

Promotion and Tenure in the Department of Agricultural Economics and Rural Sociology Review Procedures

March 30, 2011

This document explains and updates Department procedures for reviewing the performance of tenure-track faculty members (Assistant, Associate Professors and Professors). This document conforms to current University rules, and the latter take precedence in the event of any changes. The objectives of this policy are (i) to clarify procedures, expectations and responsibilities for all concerned, and (ii) to engage senior faculty proactively to assist the Chair in the crucial role of guiding the professional career review and advancement of Assistant and Associate Professors. This document replaces and supersedes all previous department statements on review, tenure and promotion.

Departmental Description

The Department of Agricultural Economics and Rural Sociology is engaged in the scholarship of research, teaching, extension and service that emphasize specific areas such as farm and agribusiness management, marketing, international trade, natural resource and environmental economics, and community and international development. The Department is also engaged in multidisciplinary research, teaching, extension and service which affect the food system, natural resources and the environment.

Appointments in the Department are split and usually based on contribution to at least two of the Department's mission in research, teaching, extension/outreach and service. Administrative responsibilities are occasionally assigned to faculty and this will be considered during the evaluation process. For the most part, a two way appointment is encouraged. However, faculty evaluation for promotion and tenure will be based on the individual appointment, assignment negotiated upon hire and adjusted on an annual basis, and agreed upon by the individual and the department chair. All faculty are, however, expected to participate in the three missions of the University (research, teaching and extension). Every faculty member, but especially those who have earned tenure, is expected to participate in Departmental, College and University, professional group activities.

Faculty Reviews

Annual Statement of Responsibilities and Expectations

Faculty members are required to develop an outstanding and peer-recognized program to commensurate with their specific job assignment in teaching, research, and extension/outreach. An annual statement of faculty responsibilities and expectations mutually agreed upon by the individual faculty member and the Department Chair will be the basis of the annual evaluation by the Department Chair. It will serve to update and amend the initial job offer letter.

The College of Agriculture Faculty Activity Report (FAR) and, if needed, supplementary material, will be used to develop the statement of faculty responsibility and expectations. FAR must be completed by the candidates by the last day of February and the annual review is to be organized between the faculty member and the Chair before April 30.

The annual statement of responsibilities and expectations for probationary faculty will be made available within the department so that all faculty members are aware of the agreed-upon responsibilities, and that all faculty eligible to vote on tenure and promotion will have the necessary information available to them when making promotion and tenure decisions. The faculty eligible to vote on promotion and tenure must judge candidates' performance against the job offer letter and the annual statement of responsibility and expectations.

Annual Evaluation by the Department Chair

Annual evaluation will be conducted by the Department Chair. During the annual review process each faculty member will be responsible for reporting:

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

The Head/Chair's responsibility in preparing the written report and the role of the faculty member being evaluated and his/her acceptance of the report are spelt out in the Auburn University Handbook¹:

The department will use the annual faculty reporting form adopted by the College for this annual evaluation.

¹ Auburn University Faculty Handbook <http://www.auburn.edu/academic/provost/handbook/>. Downloaded March 3, 2010.

Tenure

To earn tenure the candidate must demonstrate willingness and aptitude to participate in the three missions of the university (research, teaching and extension or outreach). The candidate must show that his/her continuing service at the university, college and department will improve the long range goal of the institution by being scholarly active and productive. The individual will also continue to develop distinguished academic achievement that will serve as a basis of regional, national and international reputation.

The individual must show collegiality which means that the individual is able to promote in a cordial manner the goals of the university, college and department. The individual is able to work with others in interdisciplinary research, teaching and extension or outreach activities.

Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

Promotion and Tenure Committee

The Promotion and Tenure Committee (P&T Committee) will assist the Department in the evaluation of, and provide feedback to, probationary faculty seeking tenure and promotion to Associate Professors and faculty seeking promotion from Associate Professor to Professor.

The P&T Committee will be elected from among the ranks of full Professors and will have one non-voting Associate Professor; all faculty holding rank and tenure in the department are eligible to vote on the composition of the committee. The term of service of the P&T Committee will be three years. Once constituted, the Committee will choose a Chair and an appropriate process for staggered rotation of Committee membership. The committee would bring to the attention to the department any needs for changes in P&T policy when such needs are identified.

Probationary faculty will provide the departmental P&T committee with a performance document organized according to the University P&T guidelines. This document will contain accumulated performance for the past years of service as well as current year performance. The candidates are also encouraged to adopt and utilize measures of assessments (number of citations, acceptance level of journals, number of hits of the papers and adoption of research methods) that would demonstrate the innovative aspects of their research program and its contribution to science. The P&T Committee will assess and provide feedback to candidates regarding their progress towards P&T. Specifically, the P&T Committee will conduct *annual* evaluations of probationary faculty and *biennial* evaluations of faculty candidates for promotion to full Professor. Evaluations will consider actual research, teaching, extension, outreach and service appointment of the candidate during the evaluation period as well as changes that might have occurred due to changes in needs for teaching/research/service/extension within the department. A copy of the P&T Committee's report will be given to the candidate for P&T and the Department Chair and included in the probationary faculty

member's personnel file. The evaluation by the P&T committee should be completed no later than August 31 of each year.

For promotion to the rank of Professor, the committee and the faculty-mentor will assist the candidate to develop a list of external reviewers of the P&T package. The department head /chair will discuss the list with the Dean to obtain the Dean's approval of external referees as per University P&T guidelines, and will solicit reference letters from five or more external referees. The department chair/head will also serve as a reviewer of the candidate's dossier, as per university guidelines.

The feedback by the P&T committee should not be confused with a decision by the department; its goal is to guide the candidate toward a successful application for P&T and to assist the Department in evaluation of candidates for promotion and tenure.

The committee's feedback and the annual statement of responsibilities and expectations developed by the candidate and the Department Chair will help inform the Department's promotion and tenure decisions. The decision on tenure and promotion will be made by all faculty members eligible to vote on the tenure and rank based on the University's Faculty Handbook. Voting procedures will conform to university requirements as spelled out in the University's Faculty Handbook.

Mentoring Junior Faculty (below the rank of Full Professor)

During the first year of the probationary period, each junior faculty member will be assigned a mentor who has a well established, nationally recognized program in research, teaching or extension. The junior faculty member can choose a different mentor over time. Ideally, the mentor will not be a member of the department's P&T Committee. The faculty mentor will be responsible for informing the junior faculty of expectations, success strategies and potentially collaborative work. The mentor will be accessible to provide advice on program content and to review publications to assess the quality and appropriateness for the given consumer (research community, students, clientele or other appropriate groups). Mentoring by senior faculty will count as part of faculty's service appointment. The Appendix provides specific statements on Extension mentoring.

Third-Year Review²

The department will conduct a third year review of all its probationary faculty members as required in the faculty Hand Book. Prior to the review, the Department Chair shall request a current vita and any supporting material he/she or the faculty members deem appropriate. The particular focus of this review is the faculty member's progress toward achieving tenure. The review, therefore, must address the criteria for tenure set forth in this document. To be maximally useful to the candidate and the department, the review shall involve all tenured faculty members. In order for it to accurately reveal the judgment of tenured faculty, it shall conclude with a vote on whether or not, in the judgment of the tenured faculty, the candidate is making appropriate progress toward tenure and promotion. The result of the vote shall be announced at the meeting and later communicated to the person under review. Faculty should understand that this vote is not a commitment to grant or deny

² Auburn University Faculty Handbook <http://www.auburn.edu/academic/provost/handbook/>. Downloaded March 3, 2010.

tenure in the future.

After the third year review vote by the faculty, the Chair will solicit comments from the departmental P&T Committee and, after consultation with the Dean, will inform the candidate of the department's judgment regarding progress towards tenure and promotion. The Department Chair shall prepare a written report covering the findings of the review, and characterizing the vote. This report may be consulted by the tenured faculty when the faculty member is a candidate for tenure and promotion.

If on the basis of the third year review the consensus among faculty, Chair, departmental P&T committee and Dean that inadequate progress is being made towards promotion and tenure, such that there is little likelihood of a successful tenure and promotion vote, the candidate may be given a letter of non-continuation.

Expectations for Appointment in Research, Teaching, Extension, Outreach and Service

Research

Research evaluation should be based on productivity, measured in terms of outputs. The general expectation is that a candidate for Associate Professor with a research appointment would demonstrate quality of research by publishing in at least one leading journal in his/her field (such as AJAE, Rural Sociology or equivalent based on the nature of appointment) while a candidate for Full Professor would have at least a total of two publications of the above stated quality. The general expectation is that in addition to publication(s) in leading journals, candidates for promotion and tenure would regularly publish in other peer reviewed journals and contribute to the scholarly literature through books, book chapters, and other peer reviewed publications such as posters, conference proceedings and published abstracts. Other research activities, such as the creation of intellectual property, copyrights, or patents, will also be considered as part of the candidate's research portfolio or scholarly works. The research productivity should be commensurate with a candidate's research appointment.

The general expectation is that the candidates will develop an innovative program to address important state, regional, national or international problems within the broad field of applied economics or rural sociology, as appropriate. Work related to international projects such as field studies, collaborative research and grant proposals with faculty located overseas, presentations at major international professional conferences, joint publications are also valuable parts of a faculty's research portfolio. Interdisciplinary and multidisciplinary research is recognized as more challenging and is valued. Other contributions to science as described by the AU Faculty Handbook will also be considered in the evaluation.

Funded research proposals written by faculty are considered an important element of the scholarly portfolio with higher weight placed on competitive grants. The dollar value and their source (competitive or non-competitive) will also be considered. The success rate of grant seeking should be similar to that of similarly ranked faculty in agricultural economics and rural sociology departments at comparable universities.

Promotion to Associate Professor

To be promoted to Associate Professor the candidate must demonstrate he/she is able to advance to the full professor range and that he/she has an emerging stature as regional authority in his/her field unless the assignments are specifically at the local level. The quality of the individuals' work must indicate creativity and innovation. The quality and appropriateness of the innovation (publication, patents or copy-righted materials) outlets should be documented. The overall research portfolio of candidates for Associate Professor should be comparable to that of previous candidates of the AERS and those at peer institutions with similar appointments and must demonstrate emerging regional reputation.

Promotion to Full Professor

The dossier of the candidate for Full Professor should be comparable to previously successful departmental candidates and candidates at peer institutions and must demonstrate a

national/international reputation. The individual work should show creativity, innovation and impact as measured by citations, levels of adoption of results or methods, and other measures of scholarly contribution. Scholarly contributions also include competitive extramural or non-extramural funding, invited national and international conferences, books and book chapters published. Collaboration with scientists within and outside the College and other universities will also be evaluated according to current practices by peer agricultural economists and rural sociologists.

The evaluation of research by the P&T Committee and the Department Chair will consider current lags in review/publication process of various publication outlets and especially during third year reviews. This information needs to be clearly communicated to department faculty to assist in making informed decisions grounded in current review/publication trends in applied social science disciplines.

Teaching

Excellence requires demonstrated high-level accomplishment for most of the following measures of teaching:

1. Mastery of the subject matter
2. Continuous growth in subject matter knowledge
3. Ability to organize and communicate class material with logic, conviction, and enthusiasm
4. Objectivity
5. Contributions to curricula or program development
6. Creativity in course or program development, methods of presentation and incorporation of new materials and ideas
7. Capacity to enhance students' awareness of the relationship between subjects studied, important problems, and other fields of knowledge
8. Advising and directing research by graduate students
9. Advising and directing research by undergraduate students
10. Development of a teaching program with an international reach

Outputs of teaching effort that will be highly valued include:

1. Instructional products developed, such as those published in journals, textbooks, etc; pedagogical innovation and international experiences for students or teaching abroad, especially if adopted by peers
2. Engaging in complexity as measured by weighted semester credit hours production
3. Competent advising of graduate students
4. Competent advising of undergraduate students
5. Prestigious awards received, grants earned, among others

Teaching Effectiveness

Teaching effectiveness will be the measure used to evaluate the teacher for promotion and tenure.

Teaching effectiveness will be measured by:

1. Innovation in teaching methods which will be measured by the integration of research and extension materials into the syllabus
2. Relevance and appropriateness of the materials in the teaching portfolio as reviewed by peers.
3. Student evaluation and student stimulation and learning.
4. Placement of graduate students
5. Feedback or letters from former students

Promotion to Associate Professor

Teaching effectiveness is assessed from candidate's contribution to the overall teaching mission of the university. The candidate must demonstrate (1) an effective teaching program, (2) a commitment to student learning; and (3) effective advising to students and/or student organizations and to students' career development. These may be evidenced by course evaluations and other documents which support teaching effectiveness as noted above. Based on the individuals appointment individuals wishing to be promoted to the rank of associate professor should be actively involved in serving on graduate committees, including where appropriate serving as Chair or co-Chair at the MS and Ph.D. levels. Advising advanced undergraduate research projects (e.g., those of Undergraduate Research Fellowship winners) also would represent meritorious contributions to the department's teaching mission. Faculty members, without teaching appointments, are encouraged to serve on graduate committees as support of the teaching efforts of the department. The department will provide assistance so that every assistant professor has adequate opportunity to advise students to achieve this goal.

Promotion to Full Professor

To be promoted to Full Professor the individual must demonstrate teaching effectiveness in and beyond the classroom, such as advising students, and the public and design of teaching methods and materials. The candidate to be promoted to the rank of Full Professor must also demonstrate teaching competence through activities such as advising, course and material developed for teaching, teaching publications, and be up to date with methods included in syllabus. Teaching effectiveness and competence may be measured by the direction and guidance of graduate and undergraduate students, the mentoring of young faculty, graduate students, and post doctoral personnel. Evidence of student recruitment and placement at the graduate level may be an indication of a full professor's effectiveness in the teaching profession. Based on the individual appointment an individual wishing to be promoted to the rank of full professor should guide the dissertation of at least one Ph.D. student. For programs without doctoral students, the expectation is that the faculty will advise two masters students (This requirement is dependent upon the status of the graduate programs in the department). Faculty members with smaller teaching and research appointments have lower expectations in term of number students to be advised, to be negotiated with the

department chair. Likewise, faculty members, without teaching appointments, are encouraged to serve on graduate committees as support of the teaching efforts of the department.

Teaching Evaluation to be Incorporated in Annual Review, Third Year Review or other Reviews

Because the results of student and peer evaluations of teaching are used in personnel decisions, interpreting evaluation results must be done with caution. Evaluation of teaching effectiveness must not be based on any single source of data. It may include peer review, faculty evaluations, teaching portfolios, exit interviews, and alumni surveys. The Department will follow College Guidelines for Peer Review of Teaching (attached), except we will require all faculty members to participate in peer evaluation.

I. Teaching Evaluation by Students

Faculty members are required to have this standardized instrument administered in their classes one semester per year, usually fall semester.

II. Teaching Evaluation by Peers: Evaluation of course content, organization, and teaching effectiveness

1. Peer reviews are to be conducted for all faculty members with teaching assignments.
2. Peer review of professors must be completed every five years, unless a peer review report suggests more frequent reviews would be beneficial.
3. Peer review of associate professors must be completed every two years, unless a peer review report suggests more frequent reviews would be beneficial.
4. Peer review of assistant professors must be completed annually, such that each course is evaluated at least once before the third year review.

Extension

Extension faculty members are responsible for providing the disciplinary expertise and statewide leadership for educational outreach programs conducted by the Alabama Cooperative Extension System. Some have direct contact with clientele through group teaching or individual consultation to address specific needs or problems, but the primary role is developing and implementing creative, innovative educational programs and educational products for a broad audience. Faculty are responsible for producing educational curricula, publications and teaching materials; and working collaboratively with colleagues in other states, community agencies, and government agencies to address problems or needs of the region and nation. Faculty with extension appointments are expected to proactively engage in outreach work through a planned Extension program in a manner consistent with the percentage of their appointment supported by Extension funds. Applied and adaptive research is expected to obtain specific information that can be used by clientele in technology and knowledge transfer. Faculty members are expected to reach appropriate, diverse audiences and leverage the research and knowledge bases to address issues, needs and opportunities across the state and beyond. Promotion is based on program planning and implementation accomplishments, disciplinary competence, professional development, and leadership achievements.

1. **Extension/Outreach Program Development** – An Extension program should be developed through departmental consultation and multidisciplinary collaboration with peers.
 - a. Level of the development and delivery of effective Extension/Outreach programming.
 - b. Estimated impact of program delivery to stakeholders
 - c. Solicitations from stakeholders for the delivery of programs
2. **Dissemination of Knowledge** – Creative methods should be used to effectively provide training and technical assistance. Peers and stakeholders should indicate demand for the Extension specialists as a competent resource person.
 - a. Serves as resource person at informal and formal meetings, workshops and seminars with individuals and groups seeking information
 - b. Serves as resource person in print and electronic media in subject matter area
 - c. Effectively communicate information and knowledge
 - d. Demonstrates sensitivity of needs of learners
 - e. Number of contacts from stakeholders requesting and number receiving information/advice/counsel.
 - f. Presentations targeted toward stakeholders or stakeholder groups.
 - g. Estimated impact of program implementation by stakeholders.
 - h. Creative use of technology to effectively reach clientele.
3. **Publications** – A vast range of publication types should be developed by an extension specialist. The overall quality is evaluated by the demand from the targeted audience.
 - a. Books/Book chapters/Reviews
 - b. Refereed manuscripts directed toward Extension/Outreach indicating candidate's contribution and impact, where appropriate.

- c. Abstracts presented at state, regional and national, and international meetings related to Extension/Outreach
 - d. Alabama Cooperative Agricultural Extension System publications (i.e. fact sheets, timely news articles, bulletins) published for dissemination of knowledge to stakeholders.
 - e. Popular press articles published with level of estimated impact.
 - f. Electronic media, other technologies and resources utilized to disseminate information to stakeholders with associated impact level.
4. **Teaching material** – High quality teaching material should be developed with clear goals and objectives. The material should be current, professionally credible, and reach a large percentage of the target audience.
- a. Develops teaching materials that are appropriate to learner and setting
 - b. Provides new information that is relevant to current farm and business situation
 - c. Promotes change that is easily diffused
 - d. Logical and coherent to the body of knowledge being diffused by extension and outreach group.
5. **Learning activities** – A wide range of learning activities should be employed to reach the target audience. These include workshops, seminars, result and method demonstrations, group discussions that are facilitated by the extension specialist.
- a. Learning activities are well organized and materials well communicated
 - b. Activities are organized to facilitate learning
 - c. Learners participation is encouraged
 - d. Technical material is discussed in context of farm or business activities
 - e. Timely and meaningful feedback is provided to participants' questions
 - f. Enables participants to satisfy objectives in a timely manner
6. **Professional Presentations** – The specialists should participate in a number of professional activities to remain current, improve professional competence and develop a reputation for a quality program. He/she should be consistently invited to participate in workshops, seminars, conferences and other professional activities.
- a. Presentations at State, Regional, National, and International meetings, conferences, and symposia.
7. **Professional competence** – Specialists should be recognized by both peers and stakeholders as professionally competent.
- a. Demonstrates mastery of subject matter
 - b. Shows competence in program planning
 - c. Demonstrates creativeness and innovation in preparation and packaging of educational material
 - d. Subject matter content is relevant and timely
8. **Funding/Grantsmanship** – Extramural and intramural funding should be sought as a method of supporting and enhancing the overall extension program.
- a. Grants received and funded as well as grants applied for but not funded in support of Extension/Outreach programs and demonstrations
 - b. Proposal partnerships where the candidate is clearly the research proposal PI and team leader.
 - c. Develops and initiate extension grants
 - d. Seeks innovative ways of seeking grants

9. Awards and Honors in Extension/Outreach

- a. College, University, State, National, and International awards

Expectations of Faculty with Extension Appointment Candidate for Associate Professor The candidate for promotion to Associate Professor must demonstrate: (1) a productive research program as measured primarily by departmental and Extension publications, electronic media, and presentations in professional meetings (applied research publications in peer-reviewed journals are also encouraged as a means of establishing a regionally, nationally, or internationally recognized program); (2) an effective Extension program that includes program development, delivery, and relevance, as measured by peer and client evaluation of programs, publications, and presentations; (3) documented expertise in candidate's specialty areas that meets the needs of constituents; (4) pursuit and acquisition of extramural and intramural funds necessary to support the candidate's research and extension efforts. The candidate for Associate Professor should demonstrate competence in the areas above comparable to others in the same rank with similar appointments in peer institutions. The individual should acquire a regional extension reputation.

Expectations of Faculty with Extension Appointment Candidate for Professor

The candidate must demonstrate: (1) sustained productivity in research of high quality and significance to support an effective Extension program, which includes program development, delivery, and impact, as measured by peer and client evaluation of programs, publications, and presentations; (2) a regional, national, or international reputation in candidate's specialty area; (3) leadership in Extension or service on a regional or national level; (4) documented expertise in candidate's specialty areas that complements research of the department and meet the needs of constituents.

Service

All faculty members should engage in some form of service to the department, college, university, profession and community, but expectations of how much service will vary depending on the course of an individual faculty member's career. As a faculty member works towards tenure and promotion to Associate Professor, the expectations of service are limited by the recognition that the primary focus of effort needs to be on establishing a solid teaching, research, and Extension programs, as appropriate to individual appointments. As a faculty member moves through the ranks, however, the expectation of service increases in the context of a setting where the university operates on the principles of shared governance and where a faculty member's national and international reputations are to some extent simultaneously shaped and reflected by professional service as defined in the Faculty Handbook.

Appendix

Auburn University
College of Agriculture Guidelines for
Peer Review of Teaching Spring 2006
(revised)

The purpose of peer review of teaching is long-term support and continuous professional development of teaching faculty. Although this document will outline guidelines for the process of peer review of teaching, each department should establish their own protocol for peer review that is based on these guidelines. Peer review is strongly recommended, but not required, for all courses an instructor teaches. Peer review should be considered only one of many different ways that teaching effectiveness can be evaluated. *The emphasis on peer review should be on its value to the instructor, the process should be instructor-driven, and the results should be the property of the instructor.*

The main use of peer review should be for *formative* evaluation. Within the context of faculty evaluation, the term *formative evaluation* describes activities that are to provide faculty with information that they can use to improve their teaching. The information is intended for their personal use, rather than for public inspection, and thus is private and confidential. The information should be rich enough in detail so that instructors can obtain clear insights on the nature of their teaching strengths and weaknesses. Formative evaluation is informal, ongoing, and wide-ranging. It should be the basis for continuous development of effective teaching throughout the career³.

Peer review of teaching should also be designed for use in a *summative evaluation* so that faculty can use the results of the process to enhance their chances of success in personnel decisions: hiring, promotion, tenure, merit pay, awards. Summative evaluation of tenured faculty is performed at the discretion of the faculty member. Department heads or chairs should ensure that probationary faculty members have summative peer evaluation of teaching performed in a timely manner for tenure and promotion decisions. However, use of peer review results in making a personnel decision should occur via the instructor to the maximum extent possible (e.g. through incorporation into a teaching portfolio).

The opportunity for improvement, through subsequent reviews initiated by the instructor, must be made available following negative reviews made for a personnel decision. Peer review should involve using standardized, faculty-approved worksheets: one for review of course materials (see Chism Chapter 5) and, if included, one for review of classroom instruction (Chism Chapter 6). Prompts may be included in the worksheets to ensure that the instructor and the reviewers consider important aspects of a teaching program (Chism p. 51-52). Peer reviews for course improvement

³ Chism, N. 1999. *Peer Review of Teaching: A Sourcebook*. Anker Publishing, Boston MA.

and personnel decisions should not be conducted simultaneously, but the same reviewer worksheets should be used for both types of review.

An individual conducting a review for a personnel decision should have experience in reviewing other courses, should have taught a course at the same level as the course being reviewed, and should be open to alternative teaching strategies and conceptions of student learning. Training and support for faculty reviewers can be obtained through the Biggio Center upon request.

The basic steps in a peer review of teaching include:

Identification of peer reviewers

For formative evaluation: The faculty member should identify two or more colleagues within and/or outside their department to act as reviewers. *For summative evaluation:* In addition to one colleague selected by the faculty member, the faculty member's department head or chair should also select one faculty member to serve as a reviewer.

Information exchange between reviewer and faculty member

At a minimum this should consist of an item or items that represent each of the 4 categories listed below (examples are provided of possible course materials that can be included from each category; departments may decide on additional items). Items considered optional are listed in category 5.

1. Materials that communicate course policy and practices:
 - a. Syllabus for the course being reviewed
 - b. Course guides
 - c. Teaching evaluation instruments
2. Materials that communicate course content:
 - a. Instructor notes from a lecture or lectures in the course
 - b. A laboratory instruction and/or activity (if applicable)
 - c. Course packets
 - d. Texts
 - e. WebCT sites
 - f. Handouts
 - g. Multimedia supplements
3. Materials that set assignments and assess student performance:
 - a. Exams and quizzes
 - b. Project assignment directions and handouts
 - c. Classroom exercises (e.g. case studies, learning group tasks)
4. Instructor comments on student work:
 - a. Graded papers or tests
 - b. Journals and email exchanges
5. Optional items:
 - a. In-class and/or laboratory observation (detailed guidelines in appendix)
 - b. Video tape of classroom and/or laboratory instruction and activities
 - c. Instructor reflection on techniques, classroom research
 - d. Summary of data from prior student evaluations

Meetings

As part of a peer review, meetings should be held before and after the review to discuss teaching issues of mutual interest. The meetings also allow the instructor to elaborate on teaching goals and strategies and to rebut negative comments. If the review is to be used in making a personnel decision, the comments on the reviewers' worksheets should be finalized only after these meetings.

Evaluation of course materials by peer review team

The instructor provides copies of all selected course materials for review. The review is accomplished using the standardized, faculty-approved worksheets. Separate worksheets should be developed for review of course materials (see Chism Chapter 5) and, if included, observation of classroom instruction (see Chism Chapter 6).

In-class Peer Teaching Evaluation

COURSE:

YEAR:

Name: _____ Date: _____

Peer Evaluator: _____

Score= Excellent = Satisfactory = Weak

Categories:

Comments/Suggestions:

Course content _____

(Such as materials used, relevance of information, grammar, speed, enunciation)

Course Organization and structure _____

(presentation, syllabus and adherence to syllabus, delivery)

Timeliness (Innovation) _____

(Such as listening, questioning, response to questions, rapport)

Presentation _____

(Such as organization, use of examples or analogies, clarity, diction, accuracy of information)

Preparation _____

Quality of handouts and/or AV aids _ _

Importance of course to students _____

Challenge to students _____

Students Reaction _____

Overall Effectiveness of Instructor: _____

Comments: _____

Extension Evaluation

Mentoring Junior Faculty

Each junior faculty member will be assigned a mentor, who has a well established, nationally recognized extension program. The faculty mentor will be responsible for informing junior faculty of extension reporting requirements, publication outlets, media outlets, extramural and intramural funding sources, and relevant professional organizations. The mentor will be accessible to provide advice on program content and to review publications to assess the quality and appropriateness for the given clientele. The mentor will provide guidance on establishing a strong relationship with the junior faculty's clientele within the state to strengthen his/her ability to build a regional or national reputation. Extension specialists are typically assigned to a particular clientele based upon commodities (i.e. beef, poultry, or horticulture) or programmatic area (i.e. marketing, business management, or policy). It is important that junior faculty be introduced to faculty in other departments who work in the particular area, as well as to key employees of state, regional, and national organizations who work in the area. This will provide the foundation for building a successful extension program. The mentor will formally conduct an objective evaluation of the junior faculty's progress on an annual basis and provide written feedback, which will give clear signals for potential success with promotion and tenure.

Evaluating Output

Extension specialists will be evaluated primarily based upon the content and quality of the extension program developed. The information developed should be important, durable, correct, current, and professionally credible. The program being delivered should be consistent with the mission of the Department and College, and developed at a level appropriate and relevant for identified audience. Criteria used to evaluate the content and quality of a candidate's extension program are listed below. The type and quantity of material will vary among candidates given the vast differences in the size and educational needs of the clientele group assigned. However, feedback from extension agents, identified clientele and other stakeholders will serve as indicators of the suitability of program content.