service activities. The remaining 40 percent should be divided between these areas depending upon terms of appointment and overall needs of FABE, Colleges and University.

15 Faculty efforts in total for FABE are expected to correlate with sources of funding and be consistence with overall needs of FABE.

The following sections describe expectations for level of contributions in Instruction; Research, Creative and Scholarly Activities; and Service.

## 20 INSTRUCTION

### Academic Programs (excluding research track faculty)

25 Academic program assignments will be made by the Chair after consideration of the needs of the unit and each faculty member's overall program. In FABE, a regular on-duty faculty member with a 50 percent time allocation to academic program will generally be expected to teach 5 courses (3 credits or larger courses) per year (individual studies, 999, internship credits, etc. not included here, but are considered see below). Teaching expectations for faculty with allocations other than 50 percent will be appropriately adjusted.

30 When delivering undergraduate engineering courses, faculty are expected to adhere to FABE practices regarding ABET Criterion assessment and improvement. These include participation in departmental reviews of appropriate undergraduate engineering courses; providing an electronic copy of each course syllabus in ABET format on a yearly basis; designating specific course exam questions and assignments as assessment of criterion program outcomes; maintaining a file of student responses to designated assessments and providing a summary of results by course section on a yearly basis; writing as summary of progress, problems and improvements to each course on a yearly basis.

40 The Chair will annually consider the following criteria in making adjustments or academic program assignments for an individual:

Course taught for the first time:

- Number of sections of the same course taught by an individual;
- Extent of teaching associate support (or other support);
- 45 • Course enrollment;

- Time required for directing graduate students, including 999's;
  - Extent of faculty member involvement in other non-classroom based instructional activities;
  - Nine versus twelve month appointment;
  - Course level (lower division, upper division, masters or doctoral);
- 5 • Course with laboratory;

Travel to teach the course (Faculty who must travel between Columbus and Wooster to teach should receive 150% of the credit for their efforts as compared to faculty who do not travel to meet their teaching responsibilities.)

10

Extent of committee service:

- Course taught via innovative electronic or other media;
  - Extent of writing required of students;
- 15 • Number of student advised;
- Extent of involvement with student organizations;
  - Impact of release time agreements (funded or donated);
  - Individual studies and classes less than 3 credits.

## 20 **Extension**

Extension program and project commitments will be made in consultation with the Chair and reviewed annually, Faculty with 50 percent or greater time allocation to Extension are expected to lead more than one project in a program area (see definitions below) and have a high level of involvement in program or Departmental Extension planning and leadership. An individual with 35 to 50 percent allocation should be leading one or more projects in a program area or leading one major project and making significant contributions to others. Faculty with 15 to 35 percent would typically make significant commitment to program development and implementation, either as a leader of a project or a substantial contributor to one or more programs. Faculty with less than 15 percent generally provide resources to programs and projects. They may act as presenters in workshops, give lectures and demonstrations or develop publications. The support usually takes the form of an "expert source" in the individual's specific -subject area and often plays a vital role by integrating current research.

35

### **Definitions:**

40 *Extension program* - a planned sequence of learning experiences \_ a curriculum \_ directed toward a specific, target audience. A program typically represents a significant time commitment over an extended period.

*Extension project* - can be part of a larger program or stand along. A project differs from a program primarily in terms of scale. One might compare an extension project to a course in a program or field of study.

5

## RESEARCH, CREATIVE AND SCHOLARLY ACTIVITIES

The planning and development of research, scholarly and creative activities should be done in consultation with the Chair and Associate Chair and reviewed annually. In FABE, a regular on-duty faculty member with a 50 percent time allocation to research, creative and scholarly activities will generally be expected to meet the following guidelines. Expectations for faculty with allocations other than 50 percent will be appropriately adjusted.

- Refereed journal publications: 1-2 annually
- Other scientific publications: 1-2 annually (i.e., meeting papers, proceedings, book chapters, computer programs, etc.)
- Funding applications: 2-4 annually
- Funding awards: annual support available, even though obtained in previous years
- Scientific meeting presentations: 1-2 annually
- Graduate training and mentoring: major professor, 1-2 students; graduate committee, 2-4

20

Faculty members are expected to seek external funding consistent with their program. Faculty are expected to annually report their research activities through the CRIS system. Faculty with OARDC appointments of 20 percent or greater are expected to be a principal investigator on an approved Hatch, McIntyre, Animal Health or State project. Faculty with an OARDC appointment of less than 20 percent are expected to be a principal investigator or co-principal investigator on an approved project.

25

## SERVICE

All faculty members of FABE are expected to have a minimum of 10 percent allocation of time to service. However, allocations of time beyond 20 percent should be considered very carefully. A minimum level of expected activity includes committee service (1-4 within FABE, College and University), reviewer of papers and proposals, and active participation in one professional society. Agreement with FABE Chair for large service commitments should be arranged in advance.

35

**The above policy does not constitute a contractual obligation. Fluctuations in instructional demands and the individual circumstances of faculty members may warrant deviations from the policy. Faculty Duties and Responsibilities Policy**

40

**Department of Food, Agricultural & Biological Engineering**  
***Pattern of Administration – Policy 3***

**Graduate Student and Other Student Employee Copy Machine Policy**

*(Adopted 5/3/91, revised 11/02/06)*

The use of the copy machines by graduate students or student employees is restricted to work funded by the University, the Research Foundation and the faculty or at the request of staff. Access is gained through faculty or staff with whom the student is working.

Non-project or personal copying should not be done by students on these machines, however, recognizing the inconvenience of using copy services in other buildings or locations near campus, FABE has established the following policy and procedure regarding use of FABE machines by graduate students:

1. Use of the machines should be limited to students of FABE only. Limited occasional personal use may be approved for graduate students who are given “personal” copy codes (personal use requires payment – see 3 below). Graduate students may be assigned a personal code with the approval of the treasurer of the Graduate Student Organization. Graduate students wishing to have a personal copy code need to see the treasurer of the Graduate Student Organization for approval, must pay the organization \$20.00 to cover the cost of personal copies, and see Kay Elliott to assign the code. The \$20.00 will be put into the organization’s account, the treasurer will be invoiced for all personal copies made by graduate students, payment will be made to FABE through the organization’s account (once the graduate student has spent the initial \$20.00 for personal copies, the treasurer will collect from the individual graduate student the amount owed for personal copies based on the invoices received from FABE). Large documents (such as thesis drafts), textbooks, or high volume items should be done by other means.
2. Training on the basics of use of the copy machines shall be the responsibility of the Graduate Studies Support Staff. Any questions regarding operation should be directed to this staff member.
3. Students will be charged for personal use per copy at the same rate charged to other non-budget groups and individuals using the machines (currently \$0.04/copy – subject to change at any given time) and should be paid upon receipt of department invoice.
4. Access to the machines will be during normal business hours of FABE only. Any difficulties with the machine should be reported to Room 200D.
5. When users are waiting to use the machines, it should be recognized that regular staff and faculty of FABE should be given preference and that long jobs of students may be interrupted to facilitate staff or faculty activity.

The FABE Chair reserves the right to modify, restrict or rescind this policy at any time should cause arise to do so. Graduate students, staff and faculty would be immediately notified of such action.

5

**Department of Food, Agricultural & Biological Engineering**  
*Pattern of Administration – Policy 4*

**Graduate Student Kitchen Policy**

10 (Adoption date unknown, Revised 10/10/06)

**Section 1/Background**

1.1 Graduate Students in the Department of Agricultural Engineering currently have access  
15 to the kitchen (Rm. 254a, Ag Eng Bldg.) only during working hours. However, graduate  
student hours seem to seldom follow the standard 8:00 – 5:00, Monday – Friday regimen.

1.2 The kitchen facility includes several household appliances that allow convenient storage  
20 and preparation of food for quick meals and snacks. Graduate students on tight time and  
monetary budgets could make best use of these commodities by judiciously using the  
available kitchen facilities on a more flexible basis.

1.3 This kitchen policy is intended to help facilitate use of the kitchen facilities during the  
25 off-hours. Along with the additional privileges, the policy provides specific assurances  
of responsibility to allay fears of misuse.

1.4 This should be considered a “working policy.” Should this policy have drastic or  
unforeseen effects on kitchen use load (for example), this policy may be revised, as  
30 necessary, to reflect such concerns.

**Section 2/Kitchen Usage**

2.1 The kitchen is available for use on a 24-hour basis.

35 2.2 FABE’s policy on usage of the kitchen and its appliances would be followed at all times.

2.2.1 Beverage use will continue to be on a pay-as-you-drink basis. Of  
40 course, smaller portions of beverages, such as coffee, should be  
made during off-hours. (e.g. if 4 cups of coffee are made,  $4 \times .15 = \$0.60$   
should be paid, regardless of how much is consumed. Funds to be  
deposited in the lock box located in the kitchen – honor system)

2.2.2 Should any other expenses of kitchen use become a concern, the  
45 Kitchen Representative (see section 4.1) would develop a policy regarding  
such concerns.

2.3 During the off-hours there are fewer people passing by the kitchen as passive observers of conditions which, left unattended, could pose safety concerns (e.g. the coffee machine heating element left on with no coffee in the decanter, the stove heating element left on, etc.).

2.3.1 *Utmost care* must be taken to use the kitchen facilities in an uncompromisingly safe manner.

2.3.2 Appliances in the kitchen may only be in use when the user is in *direct supervision*.

2.3.3 If the user must leave the kitchen area, all appliances must be turned off (barring the refrigerator, of course).

2.3.4 The coffee heating element(s) should not need to be turned on, as individual portions may be reheated using the microwave.

### Section 3/Monitoring of Kitchen Use

3.1 *A Graduate Student kitchen Representative* will be appointed annually by the Agricultural Engineering Graduate Student Organization.

3.1.1 The Kitchen Representative will be the intermediary between FABE and the graduate students in all matters related to kitchen use and policy.

3.1.2 The Kitchen Representative will be responsible for coordinating internal policing to assure continued responsible usage of the kitchen facilities, especially during off-hours.

3.2 Each graduate student will be responsible for the condition of the kitchen facility during his/her use on an honor system basis.

3.3 All departmental kitchen-use rules will pertain.

4.4 The universal rules of common courtesy and “leave the kitchen in the condition that you found it” will apply.

3.4.1 In an effort to remain above reproach, the graduate students will strive to follow a more stringent version of the latter rule by leaving the kitchen cleaner than it was found whenever its prior condition might be in neglect.

4.5 Complaints concerning graduate student use should be brought to the attention of the Kitchen Representative.



3.5.1 Misuse of the facility by graduate students will not be tolerated.

3.5.2 Cases of misuse will be handled on an individual basis.

5 **Department of Food, Agricultural & Biological Engineering**  
*Pattern of Administration – Policy 5*

**Mentoring of Faculty in the FAFE Department**

*(Adopted 8/23/99)*

10

Each probationary faculty member is to have a mentoring committee. The committee will be established within the first year of appointment. The Chair and members of the mentoring committee are to be assigned by the FAFE Chair in consultation with the probationary faculty member to be mentored. At least half of the committee of mentors must be from FAFE (FAB Engineering) and the chair of the committee must be tenured in FAFE and a rank above the faculty member being evaluated. Each mentoring committee is to meet periodically with their designated probationary faculty member to review programs and progress. Mentors are to advise their probationary faculty member on annual report documentation and are to aid in formatting the dossier for best presentation.

15

20

**Department of Food, Agricultural & Biological Engineering**  
*Pattern of Administration – Policy 6*

25 **Notification Protocol for Crisis Situations, College of FAES**

*9/1/99, revised 12/15/06*

**1. When to put this plan into effect:**

30

A crisis is a turning point with possible bad consequences. As soon as a faculty member, staff member or other employee becomes aware of such a situation that could affect FAFE or college, that person should notify his or supervisor immediately. Gaining control over the crisis is easiest within the first 24 hours; all key players should be notified well ahead of the time to decide how to handle the situation.

35

It's impossible to list all things that could be considered a crisis, but they include: break-ins, lawsuits, potential liability for illness or injury, charges of sexual harassment, natural disasters that directly affect the college. Anything that makes you wince if you think the local newspaper's investigative reporter will find out about is certainly is a candidate for this protocol.

40

**2. Whom to notify:**

Any employee should immediately notify his or her supervisor and/or department chairperson of an impending (or at the onset of a) crisis situation.

45

**The Ohio State University**  
***The College of Food, Agricultural & Environmental Sciences***  
***The College of Engineering***  
 5 **Department of Food, Agricultural & Biological Engineering**  
***Pattern of Administration – Policy 7***

**Peer Evaluation of Teaching**

(Academic program & Outreach Education)

10 (Adoption 8/27/99, revised 12/20/2006)

**All Faculty and teaching staff**

15 All Departmental faculty and staff involved with teaching will have peer evaluations on  
 an annual basis as part of FABE goal of continuous instructional improvement and the personal  
 instructional development plan (necessary for promotion and tenure) for all Departmental  
 teaching faculty and staff. The overall Departmental focus of instructional and course  
 improvement will be maintained through continuous involvement of “all” faculty and staff in the  
 courses and instruction offered by this Department.

20

Peer evaluation of classroom (and/or laboratory) teaching with written letters  
 summarizing the observations, is considered to be one of the more important processes for  
 measuring and maintaining teaching quality in FABE. The peer observer may be a Departmental  
 faculty, Assistant to the Chair, a representative from another FAES Department, a representative  
 25 from another OSU Department/College, a representative from another non-OSU  
 Department/College, or another qualified individual recommended by FABE Academic Affairs  
 Committee and approved by the FABE Chair.

A Departmental standard evaluation form, either for Academic program or Outreach  
 30 Education (see <http://www.ag.ohio-state.edu/~pde/pdeEET.html> , attached pp. M-15&16  
**and/or “forms & links” web site: <http://fabe.osu.edu/forms>**) may be used for each visit and a  
 letter summarizing the observations should be written to the faculty or staff member being  
 reviewed. The letter summarizing the observation/evaluation should include the original copies  
 of all appropriate observations/evaluation forms if used. The summary letter of the faculty or  
 35 staff member being reviewed should include the course number, subject matter, number of  
 students, and dates of observations or the outreach program name, subject of that extension  
 opportunity, number of participants and the dates of the observations.

It will be the faculty member’s duty in consultation with the Chair of Academic Affairs  
 40 or the Chair of Outreach Education to establish on a yearly basis a peer review of at least one  
 residential or outreach teaching event. The annual list to be maintained by the Chair of Academic  
 Affairs and shared with the FABE Chair. The highest priority and expectation for peer review of  
 teaching and outreach education will be given to faculty and staff members anticipating  
 promotion and/or tenure.

45

In the case of teaching staff, it is the duty of the Chair of Academic Affairs along with the Assistant to the Chair, to provide for teaching evaluations. Any faculty member, Assistant to the Chair, or qualified individual as stated in paragraph two above, may evaluate teaching staff. Should the Assistant to the Chair be part of the teaching staff, his/her evaluation is to be conducted by the Chair of Academic Affairs. Such evaluations will be made available to the FABE Chair prior to annual evaluations of teaching staff each year.

**Faculty anticipating promotion and/or tenure**

It is the responsibility of each faculty and staff member to have and maintain a teaching portfolio (documented evidence) of their peer observations (evaluations) when submitting his/her dossier and supporting materials for promotion and/or tenure.

Peer observations (evaluations) of academic program and/or outreach education should be done and maintained on an annual basis for appropriate use by the FABE Chair and for improvement of instruction. A sequence of evaluations for the same course is preferred, but not required.

It is desirable to have more than one person doing the evaluation over time. The evaluator and the candidate should agree on whether the visits to a lecture or lab are prearranged. A Department standard evaluation form (attached) may be used for each visit and a summary letter should be written to the candidate. The summary letter should include the original copies of all evaluation forms if used.

The letter to the faculty and staff being reviewed should include the course number, subject matter, number of students, and date(s) of visit(s). From the evaluation form, the evaluator should summarize the candidate's personal, organizational and teaching skills (both negative and positive as appropriate).

Promotion and tenure candidates should have peer evaluations of classroom teaching and/or extension teaching for at least one course and/or extension event each year. All letters and copies of observation (evaluation) forms that are shared with the FABE Chair by the faculty being reviewed will be subsequently filed in the FABE office and made available to the Professional Development Committee for promotion and/or tenure considerations.

**Department of Food, Agricultural & Biological Engineering**  
***Pattern of Administration – Policy 8***

**Program Directors, Program Managers & Program Coordinators Duties & Responsibilities**

5 (12/3/99, revised 10/10/06)

10 The following guidelines are intended to serve as general expectations regarding the duties and responsibilities of Program Directors, Program Managers and Program Coordinators within FABE. It is the responsibility of the Chair, the faculty member or staff designated as supervisory to individual hired to cooperatively agree on the specific duties and responsibilities of the individual. It is recognized the function will vary based on responsibilities and source of funding, however, the following guidelines should form a foundation for making decisions about duties, responsibilities and expectation within FABE.

15

**1. Program Leadership and Development Expectations:**

20 The suggested role or expectations should be to support designated faculty or programs. A program is defined as a planned sequence of learning activities (See Faculty Duties and Responsibilities Policy). The individual is generally expected to conduct instructional and/or administrative activities consistent with their appointment. An individual may be responsible for one or more projects areas under the guidance of the designated faculty's program. A project is part of a program and is coordinated within the program. In essence, generally the individual specializes within a program. Such individuals may also direct Departmental staff and students when such activity supports the development of the designated faculty's program or is agreed to because of its benefit to the unit at large.

25

**2. Operating Budget:**

30

FABE will provide operating support from the Extension outreach budget based on the allocation of funds received from the Director of Extension including any funding given for professional development. In addition, Department Chair, in consultation with the Outreach Committee, may elect to allow additional support from Extension outreach funds. In the case of external funding the Extension Specialist/Leader should provide a level of operating funding necessary for the EA to carry out duties as assigned as part of any grant, contract or cooperative agreement including professional development.

35

**3. Expectations for Developing External Funding:**

40

45 Program Directors, Program Managers and Program Coordinators are encouraged to engage in the development of external funding under the leadership of Extension or other faculty. However by University policy, they may not be the Principal Investigators exceptions may be made in individual cases dependent on degrees, qualifications, providing the faculty member who provides administrative leadership, approves the proposed project and resulting

budget and with approval of the FAFE Chair and the research foundation. They may assume the role of investigator, associates, or other suitable titles and may participate in development of grant narratives, budgets and activities. When appropriate, they may also receive release time funding.

5

**4. Secretarial and Technical Support:**

Secretarial and technical support should be arranged through the faculty supervisor in consultation with the FAFE Chair and Departmental Administrative Associate II.

10

**5. Committee Functions-FAFE, University, External:**

All are expected to serve on the Outreach Committee and fully participate in its activities. Participation in other committees within FAFE, College and University as well as with external organizations is at the discretion of the individual and their supervisors.

15

**6. Instructional Responsibilities-Academic Program:**

Program Directors, Program Managers and Program Coordinators may be called upon to conduct instructional activities consistent with their appointment and area of expertise. Such activities are at the discretion of the individual and their supervisor.

20

**7. Communications and Publications:**

Program Directors, Program Managers and Program Coordinators are encouraged to prepare (write, edit, produce and/or review) information products for release to scientific, technical, audiences-specific, and popular press media outlets. Media outlets may include journals, magazines, newspapers, television, internet, and others. Examples are papers at professional meetings or publications in journals. Products are prepared in collaboration with and reviewed by faculty members, Extension Specialists, and other specialists when appropriate. They may also respond directly to external requests within their area of expertise.

25

30

**8. Professional Development:**

Program Directors, Program Managers and Program Coordinators are encouraged to regularly participate in training activities, such as workshops, classes or meetings that enhance and refresh skills needed to meet program objectives. Training activities may include continued formal education toward advanced degrees if consistent with career goals. Program Directors, Program Managers and Program Coordinators should be encouraged to participate in a professional society, and consider leading an activity or otherwise taking an active role in that organization. This participation should support and strengthen FAFE's program and visibility. Program Directors, Program Managers and Program Coordinators are expected to have a professional development plan reviewed annually by a faculty supervisor and/or the FAFE Chair.

35

40

45

**9. Research and Scholarship Responsibilities:**

5 Although the principal role of Program Directors, Program Managers and Program  
Coordinators will be in the direct development and offering outreach education, it is the  
expectation of FABE for its entire professional staff that they approach their responsibilities in a  
scholarly manner. They are independently or in concert with faculty supervisors, encouraged to  
develop scholarly publications and products related to their educational program and have  
applied research related to the program. If supported by external funding, this may be specified  
10 as an expectation of the funding and should be coordinated with the project Principal  
Investigator.

**10. Supervising Responsibilities:**

15 Faculty may supervise Program Directors, Program Managers and Program Coordinators.  
Program Directors may supervise Program managers and/or Program Coordinators; Program  
Managers may supervise Program Coordinators; provided that this is agreeable to the faculty  
member who is responsible for the program area. Student employees may be supervised by all.

20 Annual reviews are the responsibility of the direct supervisor in concert with the faculty member  
who is responsible for the program area or as agreed upon and approved by the FABE Chair.  
Annual reviews must be given to the FABE Chair for his/her consideration and salary  
adjustments.

25 Requests for title changes resulting in position advancement must be made by the faculty  
member responsible for the program area for consideration by the FABE Chair.

**Department of Food, Agricultural & Biological Engineering**

30 ***Pattern of Administration – Policy 9***

**Smoking & Tobacco Building Policy**

*(Adopted 10 January 1997, revised October, 2006)*

35 All buildings under the control of FABE shall be under the general guidelines of the  
University Smoking Policy (OSU Operating Manual). Furthermore, all areas of the buildings  
shall be designated tobacco free areas. Posting of signs indicating this policy in classroom and  
other public areas will be done by the designated building coordinator in consultation with the  
Chair or Associate Chair.  
40

45



## Peer Evaluation of Teaching

Department of Food, Agricultural, and  
Biological Engineering

Instructions: Circle the answer that best describes the achievement of the skill.

Teaching Skills	Strongly Disagree Disagree Neutral Agree Strongly Agree Not applicable					
	SD	D	N	A	SA	NA
1 Identified the objectives at the beginning of the session.	1	2	3	4	5	NA
2 Used appropriate teaching methods.	1	2	3	4	5	NA
3 Demonstrated an ability to communicate orally.	1	2	3	4	5	NA
4 Answered questions clearly.	1	2	3	4	5	NA
5 Created an atmosphere conducive to learning.	1	2	3	4	5	NA
6 Used teaching materials that will be useful to learners in their own situations.	1	2	3	4	5	NA
7 Organized instruction to take into account the differences among learners.	1	2	3	4	5	NA
8 Asked questions that led learners to think critically.	1	2	3	4	5	NA
9 Implemented learning activities and information in a logical sequence.	1	2	3	4	5	NA
10 Provided learners with opportunities for participating.	1	2	3	4	5	NA
11 Communicated content/information that was technically accurate.	1	2	3	4	5	NA
12 Established rapport with learners.	1	2	3	4	5	NA
<b>Personal Skills:</b>						
13 Showed respect for all learners.	1	2	3	4	5	NA
14 Communicated personal enthusiasm for teaching.	1	2	3	4	5	NA
15 Demonstrated professional/ethical behavior.	1	2	3	4	5	NA
16 Demonstrated self-confidence.	1	2	3	4	5	NA
17 Demonstrated a sense of humor.	1	2	3	4	5	NA
<b>Organizational Skills:</b>						
18 Used total teaching time effectively (i.e., starting/ending on time).	1	2	3	4	5	NA
19 Organized presentation well and in a logical manner.	1	2	3	4	5	NA
20 Demonstrated ability to work with individuals/groups.	1	2	3	4	5	NA



## Peer Evaluation of Teaching

### Department of Food, Agricultural, and Biological Engineering

Brief description of teaching session:	Date _____ Length of Session _____ Course _____ Enrollment _____ Students on that day _____ Teacher _____ Observer _____
Things that worked	Questions and/or suggestions of things to consider
Other comments:	



**Appointments, Promotion & Tenure Document**

**CRITERIA AND PROCEDURES**

5

for

**THE DEPARTMENT OF**

10

**FOOD, AGRICULTURAL AND BIOLOGICAL ENGINEERING**

**Agricultural Engineering Building  
590 Woody Hayes Drive  
Columbus, Ohio 43210**

15

**Agricultural Engineering Building  
1680 Madison Avenue  
Wooster, Ohio 44691**

20

**THE OHIO STATE UNIVERSITY**

25

**Adopted June 6, 1997  
Revised October 3, 1997  
Revised January 9, 1998  
Revised July 1, 2001  
Revised March 28, 2007**

30



**I. PREAMBLE**

This document is a supplement to Chapter 6 of the Rules of the University Faculty (Additional Rules Concerning Faculty Appointments, Reappointments, Promotion and Tenure) <http://trustees.osu.edu/rules6/ru6index.html>; the Office of Academic Affairs annually updated procedural guidelines for promotion and tenure reviews [http://oaa.osu.edu/handbook/xi\\_ptannual.html](http://oaa.osu.edu/handbook/xi_ptannual.html); and policies established by the College of Food, Agricultural, and Environmental Sciences and the University.

Should those rules and policies change, the Department of Food, Agricultural and Biological Engineering (hereafter referred to as FABE) 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 reappointment of the department chair.

This document is approved by the Dean of the College and the Provost of the University. It sets forth FABE'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 its 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 FABE 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 faculty and the administration are bound by the principles articulated in Faculty Rule 3335-6-01 <http://trustees.osu.edu/rules6/ru6-01.html> of the Administrative Code. In particular all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule 3335-6-02 <http://trustees.osu.edu/rules6/ru6-02.html> and other standards specific to this department and college; and to make negative recommendations when these are warranted in order to maintain and improve the quality of the faculty.

**II. DEPARTMENT MISSION**

The vision statement of FABE is as follows:

***Purpose***

*To discover, disseminate, and apply knowledge of engineering and science in the areas of food, agriculture, construction, the environment, and human well being for the betterment of society through a broad based programmatic effort with a solid knowledge core.*

5 **Core Values**

- Diversity
- Science-based
- Creative problem solving
- Professionalism
- 10 Multidisciplinary scope
- Community engagement
- Life-long learning
- Continuous improvement

15 **The Goal**

*To be a world class academic unit which offers excellent opportunities for the professional development and personal growth of everyone in and associated with our departmental community.*

20 In support of this vision, FABE has three principal activities of **teaching, research, and service** in which its faculty and staff direct their efforts. FABE engages in advancing science, teaching principles and applications, and disseminating engineering knowledge needed to efficiently produce, process, and distribute biological products such as food, feed, fiber and fuel while conserving natural resources, preserving environmental quality, and ensuring the health and safety of all people.

25 **Teaching** activities, including resident teaching and outreach education, are to develop the engineering and related technical knowledge of students and practitioners by enhancing their individual and collective capacity for enlightened comprehension, thought, and action. The goals are for FABE's teaching programs, graduates, and faculty to be recognized as among the best in the world and for its courses and programs to attract highly motivated learners by effectively utilizing FABE's resources. The impact of our programs are widely recognized in Ohio, nationally and internationally.

30 **Research** activities are to create and disseminate engineering and related technical knowledge for problem solving in food, agricultural and environmental systems. The goal for FABE is to be recognized as a world leader in selected research areas, while providing expertise to address high priority problems common or specific to Ohio.

35 **Service** activities assist others in resolving engineering-oriented problems, participate in and contribute to the activities and programs associated with the vision and missions of the Ohio State University (and those of the College of Food, Agricultural, and Environmental Sciences and the College of Engineering), and to support the further development of our Engineering profession. The goal is for FABE's faculty, staff, and students to be recognized as leaders and to

possess a reputation for providing high-quality service to others, to the profession, and to the University.

FABE carries a rich heritage of serving the world's largest and most essential industry: agriculture. The ecological challenges facing food and agricultural production and processing systems and related industries create a need for engineers and technologists with special technical knowledge and skills in biological systems. These persons need an understanding of the core biological sciences and the techniques of applying the related technical knowledge and engineering design skills to the solution of problems, in addition to the fundamental sciences, arts, and mathematics which provide the foundation for all engineering. The skills and desire to stay abreast of the many and ongoing developments in the biological and agricultural sciences and the capability to communicate with the scientists and practitioners in these fields remains central to FABE and the profession. Faculty and graduates of FABE understand that education is a lifelong process. They are motivated to continue the educational process in both formal and informal ways.

### III. APPOINTMENTS

FABE is committed to making only faculty appointments that enhance or have strong potential to enhance the distinction of the Department, College and University. FABE fully endorses the University stated mission to seek *"the attainment of international distinction in education, scholarship, and public service."* FABE, as a tenuring unit, also endorses Faculty Rule 3335-47-02 stating that:

*Each tenure initiating unit is responsible for establishing criteria for appointment, reappointment, and promotion and tenure that are consistent with this mission and for ensuring that every faculty appointment, reappointment, and promotion and tenure recommendation is consistent with this mission.*

Faculty of FABE shall consist of persons fitting the defined categories of regular tenure track faculty, regular research faculty, and auxiliary faculty. FABE currently has a mix of engineering, physical science, environmental science, and technical education faculty to maintain both disciplinary and interdisciplinary programs. While the mix of non-engineering faculty will change over time, maintaining a 'critical mass' of professional engineering faculty is essential to the future academic strength and accreditation of FABE.

#### A.1 Regular Tenure Track Faculty

Tenure track faculty of FABE shall include all **regular faculty** with rank and title of professor, associate professor, assistant professor, and instructor with a University appointment totaling 50 percent or more of service in FABE (Faculty Rule 3335-5-19 (A)). FABE endorses the University expectations that:

*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 equivalent 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.

With each rank, there will be allowable probationary periods that are pertinent to each appointment. These probationary periods will follow Faculty Rule 3335-47-03 where:

An appointment as professor or associate professor will generally entail tenure. However, a probationary period not to exceed four years may be granted by the office of academic affairs upon petition of the tenure initiating unit and college. 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 or professor require prior approval of the senior vice president for academic affairs and provost.

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. 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.

## **A.2 Appointment of Foreign Nationals**

The University cannot legally grant tenure in the absence of permanent residency.

Tenure track appointments at Senior Rank – Reviewed and approved for hire with tenure.

Persons approved for Associate Professor with Tenure or Professor with Tenure must be informed in the letter of offer that although they have been reviewed and approved for tenure, they must obtain residency before tenure may be awarded.

When permanent residency has been granted, documentation will be sent to the Office of Academic Affairs. The tenure effective date will be the first of the month

in which the tenure action is approved by the Board of Trustees, after permanent residency documentation has been submitted.

Tenure track probationary appointments (regardless of rank) – hire without tenure

Probationary tenure track faculty must be informed in the letter of offer that permanent residency status must be obtained before tenure may be awarded, should their mandatory tenure review be successful.

## B. Regular Research Track Faculty

Research track faculty (Faculty Rule 3335-7-[30-40] <http://trustees.osu.edu/rules7/ru7index.html>) of FABE shall include faculty with rank and title of research professor, research associate professor, and research assistant professor with a University appointment totaling at least a 50 percent or more of service in FABE. FABE endorses the College expectations that:

*Appointment at the Research Assistant Professor level requires that the individual have a doctorate and a record of high quality publications that strongly indicate that the individual indicate the ability to sustain an independent, externally funded research program. Appointment at the rank of Research Associate Professor or Research Professor requires that the individual have a doctorate and meet, at the minimum FABE's requirements for promotion to these ranks.*

With each rank, there will be allowable contracts and probationary periods that are pertinent to each appointment. These probationary periods will follow the College rule where:

*Appointment of regular research faculty entails a one-to five-year contract. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to regular research faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. FABE may consider contract renewal and a formal review of the faculty member is required in the penultimate year of the current contract period.*

## C. Auxiliary Faculty

The auxiliary faculty is comprised of two general groups with two faculty titles in each group: 1) all persons with **adjunct titles** (i.e. adjunct professor, adjunct associate professor, adjunct assistant professor) and **part-time faculty**, and 2) **visiting faculty, lecturers and senior lectures** (Faculty Rule 3335-5-19 (C)).

Auxiliary faculty affiliation with FABE carries the expectation of significant contribution to FABE, in accordance with salary or privileges extended. In the case of adjunct appointees, this

would be equivalent to the teaching of one three credit course each year, or equivalent service in research, outreach education, and international programs. In the case of visiting faculty, lecturers, and part-time faculty, this contribution must be carefully defined in the process of appointment. According to the Rules of the Faculty (3335-5-19) auxiliary faculty may not vote in any level of governance. This includes departmental, college and university levels.

Auxiliary faculty are not eligible for tenure, and any time spent as an auxiliary appointee will not count toward tenure in the event the auxiliary faculty member assumes or is appointed to a tenure-track position within FABE.

**Adjunct faculty** and **Part-time faculty** appointment privileges and responsibilities in FABE include:

- Co-advising graduate students in accordance with their graduate faculty status.
- Teaching at the undergraduate level and, if approved by the Graduate School, the graduate level.
- Representing FABE on University, College, OARDC, OSUE, and professional committees where appropriate.
- Attending and participating in faculty meetings, but without voting privileges.
- Serving on Departmental committees.
- Serving as Department faculty representatives on search committees.

**Visiting faculty** and **lecturer** responsibilities and privileges are usually agreed upon as a condition of affiliation.

#### **D. Courtesy Appointments for Regular Tenure-track Faculty**

Regular tenure-track faculty with appointments in other units of the University are eligible to be appointed to and hold no-salary (0% FTE courtesy) appointments in FABE. The rights and responsibilities of such faculty appointed within FABE are determined by FABE as set forth in this document.

No-salary regular-tenure track faculty affiliation with FABE carries the expectation of significant contribution to FABE, equivalent to the teaching of one three credit course each year, or equivalent service in research and other scholarly activities, outreach education and international programs.

In general, regular tenure-track no-salary faculty privileges and expectations include:

- Advising graduate students in accordance with their graduate faculty status.
- Teaching at the undergraduate and, if approved by the Graduate School, the graduate level.
- Representing FABE on University, College, OARDC, OSUE and professional committees where appropriate.
- Attending and participating in faculty meetings, but without voting privileges.
- Serving on Departmental committees.
- Serving as Department faculty representatives on search committees.



## E. Emeritus Faculty

Any member of the regular faculty who has served continuously at The Ohio State University for at least 10 years, and who retires from the University shall be considered for appointment to Emeritus status. Emeritus status is a University level rather than a departmental level title and shall not be duplicated for service in more than one department (Faculty Rule 3335-5-19 (D)).

## IV. PROCEDURES

See the Office of Academic Affairs Policies and Procedures Handbook <http://oaa.osu.edu/handbook/tc.html> on the following topics:

Recruitment of Regular Tenure Track, Clinical Track and Research Track Faculty

[http://oaa.osu.edu/handbook/ii\\_recruit.html](http://oaa.osu.edu/handbook/ii_recruit.html)

Appointments at Senior Rank or with Prior Service Credit

[http://oaa.osu.edu/handbook/ii\\_seniorrank.html](http://oaa.osu.edu/handbook/ii_seniorrank.html)

Hiring Faculty From Other Institutions After April 30

[http://oaa.osu.edu/handbook/ii\\_april30hire.html](http://oaa.osu.edu/handbook/ii_april30hire.html)

Appointment of Foreign Nationals

[http://oaa.osu.edu/handbook/ii\\_foreignnatl.html](http://oaa.osu.edu/handbook/ii_foreignnatl.html)

Letters of Offer

[http://oaa.osu.edu/handbook/ii\\_lettoffer.html](http://oaa.osu.edu/handbook/ii_lettoffer.html)

### A. Regular Tenure Track and Research Track Faculty

A national search will be done for all tenure and research track faculty appointments with a vigorous effort to ensure a diverse pool. A faculty search committee will develop a position description for approval by the faculty and the dean of the College. In most cases, at least one person from a cooperating department will be part of the search committee since most Department faculty are intimately involved in interdepartmental and interdisciplinary activities. When interviews occur, all interested faculty are expected to be involved through tours and seminars on both Wooster and Columbus campuses. Department search committees will also seek involvement statewide from stakeholders, especially when the person has an OSUE Extension appointment.

For ranks above assistant professor, except research track faculty, most appointments will be made with tenure at a level approved by the College. Research track faculty will require approval from the College without tenure. When an associate professor is appointed without tenure, a probationary period will be established in writing by mutual agreement between the

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faculty candidate, chair, and college dean consistent with Faculty Rule 3335-47-10 (C). In the case of Research faculty, the initial contract is probationary, and a faculty member will be informed by the end of each probationary year as to whether he or she will be reappointed the following year (3335-7-35 (C)).

Each probationary faculty member will have a mentoring committee of at least three tenured peers who are senior in rank and classified as regular faculty. The committee will be appointed by the Chair within the first six months of appointment and will be expected to function until the end of the probationary period. At least two mentors shall be members of FABE's regular faculty. At least two mentors will be chosen by the Chair; one or more mentors can be chosen by the probationary faculty member in consultation with the Chair.

### **B. Auxiliary Faculty**

Auxiliary faculty are usually considered for faculty affiliation in one of two ways: by invitation of the faculty and Chair because of an individual's professional stature and potential to contribute to the academic and service programs of FABE or by an individual's or administrative unit's request to be affiliated with FABE because of the person's professional interests and potential for contributing through FABE.

**Adjunct faculty**, who request such appointments, should parallel the appointment procedure for hiring regular faculty. All requests should be addressed to the Chair. Where a candidate has requested adjunct affiliation, the request should consist of a letter from the candidate outlining the rationale for the affiliation, what contribution can be expected, and the candidate's credentials for academic affiliation. In lieu of a search committee, the Chair will ask the professional development committee to serve as an evaluation committee for each candidate.

If any person is to be potentially invited to affiliate in an adjunct status, the Chair will ask the evaluation committee to do a preliminary assessment of the candidate and the candidate's worthiness for affiliation. This preliminary assessment is to minimize the potential for embarrassment by extending an invitation for someone's credentials; then rendering a negative decision. If this evaluation is positive based on whatever evidence can be compiled, then the candidate is invited to submit their full credentials for consideration.

This evaluation committee will review each candidate's credentials and will establish the areas and potential for discipline contribution. This process should also allow for the candidate to present a seminar to the faculty and for the faculty to interview the candidate. The evaluation committee will make its recommendation to the Chair. The Chair will make a recommendation to the faculty and allow for the evaluation committee to report to the faculty.

Whenever other institutions or units, e.g., ARS, NRCS, ODNR, and other academic institutions anticipate that a candidate would seek adjunct status in FABE, the hiring institution or unit is expected to include regular Departmental faculty in its search and interview process in anticipation of adjunct affiliation with FABE.

Adjunct faculty appointments must be reviewed every year, and appointments renewed if justified. The purpose of this review will be to determine the continuing contributions to FABE and to guard against adjunct appointments becoming "courtesy appointments" for title only with no contribution to Departmental programs. The review will be conducted by the professional development committee and Chair and reported to the faculty with recommendations for action. Any changes in adjunct appointment shall be voted on by the faculty.

Adjunct faculty may be promoted through the same process as regular faculty. The recommendation going forth from the Chair will be accompanied by a letter summarizing the candidate's accomplishments and documenting the case for promotion in accordance with the College and Departmental criteria. If the Chair does not recommend promotion the decision is negative and the case is not forwarded to the College level for review.

**Part-time faculty** (less than 50 percent) appointments initiated by FABE will be sought, evaluated and approved in accordance with the same procedures as apply to new, regular faculty appointments. Part-time faculty appointments initiated by the involved individual will be handled within FABE in the same manner as is an application for any full-time, regular faculty position. Part-time faculty are not eligible for tenure. Their promotion will be considered and handled within FABE in the same manner as for full-time regular faculty.

**Visiting faculty** are usually on sabbatical or professional leave from their home institution. The Chair will submit the request and credentials of the applicant to FABE faculty for approval. Usually the visiting faculty title is applicable to faculty from other universities or institutions who have either requested or been invited to affiliate with FABE on a temporary basis for a specific duty or assignment. They are not eligible for promotion.

**Lecturers** are usually hired for the purpose of teaching a specified course or rendering a specified service to FABE. The Chair will inform the faculty of a given need and submit the credentials of the individual to the faculty for approval. Lecturers with faculty title are eligible for promotion to senior lecturer through the same process as regular faculty. The only difference is that a complete dossier will not be required beyond FABE level. The recommendation going forth from the Chair will be accompanied by a letter summarizing the candidate's accomplishments and documenting the case for promotion in accordance with the College and Departmental criteria.

### C. Courtesy Appointments for Regular Faculty

No-salary regular faculty are usually considered for courtesy faculty affiliation in one of two ways: by invitation of the faculty or Chair because of an individual's academic stature and potential to collaborate and contribute to the disciplines and programs of FABE, or by an individual's or administrative unit's request to be affiliated with FABE because of shared academic interests and potential to contribute to FABE programs.

All no-salary, 0% FTE regular faculty have their responsibilities and general expectations outlined prior to their appointment. In general, they are expected to attend and participate in

Departmental seminars and programs and to contribute tangibly and collaboratively, including their occasional physical presence, to the academic program, research and other scholarly activities, outreach education and service elements of Departmental programs.

5           No-salary regular faculty appointments are to be approved in accordance with the same  
 procedures as apply to budgeted, regular faculty appointments except that a Departmental search  
 committee normally will not initiate the process. The candidate's credentials must be submitted  
 and an interview, seminar, or other mode of evaluation must occur with a recommendation for  
 10 approval submitted to the faculty by the Chair. If possible, the evaluation process should occur  
 at the same time the candidate is interviewed by the candidate's tenure-initiating or budget unit  
 where Department faculty would be directly involved in the interview process; otherwise, an  
 independent interview and/or evaluation process should be initiated.

15           The tenure and/or promotion process for no-salary appointees is initiated within the primary  
 tenure-initiating or budget unit. Based upon materials supplied by the initiating unit, the FABE  
 Chair, after consultation with the professional development committee, shall then forward a letter  
 to the initiating unit for inclusion in the appointee's promotion and tenure file. Any approved  
 changes in rank or tenure in the initiating Department must be accepted by FABE for such  
 20 appointments, or the alternative of withdrawing no-salary faculty status may be exercised by  
 faculty action.

25           The promotion/tenure criteria and process for jointly appointed faculty will be the same as  
 for regular faculty. The promotion process for these appointments will be initiated by the tenure-  
 initiating unit. FABE will initiate its promotion process simultaneously with the other tenure-  
 initiating unit for those joint appointees whose tenure-initiating unit is outside FABE but will  
 apply its own criteria appropriate to the appointment in recommending promotion.

#### **D. Emeritus Faculty**

30           This title must be recommended concurrently with the faculty member's retirement. Upon  
 request in writing by the retiring faculty member to the Chair, the Chair shall develop a  
 recommendation to the Dean for transmittal to the Provost. The proposal for Emeritus status  
 shall be made at the current rank of the individual. Final approval of Emeritus status is granted  
 by the Board of Trustees upon the recommendation of the President.

35           Faculty will receive emeritus titles in their tenure initiating unit even though they may have  
 held appointments in other departments. Faculty will hold only one emeritus title.  
 Administrators will hold (if requested) the administrative title emeritus and the faculty emeritus  
 title in their tenure initiating unit. (Acting Provost Firebaugh memo of July 25, 1986.)

40           Emeritus faculty will continue to receive a number of privileges, such as the use of the  
 University libraries, free parking, the option to purchase tickets to athletic events, information  
 about University events, and attendance at classes without payment of fees. Members of the  
 emeritus faculty who continue to be active professionally will be provided Departmental

facilities and services where available. FABE will provide space and services to active emeriti in proportion to the assistance and services rendered.

## V. ANNUAL REVIEWS

### A. Procedures

The department follows the requirements for annual reviews as set forth in the Office of Academic Affairs Policies and Procedures Handbook:

Regular tenure track                    [http://oaa.osu.edu/handbook/x\\_annreview.html](http://oaa.osu.edu/handbook/x_annreview.html)  
 Regular research track                [http://oaa.osu.edu/handbook/x\\_annreviewrrt.html](http://oaa.osu.edu/handbook/x_annreviewrrt.html)

A well documented annual review is the primary process by which performance and achievement are evaluated for all faculty. It provides information for determining renewal of probationary appointments and is the basis on which merit salary increase recommendations are made. The report is used to gauge the individual's professional growth and contribution to the intellectual life of FABE and University. It is the responsibility of each faculty member to document performance and accomplishments in teaching, research and other scholarly activities, and service according to the criteria set forth in GENERAL PERFORMANCE CRITERIA (Section IX of this document), and College of Food, Agricultural, and Environmental Sciences, The Ohio State University Faculty Reward System Guidelines for Annual Performance Review, Promotion, and Tenure (Section X of this document).

The annual report through the College Uniform Report System will follow general University promotion and tenure documentation of accomplishments in instruction, research and other scholarly activities, and service for the preceding calendar year. An updated brief (one page) biographical sketch for Department files will also be required.

In addition, the annual report shall include a statement of duties and responsibilities estimated for and expected for the coming year. It should be consistent in format with FABE's Faculty Duties and Responsibilities Policy statement (adopted 5/28/93). It should indicate the faculty member's best estimated percentages of effort expected for the coming year in: 1) academic program (not required for research faculty), 2) outreach instruction (not required for research faculty), 3) research and other scholarly activities, and 4) service. The statement should summarize the major elements of expectations within each category. Anticipated or desired changes for the next or future years should be documented for discussion with the Chair.

The criteria for the report and any other documentation will be provided by the FABE Chair during Autumn Quarter. It is the responsibility of the FABE Chair to communicate to the faculty documentation format, timetables, new policy materials from the Provost and College, and any other changes in Faculty Rules or procedures that may impact the criteria or procedures of FABE. In general, the Chair is expected to communicate most information before the end of Autumn quarter so that faculty have time to document information. Faculty members must

submit the updated CV, bio-sketch and annual comprehensive URS report of accomplishments for the previous calendar year to the Chair by January 30<sup>th</sup>.

5 It is the responsibility of the Chair to personally conduct the annual review of performance of all faculty members in person (Chair and faculty member only) using the comprehensive report of accomplishments as the basis for the review. These personal reviews shall be initiated by the Chair and be completed prior to the completion of the annual salary adjustments. The Chair will communicate to each faculty member the evaluation results in writing and counsel the probationary faculty about performance relative to Departmental expectations.

10 Copies of current faculty CV's will be made available in an accessible location in FABE where any faculty member can review them.

### 15 **B. Probationary Tenure Track Faculty**

Procedures of FABE for probationary tenure-track faculty should be consistent with Faculty Rule 3335-47-03 such that:

20 (1) *At the time of appointment, probationary faculty members shall be provided with all pertinent documents detailing tenure initiating unit, college, and university promotion and tenure policies and criteria. If these documents are revised during the probationary period, probationary faculty members shall be provided with copies of the revised documents.*

25 (2) *During a probationary period a faculty member shall be reviewed annually in accordance with this rule and with policies of the tenure initiating unit, college and university (see Section XI "Annual Review of Probationary Faculty Member Other Than the Fourth Year Review" of Chapter "Appointment, Promotion & Tenure Document-Criteria and Procedures" of this Pattern of Administration). The annual review should encompass the faculty member's performance in teaching, in scholarship, and in service; as well as evidence of continuing development. The involvement of tenure initiating unit faculty in annual reviews is strongly encouraged. External evaluations of the faculty member's work, required for tenure and promotion reviews, may be obtained for any annual review if judged appropriate by the faculty review body or tenure initiating unit chair. The tenure initiating unit chair shall inform probationary faculty members at the time of initial appointment, and in a timely fashion each year thereafter, when the annual review will take place and provide a copy of the office of academic affairs dossier outline to be completed by the faculty member in reporting accomplishments to date. At the completion of the review, the tenure initiating unit chair shall provide the faculty member and the dean of the college with a written assessment of the faculty member's performance and professional development and an indication as to whether the faculty member will be reappointed for an additional year. The assessment should include both strengths and weaknesses, as appropriate. All annual review letters to date shall become a part of a faculty member's dossier for*

*subsequent annual reviews during the probationary period, including the review for promotion and tenure.*

5 The annual report of each probationary tenure track faculty below the rank of associate professor is to be reviewed by the appointed mentoring committee. The mentoring peers are expected to provide review comments to both the probationary faculty member and the Chair in a timely manner before the Chair and faculty member's personal review. Any written comments or letters from the mentoring committee do not become part of the probationary faculty member's promotion and tenure documentation.

10 The mentoring committee is also expected to do peer evaluations of teaching performance for the probationary faculty member. This is to be done according to FABE policy on PEER EVALUATION OF TEACHING (Section 5 of Chapter "Miscellaneous Policies of FABE" of this Pattern of Administration).

15 The Chair arranges a private meeting for a personal review with each probationary faculty member to discuss progress and plans as well as the peer review team comments. After this meeting, the Chair writes a summary letter of evaluation and recommendations to the probationary faculty member that becomes part of the person's permanent file. The probationary faculty member is expected to sign and date the Chair's letter verifying that it was read and understood. The probationary faculty member has **thirty (30) days** to respond, in writing, to any documented feedback regarding performance; this faculty member's letter also becomes part of the individual's permanent file.

25 The annual review process for probationary faculty is intended to be instructive and candid as well as supportive and helpful. If the probationary faculty member considers the verbal and/or written observations and recommendations of the Chair to be unfair, unclear, or inconsistent, the faculty member can request a meeting with the professional development committee (including the Chair). Following that meeting, the committee shall meet privately to develop a summary of observations and recommendations. The professional development chair will be expected to provide a timely written summary of the observations and recommendations to the faculty member and the Chair. This professional development committee letter may be added to the probationary faculty member's permanent file at the individual's discretion.

### 35 **C. Probationary Tenure Track Faculty Fourth Year Review**

40 *The fourth year review of probationary faculty shall follow the same process as the review for tenure and promotion at the tenure initiating unit and college levels with two exceptions: solicitation of external letters of evaluation may or may not be required by the tenure initiating unit and review by the college promotion and tenure committee shall be optional in all cases where both the tenure initiating unit and the dean approve the renewal of the appointment. Renewal of the appointment of a probationary assistant professor for the fifth year requires the approval of the dean of the college. Before reaching a negative decision or a decision contrary to the tenure initiating unit's recommendation, the dean must consult with the college promotion and tenure committee.*

5 FABE Fourth-year reviews will be made at the required times and reported to the College  
with letters from the chair of the P&T committee and the Chair. As part of the fourth-year  
review, the P&T committee will vote on reappointment; an affirmative decision will be based on  
a two-thirds majority of those present and eligible to vote, assuming a quorum of two-thirds.  
10 Outside letters of evaluation will not be requested for this review. The candidate as well as the  
P&T committee and Chair will have the opportunity to provide written comments for inclusion  
in the document in accordance with Provost and College guidelines. Only one iteration of  
comments at FABE level will be permitted.

**D. Probationary Tenure Track Faculty Exclusion of Time from the Probationary Period**

15 Faculty Rule 3335-47-041 provides for time to be excluded from the probationary period  
for birth or adoption of a child, personal illness, care of sick or injured person or other factors  
beyond a faculty member's control that significantly interfered with productivity. While  
individuals may apply for consideration of a time exclusion within the limits of the rule, the  
Chair will consider, during the annual review process, whether to recommend application for an  
exclusion. FABE will not (and cannot by the Faculty Rules) require a faculty member to apply  
20 for excluded time.

In the event of non-renewal of appointment for untenured faculty, the faculty member will  
be notified in accordance with Faculty Rule 3335-47-09 Standards of Notice.

**E. Tenured Track Faculty**

25 All tenure track faculty shall have an annual review as outlined in the beginning of this  
section. A detailed URS report of teaching, research and other scholarly activities, and service  
for the preceding year along with specific goals and plans for the coming year will be expected.  
An updated brief (one page) biographical sketch for Department files will also be required.

**F. Regular Research Faculty**

30 All regular research faculty shall have an annual review as outlined in the beginning of this  
section. A detailed URS report of research and other scholarly activities, and service for the  
preceding year along with specific goals and plans for the coming year will be expected. An  
updated brief (one page) biographical sketch for Department files will also be required.

**VI. MERIT SALARY INCREASES AND OTHER REWARDS**

40 The Chair, in consultation with the Associate Chair, is responsible for the administration of  
faculty and support personnel salaries. Neither the Promotion & Tenure or Professional  
Development Committees participate in decisions on annual salary adjustments.

45 The Chair recommends to the College administration all salary adjustments, tenure and  
promotion decisions. Because of the importance of these issues to the faculty well-being and



Departmental strengths, it is imperative that the criteria, documentation format, timetables, administrative functions, faculty responsibilities, and procedures are clearly understood by the faculty.

## 5 **A. Criteria**

10 In establishing annual salary recommendations for faculty, the FABE Chair uses productivity and performance information obtained from the faculty member's annual comprehensive URS report of accomplishments; consultations with the Associate Chair; personal observation and evaluation of program performance and productivity during the year; and feedback from students, peers, clientele, professional associates, and administrators. In the case of those faculty involved in international programs, evaluative information (in addition to annual progress) may be obtained from project and program directors.

15 Merit raises are to be based on the amount and quality of productivity and individual achievements in the areas of teaching, research and other scholarly activities, and service. The criteria for merit increases are to be consistent with those categories of accomplishments and productivity outlined in the comprehensive URS annual report of accomplishments. All merit salary recommendations by the FABE Chair are subject to revision upon conferring with the Dean and appropriate College administrators and must be consistent with guidelines established annually by Central Administration.

## 20 **B. Procedures**

25 Approximately one month before annual salary raises are recommended to the College, the FABE Chair shall rate the past performance and immediate potential for all faculty and personnel holding salaried appointments in FABE based on the annual reviews. Faculty will be placed in categories of productivity from highest to lowest without consideration of rank in order to determine both merit opportunities and inequities.

30 When the University announces the salary adjustment guidelines for the year, the Chair shall decide on an adjustment range appropriate to the year, match the rating scale to the University guidelines, and develop tentative individual salary adjustments.

35 The FABE Chair shall submit the recommended salary adjustments to the Dean and make the case for all equity and excellence adjustments.

## 40 **C. Documentation**

45 The FABE Chair shall advise each faculty member in writing of their recommended salary adjustment once it is approved by the Dean. If a faculty member is not satisfied with the recommended salary adjustment, they may appeal the recommendation by following the appeals and grievances, faculty salary equity appeals process found in the OAA handbook ([http://oaa.osu.edu/handbook/iii\\_equityincrease.html](http://oaa.osu.edu/handbook/iii_equityincrease.html)).

## VII. PROMOTION AND TENURE AND PROMOTION REVIEWS

### A. Criteria

5 All faculty reviews for promotion and tenure or for promotion are organized and administered jointly by the FABLE Chair and the Chair of the professional development committee. The FABLE Chair serves as an ex-officio, non-voting member of the professional development committee.

10 According to FABLE's pattern of administration, the professional development committee is composed of all regular Department faculty with the rank of professor plus one tenured faculty elected annually by the faculty from the associate professor ranks. The professional development chair (four-year term) and vice-chair (one-year term) are elected by the committee. The chair of the professional development committee also serves as chair of any promotion and tenure committee. One professor on the committee is designated by the professional development chair as the "procedures oversight designee" to assure that commitments to fairness and affirmative action are preserved; this person also serves a similar function for all promotion and tenure reviews.

20 Promotion and Tenure Committees are composed of and have the following responsibilities as noted:

25 Tenure and promotion of all Tenure-Track Faculty consists of all tenured faculty of higher rank than the candidate. Reappointment, contract renewal and promotion of Regular Research Faculty consists of all tenured faculty and nonprobationary regular research faculty of higher rank than the candidate. All promotion and tenure committee members must review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed. Promotion and tenure committee members are expected to attend all promotion and tenure meetings except when circumstances beyond one's control prevent attendance (such as SRA and Sabbatical leaves); participate in discussion of every case; and to vote. A minimum of two-thirds of any Promotion and Tenure committee must be present and vote yes or no on a case for the vote to be valid. Abstentions are not votes. Two-thirds of yes and no votes must be yes for a vote to be considered positive. Absentee voting is not permitted.

35 FABLE endorses Faculty Rule 3335-47-02 (D) where:

40 *In evaluating the candidate's qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as the university enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In such cases care must be taken to apply the criteria with sufficient flexibility. In all instances superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured*

45 *positions. Clearly, insistence upon this standard for continuing members of the faculty is*

*necessary for maintenance and enhancement of the quality of the university as an institution dedicated to the discovery and transmission of knowledge.*

5 FABE'S FACULTY DUTIES AND RESPONSIBILITIES POLICY (adopted 5/28/93) and  
the Section IX GENERAL PERFORMANCE CRITERIA for promotion and tenure and Section  
X. College of Food, Agricultural, and Environmental Sciences, The Ohio State University  
Faculty Reward System Guidelines for Annual Review, Promotion, and Tenure are considered  
reasonably flexible, such that performance in one area of teaching, research and other scholarly  
10 activities, and service may be balanced against another. However, for promotion to any rank  
above assistant professor, the candidate must have demonstrated exceptional performance in  
teaching, research and other scholarly activities, and service and perform in a substantial (for  
associate professor) and distinguished (for professor) manner consistent with expectations of  
position responsibilities. A less than commendable performance in any category will preclude  
15 the candidate from receiving a recommendation for promotion.

**B. Promotion to Rank of Associate Professor with Tenure**

20 FABE endorses Faculty Rule 3335-47-02 (C) where:

*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, as a scholar, and as one who provides effective service; and can be expected to continue a program of high quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university.*

25 Further, according to Faculty Rule 3335-47-02 (B): *Tenure will not be awarded below the rank of associate professor.*

30 FABE exercises very high standards for the awarding of tenure since a positive tenure decision has a profound impact on the quality and future of FABE. A faculty member's pattern of performance over the probationary period is expected to yield a high degree of confidence that the candidate will continue to develop professionally. Performance criteria varies both according to Departmental mission and the particular responsibilities of each faculty member. In  
35 determining excellence, candidates are judged against the norms of high achievement among peers at the national level and in the areas that are central to their responsibilities.

**C. Promotion to Rank of Professor**

40 FABE endorses Faculty Rule 3335-47-02 (C) where:

*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.*

Again, in determining excellence, candidates are judged against the norms of high achievement among peers at the national level and in the areas that are central to their responsibilities. FAFE expects an individual ready for promotion to professor to be a role model for less senior faculty, for students, and for the profession. Each faculty member is to be assessed in relation to both assigned and chosen responsibilities; distinguished performance in these responsibilities is required.

#### **D. Procedures**

FAFE's procedures for promotion and tenure reviews are to be consistent with those set forth in Faculty Rule 3335-47-04 where:

*All candidates for promotion and tenure are reviewed by the eligible faculty and by the chair of their tenure initiating unit. Candidates will also be reviewed at the college and university levels. The tenure initiating unit chair is responsible for informing the candidate in writing of the provost's final decision (if negative) or recommendation to the board of trustees (if positive).*

The P&T discussion and vote by secret ballot for each candidate is organized by the promotion and tenure committee and led by its chair. The FAFE Chair, as an ex-officio member, is expected to participate as a resource person in all discussions, but does not vote on any promotion and tenure decisions. If more than one candidate is reviewed in a single meeting, each candidate is to be thoroughly reviewed and voted on independently.

*The review for tenure during the final year of a probationary period is mandatory and must take place.*

*A faculty member may ask to be considered for non-mandatory promotion and tenure review or for promotion review at any time; however, the tenure initiating unit promotion and tenure committee (professional development committee) may decline to put forth a faculty member for formal non-mandatory promotion and tenure review or promotion review if the candidate's accomplishments are judged not to warrant such review. The promotion and tenure committee (professional development committee) may not deny a tenured faculty member a formal review for promotion more than three consecutive years.*

Promotion consideration for non probationary faculty is initiated in writing by the faculty member to the FAFE Chair. The FAFE Chair and chair of the professional development committee consult with the candidate as to the necessary documentation procedures and probability of success in the proposed year.

*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 tenure initiating unit chair in writing. If the review process has moved beyond the tenure initiating unit, the tenure initiating unit chair shall inform the*

*dean or the senior vice president for academic affairs and provost, as relevant, of the candidate's withdrawal. Withdrawal from the mandatory tenure review during the final probationary year means that tenure will not be granted.*

5        *The tenure initiating unit chair or chair of the promotion and tenure committee shall be 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, as appropriate, within the tenure initiating unit. The tenure initiating unit chair or chair of the promotion and tenure committee shall also be responsible for*  
10        *obtaining letters from external evaluators and from other units at this university in which the candidate has appointment or substantial professional involvement, whether compensated or not. Some of the external evaluators should be suggested by the candidate and some by the FAFE chair or promotion and tenure committee; no more than one-half of the letters contained in the final dossier should be from persons suggested by the candidate.*  
15        *All solicited letters that are received must be included in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by anyone other than the above authorized persons may not be included in the dossier.*

20        The FAFE Chair should make every effort to obtain a minimum of six letters of evaluation from distinguished peers outside the University. At least two but less than fifty percent of the letters should be from evaluators recommended by the faculty member. Letters of evaluation must be solicited from reviewers who do not have a personal or close professional relationship with the candidate.

25        FAFE's professional development committee will critique and approve the dossier prepared by the faculty member before it is presented to the P and T Committee. The professional development committee will also be responsible for verifying publications, reviewing and verifying teaching evaluations, and organizing related information for the faculty review. All evaluation materials shall reflect and relate to the GENERAL PERFORMANCE CRITERIA,  
30        Section IV, of this document and FAFE document on Faculty Duties and Responsibilities (adopted 5/28/93).

35        Candidate's mentoring committee chair will be responsible for thoroughly presenting the candidate's dossier and related materials to the Promotion and Tenure Committee (P&T) for evaluation and vote by the committee. In preparation for an evaluation, the P&T committee may request the faculty member appear before the committee to provide additional information. Likewise, the faculty member may be granted a request to appear before the committee (but not the entire faculty) for the purpose of providing additional information.

40        The professional development committee will review potential conflict of interest cases of eligible voting faculty and shall be guided by the University's Conflict of Interest Policy.

45        In terms of voting eligibility, faculty deliberations and voting are to be done in private and in the absence of the faculty member under consideration. A faculty person who is eligible to vote must be present for the entire pre-vote discussion and during the vote. In all cases, the

professional development committee chair is expected to schedule reviews when largest number of committee members in residence can be present.

5 A report of the faculty review, including both strengths and weaknesses, and the numerical vote of the eligible faculty will be forwarded by the Professional Development Committee/Promotion and Tenure chair to the FABLE Chair, after assuring the letter reflects the consensus of the P & T Committee, for inclusion in the dossier. The report will also include the number of faculty in each rank who participated in the evaluation.

10 *The chair 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 letter have been completed, the candidate should be notified 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 tenure initiating unit chair with written comments on the tenure initiating unit review for inclusion in the dossier within ten calendar days of notification of the completion of the review. The promotion and tenure 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.*

20 *The tenure initiating unit chair shall forward the dossier with all internal and external evaluations, candidate comments on the tenure initiating unit review and promotion and tenure committee and/or chair responses to those comments, if any, to the dean of the college.*

25 **E. Candidates Responsibility**

30 *The candidate shall have primary responsibility for preparing, according to office of academic affairs guidelines, a dossier documenting his or her accomplishments. The Chair and chair of the professional development committee will work with each candidate and mentoring committee (in the case of probationary faculty) in preparing the promotion review document. Each mentoring committee will be especially responsible for assisting probationary faculty members to have complete documentation. Tenured and adjunct faculty seeking promotion may be assigned an ad hoc document review committee including the Chair and professional development committee chair at the discretion of the candidate.*

35 1. Academic Program

To document instruction evaluation, the following criteria and procedure may be used:

- 40 a. Student evaluation:
- Every student in each course will be provided an opportunity by the instructor to complete an anonymous evaluation, including an essay format, of the instruction, the instructor, and the course.
  - FABLE requires the use of Student Evaluation of Instruction (SEI) forms as the primary student evaluation instrument. Faculty are to administer the SEI following
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the “Guidelines for Administration of Student Evaluation of Instruction” which accompany the forms as distributed to the faculty member. Faculty may accompany SEI forms with evaluative instruments of their own design. Student evaluation forms will be reviewed by the Chair for all probationary faculty.

- 5 - Exit interviews of seniors and graduate students will be conducted by the Chair or his/her designee to provide feedback on teaching performance, course adequacy, and student performance.
- General feedback from job performance.
- Solicited letters from present and former students.
- 10 b. Peer evaluation (See Policy Statement - Peer Evaluation of Teaching)
  - Classroom observation with written and scored comments on a Department form and performed by a faculty member attending a class or lab session. The FASE Chair may be the reviewer if agreed to by the instructor being evaluated.
  - Evaluation of teaching, including evidence of the development of new and effective techniques of instruction and instructional materials, (e.g., homework, problem sets, field trip agendas, case studies).
  - 15 - Evaluation of exams and course syllabus.
  - Evaluation of testing instruments and level of expectation commensurate with the course level and course description.
  - 20 - Assessment of student intellectual growth and preparation for subsequent courses.
  - Evaluation of contributions to curricula development and appropriateness of teaching load with respect to subject matter specialty and curriculum requirements.
  - c. Other evidence of instruction performance and productivity:
    - Recognition or awards for distinguished teaching.
    - 25 - Publications authored, co-authored or edited.
      - Peer-reviewed publications designed primarily to communicate with other educators, e.g., journal articles on curricula, course innovations, recruiting, and student placement.
      - Textbooks and chapters in textbooks or peer-evaluated books of readings.
      - 30 - Articles, papers, reviews and other non-reviewed class reading materials.
    - Development and application of innovative visual, audio, and computerized teaching techniques and evidence of use by other educators.
    - Updating instructional competence through workshops, study leaves, courses, industry visits, interaction with practitioners, and self-study.
    - 35 - Leadership in development of courses and curricula which goes beyond normal teaching and service expectations.
    - Evaluation of trends in enrollment attributable to the quality of instruction.
    - Obtaining grants for furthering teaching efforts.
    - Any other information which the candidate may wish to submit.

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## 2. Outreach Education

To document outreach education, the following criteria and procedures may be used:

- 45 a. Development and delivery of outreach education programs (lessons, courses, and curricula).

- The outreach lessons or programs developed and the depth and breadth of subject matter included and their impact.
- The scope of courses of study (series of multiple lessons) developed and their impact.
- 5 - Participation in the development of a curriculum of study (series of courses).
- Involvement in program planning and development at the county, multi-county, state, regional, national and international levels, including the development of proposals for program funding and success thereof.
- 10 - Formal evaluations of OSUE meetings and programs and other outreach education activities.
- Peer review of outreach teaching (See Policy Statement - Peer Evaluation of Teaching).
- written assessment coordinated by other Departmental faculty members
- 15 - written assessment obtained by the FABE Chair or designated representative on at least a biennial basis with input from OSUE personnel outside FABE and others where appropriate.
- b. Development of teaching materials for outreach education.
  - 20 - The number, quality, and scope of written teaching plans or programs, discussion guides, and related educational materials for use in teaching and for adoption by other outreach educators such as field OSUE faculty, vocational agriculture instructors, and industrial trainers.
  - The number, quality, and scope of visual, audio, and computerized teaching aids (software packages), and evidence of use by other educators.
- c. Publications authored, co-authored, or edited.
  - 25 - Peer-evaluated publications designed primarily to communicate with other educators or to serve as basic references, e.g., OSUE bulletins, journal articles, books and book chapters, proceedings, etc.
  - 30 - Popular and technical articles designed primarily to communicate timely subject matter directly to outreach students and the general public, e.g. articles in citable news magazines, newspapers, trade journals, house organs of businesses and associations, and newsletters.
- d. Professional and society presentations, including volunteered and invited papers, presented before professional societies on the subject of outreach education.
- e. Mediator of knowledge between the University and the public.
  - 35 - Utilization of print and broadcast media for knowledge dissemination to outreach students and the public at large.
  - Consultation with existing and potential users of outreach education, including farmers, industry and agribusiness operatives, leaders in agricultural and community organizations, and other educators, regarding
    - 40 problem recognition and the identification of on-going and emerging needs and opportunities for outreach education on food, agricultural, and biological engineering subjects within the faculty member's areas of expertise.
- f. Recognition or awards for distinguished outreach education.



- g. Election to positions of leadership in organizations concerned with outreach education in food, agricultural, and biological engineering and participation in professional organizations associated with teaching and outreach education.
- h. Unsolicited letters from outreach students, including OSUE clientele, and others involved in outreach education.
- i. Evidence of grant activities to further their extension activities.

### 3. Research and Other Scholarly Activity

To document research and other scholarly activity, the following criteria may be used:

#### a. Publications

The following general types of publications will be cited with the highest quality being associated with peer review:

- Peer reviewed articles, books and book chapters, monographs, and research bulletins based on original research have primary importance as evidence of research accomplishment.
- Patents and patent applications.
- 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. Regional research and application handbooks may fall in this category if they are reviewed by large committees.
- Review articles that require significant investigation on the part of the author and pass a careful peer review.
- Published, invited, and selected papers presented at professional meetings.
- Citable publications and reports that are not peer reviewed (e.g., proceedings, workshop papers, project reports).
- Uncitable and unpublished papers and reports if the author(s) demonstrate(s) their quality and usefulness.

#### b. Research Activities

The following items are good indicators of a faculty member's research interest, activity and potential:

- Research projects in progress.
- Research proposals being developed and submitted.
- Product development.
- Invited and volunteered presentations before professional societies, commodity organizations and other user groups.
- Invited participation on peer review panels of national scope.
- Invited consultations with younger researchers in the College.
- Invited speaker on panels.
- Research laboratories and equipment developed and installed.

- Awards, professional recognitions.
- Grants or contracts in progress

5 c. Other Activities

Other indicators of quality are:

- Research program impacts on policy and OSUE programs.
- Consulting assignments (including program reviews of other departments and organizations).
- 10 - Technical assistance on projects in developing countries.
- Participation in and/or organization of panels and symposia at professional meetings.
- Public lectures.
- Development of computer software.
- Enrollment in continuing education courses related to research activities.
- 15 - Professional leaves, and other kinds of self-improvement.
- Mentoring of junior faculty.

d. Research Activities with Students

20 Much of the research completed by a faculty member is done in conjunction with graduate and undergraduate students. To a great extent, graduate student accomplishments reflect faculty teaching efforts. Indicators of quality in teaching research mastery are:

- Dissertation awards, dissertation citations, publication of results, etc.
- Ability to recruit graduate students.
- 25 - Demonstrated willingness and ability to supervise undergraduate and graduate student research projects.
- Service on MS and PhD committees.

30 4. Service

Within each of the following sections, examples of each category of service are given. Other similar services will be considered. Nature of the service and impact are to be carefully described.

35 a. Administrative Services

- Departmental Services - service as program coordinator and leader, member or chair of standing and ad hoc committees or task forces, and supervision of classified and A & P employees.
- 40 - College and University Service - serving on faculty governance, search, standing, special and interdisciplinary research committees, task forces, reviewing materials, assisting at the administrative level for international and other programs.

45 b. Student Services

Advising undergraduates, student clubs or other organizations, College Honors Committee; serving on advisory committees of graduate students, advisory committees of graduate students in other departments, graduate school exam committees, university student committees (e.g., Judicial and Academic Misconduct).

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c. Professional Services

Officers, editorial boards, committees, and task forces of professional associations; reviewing external manuscripts; regional and national research, teaching and OSUE committees; state and local task forces; state and local advisory committees; industry advisory committees and industry task forces. Service to trade (clientele) organizations (e.g., officer of a trade association, executive secretary of a trade association). Member of board(s) of directors, consulting assignments.

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d. Peer Services

Reviewing course outlines, course syllabi, internal manuscripts, internal and external research proposals, and fund seeking proposals; regional and national project writing committees; data collection and experimental design; assisting students and other faculty with computer, analytical and modeling problems; design of instruments for teaching evaluation; and participation in teaching evaluation.

**F. Regular Research Track Faculty**

As with tenured faculty, all faculty reviews for promotion and tenure or for promotion are organized and administered jointly by the FABE Chair and the professional development committee. The FABE Chair serves as ex-officio member of the professional development committee and does not vote.

According to FABE's pattern of administration, the professional development committee is composed of all regular Department faculty with the rank of professor plus one tenured faculty elected annually by the faculty from the associate professor ranks. The chair of the professional development committee serves as chair of any promotion and/or tenure committee. The Committee for Research Track Faculty for the purposes of reappointment, contract renewal and promotion of consists of all tenured faculty and nonprobationary regular research faculty of higher rank than the candidate. One professor on the committee is designated by the professional development chair as the "procedures oversight designee" to assure that commitments to fairness and affirmative action are preserved.

FABE endorses Faculty Rule 3335-7-32 where:

*The criteria for...promotion for regular research faculty shall be established by the college, school or department making such appointments and shall be set forth in that units appointments, promotion and tenure document and approved by the majority of the regular tenure track faculty of the unit and approved by the office of academic affairs. The*

*criteria must be distinct from the criteria for tenure track faculty appointments and can not require teaching.*

The criteria by appointment must reflect the preponderance of responsibilities being in research activities. A research faculty is eligible to serve on department, college and university committees and task forces but not on university governance committees. He/she is eligible to advise and supervise graduate students and postdoctoral students and to be principal investigator on extramural research grants.

## **VIII. PROMOTION AND PROMOTION REVIEWS (Research Track Faculty)**

Consistent with expectations of tenure track faculty, for promotion to any rank above assistant professor, the candidate must have demonstrated exceptional performance in research and other scholarly activities, and service and perform in a substantial (for associate professor) and distinguished (for professor) manner consistent with expectations of position responsibilities based almost solely on research. A less than commendable performance in any category will preclude the candidate from receiving a recommendation for promotion.

### **A. Promotion to Rank of Research Associate Professor**

The awarding of promotion to the rank of research associate professor must be based on convincing evidence that the faculty member has achieved excellence as a researcher, as a scholar, and as one who provides effective service to FABE, college and/or university. He/she must have a substantial record of high quality focused research consistent with a research appointment. Publications must be in high quality peer reviewed venues and be judged by external evaluators as having substantial positive impact on the field. A record of peer reviewed funding is required along with a growing national reputation and can be expected to continue a program of high quality research, scholarship, and service relevant to the mission of the Department, College and University.

### **B. Promotion to Rank of Research Professor**

Promotion to the rank of research professor must be based on convincing evidence that the faculty member has a sustained record of excellence in research; must have a national and international reputation built on an extensive significant body of high quality publications and with demonstrated impact on the field. He/she must have a record of continuous peer reviewed funding along with demonstrated research productivity and has demonstrated leadership in service.

Again, in determining excellence, candidates are judged against the norms of high achievement among peers at the national level and in the areas that are central to their responsibilities. FABE expects an individual ready for promotion to professor to be a role model for less senior faculty, for students, and for the profession. Each faculty member is to be assessed in relation to both assigned and chosen responsibilities; distinguished performance in these responsibilities is required.

### C. Procedures

5           The department's procedures for promotion and tenure and promotion reviews are fully  
 consistent with those set forth in Faculty Rule 3335-6-04 <http://trustees.osu.edu/rules6/ru6-04.html>  
 and the Office Academic Affairs annually updated procedural guidelines for promotion  
 and tenure reviews [http://oaa.osu.edu/handbook/xi\\_ptannual.html](http://oaa.osu.edu/handbook/xi_ptannual.html). The following sections,  
 10           which state the responsibilities of each party to the review process, apply to all faculty tracks in  
 the department.

          Further, FABE's procedures for promotion and tenure reviews are to be consistent with  
 those set forth in Faculty Rule 3335-47-04 where:

15           All candidates for promotion and tenure are reviewed by the eligible faculty and by the chair of  
 their tenure initiating unit. Candidates will also be reviewed at the college level. The Dean's  
 decision shall be final with respect to denial of promotion. The tenure initiating unit chair is  
 responsible for informing the candidate in writing of the final decision (if negative or if positive).

20           The P&T discussion and vote by secret ballot for each candidate is organized by the  
 professional development committee and led by its chair. Members who are not present may  
 not vote. The Chair, as an ex-officio member, is expected to participate as a resource person in  
 all discussions, but does not vote on any promotion and tenure decisions. If more than one  
 candidate is reviewed in a single meeting, each candidate is to be thoroughly reviewed and voted  
 25           on independently.

          Promotion consideration for non probationary faculty is initiated in writing by the faculty  
 member to the FABE Chair. The FABE Chair and chair of the professional development  
 committee consult with the candidate as to the necessary documentation procedures and  
 30           probability of success in the proposed year.

          Only the candidate may stop any review for promotion once external letters of evaluation  
 have been sought. The candidate may withdraw from review at any stage of the process by so  
 informing the tenure initiating unit chair in writing. If the review process has moved beyond the  
 35           tenure initiating unit, the tenure initiating unit chair shall inform the Dean or the Executive Vice  
 President and Provost as relevant, of the candidate's withdrawal.

          The tenure initiating unit chair or chair of the promotion and tenure committee shall be  
 responsible for gathering internal evidence of the quality and significance of scholarship, and  
 40           quality and effectiveness of service from students and peers, as appropriate, within the tenure  
 initiating unit. The tenure initiating unit chair or chair of the promotion and tenure committee  
 shall also be responsible for obtaining letters from external evaluators and from other units at this  
 university in which the candidate has appointment or substantial professional involvement,  
 whether compensated or not. Some of the external evaluators should be suggested by the  
 45           candidate and some by FABE chair or promotion and tenure committee; no more than one-half

of the letters contained in the final dossier should be from persons suggested by the candidate. All solicited letters that are received must be included in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by anyone other than the above authorized persons may not be included in the dossier.

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The Chair is required to solicit a minimum of six letters of evaluation from distinguished peers outside the University. At least two but less than fifty percent of the letters should be from evaluators recommended by the faculty member. Letters of evaluation must be solicited from reviewers who do not have a personal relationship or close professional relationship with the candidate.

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FABE's professional development committee will critique and approve the dossier prepared by the faculty member before it is presented to the P and T Committee. The professional development committee will also be responsible for verifying publications, reviewing and verifying evaluations, and organizing related information for the faculty review. All evaluation materials shall reflect and relate to the GENERAL PERFORMANCE CRITERIA, Section IV, of this document and FABE document on Faculty Duties and Responsibilities (adopted 5/28/93).

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FABE's professional development committee will be responsible for thoroughly presenting the candidate's dossier and related materials to the P and T Committee for evaluation and vote by the committee. In preparation for an evaluation, the professional development committee may request the faculty member appear before the committee to provide additional information. Likewise, the faculty member may be granted a request to appear before the committee (but not the entire faculty) for the purpose of providing additional information.

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The professional development committee will also review potential conflict of interest cases of eligible voting faculty and shall be guided by the University's Conflict of Interest Policy.

Faculty deliberations and voting are to be done in private and in the absence of the faculty member under consideration. A faculty person who is eligible to vote must be present for the entire pre-vote discussion and during the vote. An affirmative decision is based on a two-thirds majority of present, eligible voters. A quorum is three-fourths of faculty members who are eligible to vote and in residence performing regular duties. In all cases, the professional development committee chair is expected to schedule reviews when largest number of committee members in residence can be present.

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A report of the faculty review, including both strengths and weaknesses, and the numerical vote of the eligible faculty will be forwarded by the Professional Development Committee chair to the FABE Chair, after assuring the letter reflects the consensus of the P & T Committee, for inclusion in the dossier. The report will also include the number of faculty in each rank who participated in the evaluation.

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The FABE chair 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 letter have been completed, the candidate should be notified in writing of the completion

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of the initiating unit review and of the availability of these reports. The candidate may request a copy of these reports. The candidate may provide the tenure initiating unit chair with written comments on the tenure initiating unit review for inclusion in the dossier within ten calendar days of notification of the completion of the review. The promotion and tenure 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 tenure initiating unit chair shall forward the dossier with all internal and external evaluations, candidate comments on the tenure initiating unit review and promotion and tenure committee and/or chair responses to those comments, if any, to the dean of the college.

#### **D. Candidate Responsibility**

*The candidate shall have primary responsibility for preparing, according to office of academic affairs guidelines, a dossier documenting his or her accomplishments.* The FABE Chair and chair of the professional development committee will work with each candidate and mentoring committee in preparing the promotion review document. Each mentoring committee will be especially responsible for assisting probationary faculty members to have complete documentation.

##### **1. Research and Other Scholarly Activity**

To document research and other scholarly activity, the following criteria will be used:

##### **a. Publications**

The following general types of publications will be cited with the highest quality being associated with peer review:

- Peer reviewed articles, books and book chapters, monographs, and research bulletins based on original research have primary importance as evidence of research accomplishment.
- Patents and patent applications.
- 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. Regional research and application handbooks may fall in this category if they are reviewed by large committees.
- Review articles that require significant investigation on the part of the author and pass a careful peer review.
- Published, invited, and selected papers presented at professional meetings.
- Citable publications and reports that are not peer reviewed (e.g., proceedings, workshop papers, project reports).

##### **b. Research Activities**

The following items are good indicators of a faculty member's research interest, activity and potential:

- 5           - Research projects completed and in progress (including funding information and source of funding)
- Research proposals being developed and submitted.
- Product development.
- Invited and volunteered presentations before professional societies, commodity organizations and other user groups.
- 10          - Invited participation on peer review panels of national scope.
- Invited consultations with younger researchers in the College.
- Invited speaker on panels.
- Research laboratories and equipment developed and installed.
- Awards, professional recognitions.

15          c.     Other Activities

Other indicators of quality are:

- 20          - Research program impacts on policy and OSUE programs.
- Consulting assignments (including program reviews of other departments and organizations).
- Technical assistance on projects in developing countries.
- Participation in and/or organization of panels and symposia at professional meetings.
- Public lectures.
- Development of computer software.
- 25          - Enrollment in continuing education courses related to research activities.
- Mentoring of junior faculty.

d.     Research Activities with Students

30          Much of the research completed by a faculty member is done in conjunction with graduate and undergraduate students. To a great extent, graduate student accomplishments reflect faculty efforts. Indicators of quality in research mastery are:

- Dissertation awards, dissertation citations, publication of results, etc.
- Ability to recruit graduate students.
- 35          - Demonstrated willingness and ability to supervise undergraduate and graduate student research projects.
- Service on MS and PhD committees.

40          4. Service

Within each of the following sections, examples of each category of service are given. Other similar services will be considered. Nature of the service and impact are to be carefully described.

45          a. Administrative Services



- Departmental Services - service as program coordinator and leader, member or chair of standing and ad hoc committees or task forces, and supervision of classified and A & P employees.
- College and University Service - serving on faculty, search, standing, special and interdisciplinary research committees, task forces, reviewing materials, assisting at the administrative level for international and other programs.

b. Student Services

Advising graduate students, advisory committees of graduate students in other departments, graduate school exam committees.

c. Professional Services

Officers, editorial boards, committees, and task forces of professional associations; reviewing external manuscripts; regional and national research, state and local task forces; state and local research advisory committees; industry research advisory committees and industry task forces.

d. Peer Services

Reviewing internal and external research proposals, and fund seeking proposals; regional and national research project writing committees; data collection and experimental design; assisting students and other faculty with research analytical and modeling problems; design of instruments for research evaluation; and participation in research evaluation.

### VIII. APPEALS

Faculty Rule 3335-47-05 (A) sets forth general criteria for appeals of negative promotion decisions. Further detail on appeals alleging improper evaluation is contained in Faculty Rule 3335-5-05. This rule requires candidates who believe that they have been improperly evaluated to seek to resolve the matter informally before filing a formal appeal under that rule.

Any appeal to FAVE must be made in writing to the FAVE Chair or the chair of the P&T committee. The P&T committee with the FAVE Chair as ex-officio will review the appeal and make recommendations according to Faculty Rules and Administrative Code. According to Faculty Rule 3335-47-05:

*It is the policy of the Ohio State University to make decisions regarding the renewal of probationary appointments and promotion and tenure in accordance with the standards, criteria, policies, and procedures stated in these rules, supplemented by additional written standards, criteria, policies, and procedures established by tenure initiating units and colleges. If a candidate believes that a non-renewal decision or negative promotion and tenure decision has been made in violation of this policy and therefore alleges that it was made improperly, the candidate may appeal that decision. Procedures for appealing a*

*decision based on an allegation of improper evaluation are described in rule 3335-5-05 of the Administrative Code.*

## **IX. SEVENTH YEAR REVIEWS**

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Faculty Rule 3335-6-05 (B) sets forth the conditions of and procedures for a seventh year review for a faculty member denied tenure as a result of a sixth year (mandatory tenure) review.

## **X. APPENDIX - GENERAL PERFORMANCE CRITERIA FOR ALL FACULTY (where applicable based on appointment)**

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Faculty performance evaluations will be used to make decisions concerning salary increases, promotions, and the granting of tenure within FABE. The criteria and standards of evaluation for performance described in this section reflect FABE's mission and objectives. To qualify for faculty status, there must be substantial potential or evidence of quality teaching and contributions to the advancement of knowledge through scholarly inquiry. These performance criteria are designed to determine the extent to which Department faculty expectations are achieved and judged against the norms of high achievement among peers at the national level.

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Each Department faculty member has a tripartite responsibility: 1) to disseminate knowledge, whether through academic program, among peers, or to outreach students, including OSUE clientele; 2) to generate knowledge through research and other scholarly efforts; and 3) to provide service to the Department, College, University, and profession. Each faculty member's appointment distribution (i.e., General Fund, OARDC, OSUE, Administration) and job description are considered in evaluations, but interpreted broadly. Essentially, each faculty member is expected to have substantial levels of achievement in teaching, research, and service and to demonstrate high quality performance. As stated in Faculty Rule 3335-47-02 (D) "In evaluating the candidate's qualifications in teaching, research, and service, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another." (See Department Faculty Duties and Responsibilities Policy, adopted 5/28/93.)

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Because performance in teaching, research and other scholarly activities, and service can be difficult to assess, a variety of evaluation criteria are employed. Teaching quality is judged primarily on the basis of peer evaluations, clientele reaction, soundly conducted student surveys, and program impact. The primary indicators of successful research and other scholarly efforts are manifested as contributions to knowledge and recorded in: peer reviewed publications; patents; problem solutions; new, innovative techniques and technologies; grants; and peer recognition. Recognition of how well a faculty member contributes to service responsibilities and collegiality is judged by both peers and by those served. Faculty will be especially recognized for collaborative efforts and advances in interdisciplinary and interdepartmental programs.

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## A. Evaluation of Teaching

Effective teaching is an essential responsibility of all faculty members in FABE. 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: academic program and outreach education. Specific criteria exist for each:

### 1. Academic Program

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

To judge effectiveness of academic program, faculty in FABE will be evaluated on:

- Ability to organize and present class material with logic, conviction, and enthusiasm.
- Creativity in course development, methods of presentation, and incorporation of new materials and ideas.
- Ability to motivate students.
- Command of subject including incorporation of recent developments into academic program.
- Contributions to curricula development.

Criteria and procedures to be followed in academic program evaluation are given in Section VII. D. of this document.

### 2. Outreach Education

Outreach education refers to planned educational activities by faculty that are directed primarily toward students/clientele outside the campus classroom. These are persons who are not enrolled in courses for academic credit, and include the general public. Outreach education encompasses, but is not limited to, educational activities conducted through OSUE programs. Department faculty with an OSUE appointment are expected to demonstrate contributions through creative analysis, published accounts of research and technology, and published review articles. In addition, they are expected to produce materials and programs that digest and reduce to practical application established scientific principles and research of others, for their clientele.

To judge the effectiveness of outreach education, faculty in FABE will be evaluated on:

- Understanding of the needs for knowledge by outreach students and clientele.
- Contemporary command over subject matter and the ability to glean from the subject matter what is useful for identifying and resolving problems.
- Creativity in subject matter development, methods of presentation, and the incorporation of new ideas.
- Ability to communicate effectively with outreach students, both orally and in writing.

- Development of effective teaching programs and materials.
- Ability to anticipate the needs of outreach students and to respond with appropriate educational activities.

5 Criteria and procedures to be followed in outreach education evaluation are given in Section VII. D. of this document.

**B. Evaluation of Research and Other Scholarly Activity**

10 Scholarship is the responsibility of each faculty member in FABE, regardless of budgetary appointment (General Fund-OARDC-OSUE). There should be evidence that the faculty member is continuously and effectively engaged in creative activity of high quality and significance. Scholarly productivity takes many forms: theoretical innovation; the development of solutions through basic research, applied research, and empirical techniques; and the creative application  
15 of existing concepts, knowledge, and empirical methods to problem solving.

Each faculty member is expected to develop a research program, the focus and scope of which reflects professional interests as well as Departmental goals. Written accounts of scholarship, particularly those that have been reviewed by peers, are the primary indicators of  
20 quality. Publication quality and usefulness is assessed by employing indicators such as the citation indices, reprint requests, letters from peers, evidence that results have influenced peers and users.

Criteria to be followed in documenting and evaluating research and other scholarly activity  
25 are given in Section VII. D. of this document.

**C. Evaluation of Service**

FABE deems service to programs of the Department, College, University and professional  
30 organizations 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 following major categories (administrative, student, professional, and technical).

35 Service is work done or duties performed for others at all levels within the University and professional services to government, agribusiness, and professional associations at local, state, national, and international levels. Quality of service will be judged by the impact of the service on the organization served. Personal service contributed to civic organizations, church, charities, community, and other organizations does not fall within the definition of professionally-oriented  
40 service used herein.

Criteria to be followed in documenting and evaluating service are given in Section VII. D. of this document.

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**D. COLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES,  
THE OHIO STATE UNIVERSITY Faculty Reward System Guidelines for Annual  
Performance Review, Promotion, and Tenure**

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**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)

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15 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**

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

- High quality professional work
- Relevance to the goals of the College
- 25 • 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
- 30 • Peer review – both as validation of accomplishment and as a contribution to development of others

**Scholarly Performance**

35 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.

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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.

5 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.

10 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).

15 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.

20 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

35 An annual set of faculty responsibilities and expectations, developed and agreed upon by the individual faculty member and FABE 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 FAFE chair/school director, will serve to update and amend the position description created at the time of initial appointment.

5 This statement of responsibilities and expectations will be made available within FAFE 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.

10 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

15 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:

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

25 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**

30 The annual performance review between each faculty member and the FAFE 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.

35 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.

40 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 and grants received



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

- 5
- 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

10 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
- 15 • The extent to which it enables capacity building for individuals, communities, and institutions
- The development of teaching materials, curriculum, and grants
- Extension publications and peer reviewed presentations
- Ability to contribute to team and interdisciplinary efforts

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#### Research and/or Creative Works

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

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- Publication in peer-reviewed journals
- Acceptance of peer reviewed papers and presentations
- Publication of scholarly books
- Publication of peer-reviewed Extension publications
- 30 • 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:
- 35 • 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.

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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
- 5 • 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.

10

### Service

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

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- 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,
- 20 • 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.

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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.

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### 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.

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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.

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### **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:

- 5 (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:
- 10 (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.

15 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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