Appointments, Promotions, and Tenure

Criteria and Procedures for the
John Glenn School of Public Affairs (JGSPA)

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Date: September 2008
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1. Preamble

This document is a supplement to Chapter 47 of the *Rules of the University Faculty* (Additional Rules Concerning Faculty Appointments, Reappointments, Promotion, and Tenure), the Office of Academic Affairs procedural guidelines for promotion and tenure reviews, and any additional policies established by the University. Should those rules and policies change, the School 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 five years on appointment or reappointment of the School Director.

This document must be approved by the Provost of the University before it can be implemented. It sets forth the School’s mission and, in the context of that mission and the mission of the University, its criteria and procedures for faculty appointments, and its criteria and procedures for faculty promotion, tenure, and rewards, including salary increases.

The faculty and the administration are bound by the principles articulated in the following Faculty Rule: 3335-6-04 General Considerations.

2. School Mission

The mission of the John Glenn School of Public Affairs is to:

- Foster the creation of knowledge of public affairs and to disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, nations, and the international community
- Promote excellence in education in public policy analysis and management in an interdisciplinary framework
- Engage faculty, staff, and students from throughout The Ohio State University in ongoing relationships with the public and non-profit sector in order to impact the critical issues facing society
- Prepare leaders for the public and non-profit sectors by means of curricular and extra-curricular programs
- Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance

The John Glenn School of Public Affairs provides two major outputs to its diverse audiences: the development of novel insights into the theory and practice of public
affairs through our knowledge creation efforts, and access to that knowledge through our knowledge dissemination efforts.

Both of these outputs to the public affairs community are essential to the success of the School. Without knowledge creation activity (e.g., original research) that enhances understanding of the theory and practice of public affairs, it would be impossible to effectively perform the variety of knowledge dissemination activities (e.g., teaching students, assisting public organizations, advising public decision makers) necessary to provide value to the public affairs community. The John Glenn School of Public Affairs views knowledge creation as a prerequisite of knowledge dissemination and sees knowledge dissemination as an important test of the veracity and validity of knowledge creation.

While an important objective of knowledge creation and dissemination activities in the School is to provide value to the public affairs community, these activities are not necessarily designed to address the specific problems of individual organizations or policy makers. Rather, these activities are designed to enhance the general level of understanding about the theory and practice of public affairs and disseminate that understanding broadly. Thus, while in the long run, knowledge creation and dissemination in the School should have a profound impact on public organizations and policy makers, in the short run, the quality, rigor, and value of these activities is best judged by other knowledge creation and dissemination professionals at the John Glenn School of Public Affairs and at major research and educational institutions around the world – not by practicing public affairs managers or policy makers.

3. Appointments

For the purposes of this document, the School’s core faculty consists of all individuals whose tenure or tenure track appointment resides in JGSPA. Joint faculty members are those individuals affiliated with other tenure initiating units within the University and with a partially paid but no greater than 50% appointment in JGSPA, and whose tenure or tenure track appointment resides in another tenure initiating unit. Core faculty and joint faculty in the School constitute the School’s “regular” faculty. Regular research track faculty members are those individuals whose appointments are renewable on a one to five year basis. Auxiliary faculty members are those individuals whose appointments are renewable on a per annum basis. Courtesy appointments are extended on a non-salary basis to faculty whose salary comes in whole from other units.

3.1. Criteria

3.1.1. Regular Tenure-Track Faculty

The missions of the School and the University, as well as the University’s criteria for faculty appointments [see Faculty Rule 3335-6-02(A)], require that all faculty
appointments have strong potential for enhancing the School’s quality. The basic criteria for appointment as an assistant professor include:

- an earned doctorate by the time of appointment at that rank;
- significant potential for excellence in knowledge creation; and
- significant potential for achieving knowledge dissemination and public and academic service at a very good level or higher.

For appointment as an associate professor, the basic criteria include:

- an earned doctorate;
- an emerging national reputation in knowledge creation;
- a high probability of continued excellence in knowledge creation;
- evidence of very good achievement or higher in knowledge dissemination; and
- evidence of very good achievement or higher in public and academic service.

Appointment as a professor requires:

- an earned doctorate;
- national and emerging international reputation in knowledge creation;
- a high probability of continued excellence in knowledge creation;
- evidence of very good achievement or higher in knowledge dissemination; and
- evidence of very good achievement or higher in public and academic service.

Appointments to the rank of instructor are made only when the appointment is initially offered at the rank of assistant professor but the appointee has not completed the doctorate prior to the appointment date. Such appointments are made for a period not to exceed one year except under unusual circumstances to be reviewed by the Director in consultation with the regular tenured voting faculty. An instructor likely to pass the first year still in instructor status will be required in reasonable time to allow for a review of the record to submit a letter to the Director explaining the circumstances for requesting additional time in instructor status. In no case will instructor status last beyond two years from the time of appointment.

3.1.2. Regular Tenure Track Faculty – Regional Campus

The School does not have regional campuses at this time, so there is no policy on regular tenure track faculty on regional campuses.

3.1.3. Regular Clinical Track Faculty

The School does not have a clinical track at this time, so there is no policy on regular clinical track faculty.
3.1.4. Joint Faculty

The criteria for recruiting and appointing joint faculty members with other tenure initiating units within the University will be the same as those employed for recruiting and appointing core faculty members of JGSPA. In consultation with the head of the other tenure initiating unit, the Director of JGSPA will determine the composition of the search committee, the majority of whose members will come from the School’s core faculty.

Appointments of regular university faculty whose tenure lies in other units within the university will be subject to continuing review and evaluation by the School commensurate with the individual’s proportion of salary and responsibility within the School. It is expected that the School’s review of such individuals will be reflected in promotion and tenure decisions.

3.1.5. Regular Research Track Faculty

Appointment of regular research track faculty entails one- to five-year contracts. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to regular research track faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the School wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period. For more information see Faculty Rule 3335-7-35 (http://trustees.osu.edu/rules7/ru7-35.php).

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 externally funded research program.

Appointment at the rank of research associate or research professor requires that the individual have a doctorate and meet, at a minimum, the School’s criteria to promotion to these ranks.

3.1.6. Auxiliary Faculty

Appointments with titles carrying the terms “adjunct” or “visiting” faculty will be based on criteria that are comparable to those delineated above for tenure and tenure-track faculty appointments. By University rules, all adjunct appointments also require a significant uncompensated contribution to the School on the part of the adjunct faculty member.

The duration of all auxiliary appointments shall be specified at the time of the appointment and shall not exceed one year. Renewal of auxiliary appointments requires the formal approval of the School Director.
3.1.7. Courtesy Appointments for Regular Faculty

No-salary “courtesy” appointments may be extended to regular OSU faculty from other tenure-initiating units based on an expectation that the individual will have significant involvement in the School and its programs. Continuation of courtesy appointments is at the discretion of the School Director and is based on the appointee’s continuing contributions to the School.

3.2. Procedures

Peer review provides the foundation for decisions regarding faculty appointment, reappointment, and promotion and tenure. Peers are those faculty who can be expected to be most knowledgeable regarding an individual’s qualifications and performance – normally tenure-initiating unit colleagues. Because of the centrality of peer review to these review processes, faculty vested with the responsibility for providing peer review have an obligation to participate fully and knowledgeably in review processes, to exercise the standards established in Faculty Rule 3335-6-02 and other standards specific to the academic unit and discipline, and to make negative recommendations when these are warranted to maintain and improve the quality of the faculty. Recommendations by the faculty vested with the responsibility for providing peer review will be accepted unless they are not supported by the evidence presented regarding how the candidate meets the standards established in Faculty Rule 3335-6-02 and other standards specific to the academic unit and discipline. When, for the reasons just stated, a decision regarding faculty appointment, reappointment, or promotion and tenure differs from the recommendation of the faculty, the administrator or body making that decision will communicate in writing to the faculty body that made the recommendation the reasons that the recommendation was judged not to be supported by the evidence.

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

3.2.1. Tenure-Track Faculty

All faculty searches within the School will be conducted based on University policies and guidelines in effect at the time of the search. All personnel appointments in the School are made upon the Director’s recommendation. Appointments at the associate professor or professor ranks, with or without tenure, and all offers that include prior service credit require the prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Affairs.
The School Director, in consultation with and with the active assistance of the School’s regular faculty, has primary responsibility for recruiting new faculty members. Normally, faculty appointments are competitive, based on an open solicitation of applicants and a review of applicants’ qualifications. All consultation with the School’s faculty concerning faculty appointments, including discussion and votes taken in faculty meetings, is advisory to the Director.

All faculty vacancies are considered to be School vacancies and are, therefore, collective resources. Therefore, all regular faculty members in the School are expected to participate in the decision-making processes that precede offers to new faculty members. The decision to allocate funds to a specific programmatic area of the School is ultimately the Director’s responsibility, following consultation with the faculty.

Searches for new faculty may be carried out either by (1) a search committee(s) appointed by the Director, or (2) the Director coordinating the search with the active involvement of the entire faculty acting as a “committee of the whole.” The determination of which of these methods will be utilized for a given search will be made by the Director, depending on the number of candidates being recruited, the areas of expertise being sought, and other factors as determined by the Director at the time of the search.

Faculty searches will include the placement of appropriate notices of position vacancies in publications that are likely to attract a diverse pool of qualified applicants. Vigorous effort shall be made to ensure that the pool of applicants is both highly qualified and diverse.

The faculty shall assist the Director in determining which candidates should be invited to interview for each vacancy. Ordinarily, more than one candidate should be invited to interview for each vacancy. Candidates to be interviewed will be invited to the OSU campus, where they will be expected to present a colloquium that will enable them to demonstrate their skill in presenting research findings, answering questions, interacting with an audience, and generally displaying their ability, or potential, as instructors. Candidates’ visits should be publicized in advance among faculty, staff, and students and candidates’ schedules should be arranged to ensure maximum feasible exposure, including an opportunity to interact with student representatives without having School faculty present.

The assessments of faculty, students, and staff should be solicited immediately following each candidate’s visit. Following the completion of all candidates’ visits, a School meeting (inclusive of faculty, professional staff and student representatives) will be scheduled to discuss the candidates and advise the Director as to qualifications of the candidates with respect to their meeting the professional academic standards of the School. The Director, utilizing this advisory information, will decide whether to extend offers for each vacant position and will keep the faculty informed regarding the status of the searches and progress in securing commitments from those candidates to whom offers
are extended. In instances where the Director has chosen not to recommend that an offer be extended, the faculty will be kept informed as to the reasons for this decision.

3.2.2. Regular Tenure Track Faculty – Regional Campus

The School does not have regional campuses at this time, so there is no policy on regular tenure track faculty on regional campuses.

3.2.3. Regular Clinical Track Faculty

The School does not have a clinical track at this time, so there is no policy on regular clinical track faculty.

3.2.4. Joint Faculty

OSU faculty from other units on campus who have been invited to become members of the JGSPA Graduate Faculty must provide a letter to the Director of JGSPA in which the faculty member details why he/she feels such an appointment is warranted and in what ways he/she plans to contribute to the mission of JGSPA. This letter should be accompanied by a current Curriculum Vita. Joint appointments also should be accompanied by a letter of support from the head of the faculty member’s tenure initiating unit.

The JGSPA faculty will consider the application in relation to the following criteria:

- Evidence of the establishment of a productive knowledge creation program in an area of public policy analysis and management consistent with the mission of the School;
- For a beginning assistant professor, evidence of such a knowledge creation program will consist of the potential for publication of original research in leading peer-reviewed scholarly journals and presses of national academic standing in public affairs and fields related to the candidate’s areas of expertise, and the potential to teach courses within the School’s curriculum;
- For an experienced assistant professor (i.e., three or more years in a tenure eligible, full time appointment), associate professor, or professor, evidence of publication in high caliber peer-reviewed research in scholarly journals and presses of national academic standing in public affairs and fields related to the candidate’s areas of expertise to the appropriate level of appointment should be manifest. In addition and again to the appropriate level of appointment, evidence of success in obtaining external research grants and a record of successful mentoring of graduate students will be required.
The JGSPA faculty will provide an advisory vote on the application for Graduate Faculty appointment. The Director will communicate his decision, based significantly on the advisory vote, to the applicant. The Director will also notify the Graduate School of the faculty member’s status.

3.2.5. Regular Research Track Faculty Appointment Procedures

Searches for regular research track faculty generally proceed identically as for tenure track faculty. Highly qualified regular research track candidates may be considered for appointment without a national search when there is a reasonable likelihood that a national search would not result in finding more highly qualified and/or more diverse candidates. The on-campus interview and decision making processes for research faculty are identical to those for regular tenure-track faculty. The Director determines the details of the offer, including the length of the initial contract.

3.2.6. Auxiliary Faculty

The Director will have the ultimate responsibility for determining which prospective appointees’ names should be forwarded to the Office of Academic Affairs for approval. Following these approvals, the Director is responsible for notifying nominees of their appointments and the expectations associated with their appointments. The Director will consult regular faculty in regard to proposed additions or subtractions from the current roster of auxiliary faculty.

3.2.7. Courtesy Appointments for Regular Faculty

Faculty holding appointments in other tenure-initiating units at OSU can be nominated for no-salary “courtesy” appointments in the School. Nominations, along with vitae and other supporting documentation, should be discussed at a regular school meeting (inclusive of faculty and staff). Decisions to offer such appointments should be guided by a consideration of the nominee’s accomplishments and the contributions that he/she might make to the School. A faculty meeting will be held to discuss the candidates and advise the Director as to qualifications of the candidates with respect to their meeting the professional academic standards of the School. The Director is responsible for notifying the nominee and his/her chair or Director that the courtesy appointment has been approved. The School’s Director in consultation with the School’s regular faculty will periodically review courtesy appointments in order to decide whether to renew or terminate the appointment.

4. Annual Reviews

4.1. Procedures
4.1.1. Probationary Tenure-Track Faculty

Probationary faculty will be reviewed on an annual basis. This review will be based on the faculty member’s annual report (encompassing the previous academic year through winter quarter of the current academic year) of professional activities and accomplishments in knowledge creation, knowledge dissemination, and public and academic service, along with an updated vita. The annual report submitted by probationary tenure-track faculty members should correspond to the format required by OAA for promotion and tenure dossiers, thus facilitating the faculty member’s cumulative preparation of what will ultimately become the dossier for the fourth and sixth year reviews. These materials will be reviewed by an annual review committee formed of three tenured faculty members appointed by the Director. The annual review committee will then prepare a letter reviewing the faculty member’s performance in knowledge creation, knowledge dissemination, and public and academic service. This letter, and the materials provided by the faculty member, will be provided to the Director, who will then undertake his or her own review of the faculty member. The Director will then communicate with the faculty member about his or her performance, including the annual review committee’s letter. If the Director recommends for or against reappointment, that decision is final and the report and comments become part of the faculty member’s cumulative dossier.

Regional Campus Faculty

The School does not have regional campuses at this time, so there is no policy on regular tenure track faculty on regional campuses.

Fourth Year Review

Fourth-year reviews of probationary faculty are conducted in the same time period as the annual reviews of other probationary faculty, with more elaborate reporting required of the fourth-year faculty member. Fourth-year reviews are subject to the same procedural requirements as sixth-year reviews, with one exception: (1) external evaluation letters are not required.

Exclusions and Extensions

Under Faculty Rule 3335-6-03(D), probationary faculty members may request an exclusion of time from the probationary period. Upon receiving such requests, the Director will share this information with the Promotion and Tenure Committee and elicit the committee’s recommendation except in those circumstances where such exclusions of time are specifically exempted from review.
4.1.2. Tenured Faculty

Tenured faculty members will submit an annual report (encompassing the previous academic year through winter quarter of the current academic year) of professional activities and accomplishments in knowledge creation, knowledge dissemination, and public and academic service, along with an updated vita. The format for these materials will be specified by the Director, who will have sole responsibility for the assessment of associate professors and professors. The Director’s annual assessment will be reported in writing to each faculty member, who will have an opportunity to comment in writing on the assessment. The assessment and any faculty commentary will be included in the faculty member’s personnel file.

4.1.3. Tenured Track Faculty – Regional Campus

The School does not have regional campuses at this time, so there is no policy on regular tenure track faculty on regional campuses.

4.1.4. Regular Clinical Track Faculty

The School does not have a clinical track at this time, so there is no policy on regular clinical track faculty.

4.1.5. Research Faculty

The annual review process for regular research track probationary and non-probationary faculty is identical to that for tenure track probationary and tenured faculty.

In the penultimate contract year of a regular research faculty member’s appointment, the director must determine whether the position held by the faculty member will continue. If it will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08, www.trustees.osu.edu/ChapIndex/index.php must be observed.

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. This review follows the review procedures for promotion of regular research track faculty. There is no presumption of renewal of contract.

5. Merit Salary Increases and Other Rewards
5.1. Criteria

Annual merit increases and other rewards are based on faculty accomplishments in knowledge creation, knowledge dissemination, and public and academic service. High quality research publication and grant development are especially valued. For probationary faculty, service expectations are relatively moderate.

5.2. Procedures

The School’s Director is responsible for recommending to the Provost specific merit salary increases for each faculty member. The Director’s recommendations will be based on his/her assessment of each faculty member’s accomplishments, as reflected in the annual report described above. For each faculty member’s annual assessment, the reporting period will include all of the previous academic year through winter quarter of the current academic year. This results in a review period of approximately 18 calendar months. The Director’s assessments place each faculty member’s accomplishments into a comparative perspective, relative to other faculty in the School and to overall expectations for the School’s faculty. The Director provides to each faculty member a written assessment that places that faculty member’s overall performance in perspective and provides specific assessments in knowledge creation, knowledge dissemination, and public and academic service. The above procedures apply as well to all joint appointments.

The Director’s recommendations concerning merit salary increases will be based on these annual assessments. When merit salary increases have been approved by the University’s Board of Trustees, the Director will notify each faculty member, in writing, of his or her increase, if any. Other rewards shall be based on the same principles and procedures outlined immediately above, as well as the Director’s considerations of the needs and best interests of the School.

5.3. Documentation

Documentation for merit salary increases and other rewards consists of the annual reports submitted by each faculty member, as described above.

6. Promotion and Tenure Reviews

6.1. Criteria
6.1.1. Promotion to Associate Professor with Tenure

The criteria for an appointment to an assistant professor position (Section 3.1.1.) involve potential. The criteria for promotion to associate professor with tenure involve achievement of “excellence” in knowledge creation and “very good” status in knowledge dissemination and public and academic service (see Section 6.3), combined with the potential for higher and more sustained achievement. According to Faculty Rule 3335-6-02 (C):

> The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher, 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.

The claim that promotion of the candidate will improve the overall knowledge creation quality and standing of the School needs to be supported. Internal cases for promotion to associate professor and external hires at that rank should be equally strong and meet the same standards. A successful candidate for the rank of associate professor will have achieved an emerging national reputation as a scholar based on high-quality productivity.

A successful candidate for promotion to the rank of associate professor with tenure:

- has demonstrated very good knowledge dissemination effectiveness as indicated in the above criteria;
- has achieved excellence in knowledge creation productivity, displayed coherent patterns of knowledge creation, and demonstrated the impact of the knowledge on policy and practice in the public and/or not-for-profit sectors. The candidate is advised to fully document his/her publications, publish original research in leading peer-reviewed scholarly journals and presses of national academic standing in public affairs and fields related to the candidate’s areas of expertise, and consider the mix of individual and collaborative, co-authored research publications. Participation in funded research projects is valued. Regular participation in professional research conferences is expected; and
- has performed School and public service activities at a very good level and has the potential to achieve excellence in School and public service as an associate professor.

The criteria for granting tenure to an associate professor are the same as those for the promotion from assistant to associate professor and granting of tenure.

Knowledge creation will be a critical evaluation component in the Promotion and Tenure process. In this research-intensive School, a faculty member with a fair knowledge creation record will not be granted tenure even if he/she has an excellent knowledge dissemination and public and academic service record (see section 6.3). On the other
hand, knowledge dissemination and public and academic service are also important criteria in the evaluation. The candidate must show strong and sustained evidence of substantial promise for continued growth and productivity. In summary, tenure will be reserved for faculty members who have clearly demonstrated the ability and potential to become distinguished scholars and recognized leaders in their research fields, who are very good teachers in the classroom and in advising, and who provide very good public service and service to the School, university, and profession.

6.1.2. Promotion to Professor

Promotion to the rank of professor presumes national recognition in knowledge creation and an emerging international reputation, including participation in national and international research conferences and projects. Internal cases for promotion to the rank of professor and external hires at this rank should be equally strong and meet the same standards. A successful candidate for the rank of professor will have achieved national distinction in knowledge creation based on excellent productivity and have an emerging international reputation. Promotion to the rank of professor will give continued emphasis to excellent productivity in knowledge creation and a coherent pattern of research, as well as leadership in securing funded research opportunities (including support for students), convening of scholarly panels, participation on expert panels and presentations before legislative committees and other forums.

The successful candidate for promotion to the rank of professor is expected to have demonstrated sustained knowledge dissemination at a very good level or higher as indicated in the criteria. If the candidate has also engaged in executive or continuing education for the School as part of his or her formal teaching assignment, the successful candidate for promotion to the rank of professor is expected to have demonstrated teaching executive or continuing education classes at a very good level or higher. Very good performance at the undergraduate and Masters’ level is characterized by a high level of classroom teaching effectiveness and demonstrated impact. Very good performance at the doctoral level is demonstrated by the capacity to direct high quality doctoral dissertations in his or her field. Very good performance in executive or continuing education is characterized by a high level of classroom teaching effectiveness and demonstrated impact. In addition to an established record, evidence of continued productivity and growth as a disseminator of knowledge is needed.

The successful candidate for promotion to the rank of professor is expected to have demonstrated leadership in public and academic service at a very good level.

6.1.3. Regular Tenure Track Faculty – Regional Campus

The School does not have regional campuses at this time, so there is no policy on regular tenure track faculty on regional campuses.
6.1.4. Regular Clinical Track Faculty

The School does not have a clinical track at this time, so there is no policy on regular clinical track faculty.

6.1.5. Promotion of Research Track Faculty

Promotion to Research Associate Professor. For promotion to research associate professor, a faculty member must have a substantial record of high-quality focused research consistent with an appointment devoted solely to research. A record of continuous peer-reviewed funding is required along with evidence of a growing national reputation.

Promotion to Research Professor. For promotion to research professor, a faculty member must have a national and international reputation. A record of continuous peer-reviewed funding is required, along with demonstrated research productivity as a result of such funding.

6.2. Procedures

The School’s procedures for promotion and tenure reviews follow those set forth in Faculty Rule 3335-6-04. At the School level, the Promotion and Tenure Committee, which consists of all tenured associate professors and professors with regular faculty appointments in the School, serves as the final faculty review of candidates for annual probationary reviews; fourth-year reviews; promotion and tenure; and for promotion.

University rules regarding probationary service and duration of appointments for regular faculty are found in Faculty Rule 3335-6-03. A portion of that rule concerning appointment as an assistant professor states:

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.

In cases involving promotion to the rank of professor, only those committee members holding the rank of professor may participate in the review process. A quorum of 2/3 of the school’s eligible faculty is required to hold a voting meeting of the Promotion and Tenure committee. Members who are not physically present for the meeting can participate via conference call in order to vote, but absentee ballots are not accepted. The Director serves as an ex-officio non-voting member of the Promotion and Tenure Committee. In all such cases described above, however, a reading committee formed by the Director and constituting a relevant subset of the School’s Promotion and Tenure
Committee will be charged with evaluating and organizing a report on the case to the Director and the Promotion and Tenure Committee or eligible members thereof. Only the School’s Promotion and Tenure Committee can recommend a course of action on a case to the School’s Director.

In the instance that the Director is not a full professor and thus may not participate in the review, the Provost or the Provost’s representative will assume the duties of the Director. The Provost will appoint the Reading Subcommittee and oversee the review process.

The Director will discuss with the Promotion and Tenure Committee or relevant subset of its members any faculty requests for non-mandatory reviews, with the final decision on such reviews being the responsibility of the Promotion and Tenure Committee or eligible subset of its members. It is expected that the School’s Director will counsel the prospective candidate about the advisability of any non-mandatory review, but responsibility for allowing the review to proceed is ultimately that of the School’s personnel committee or eligible subset thereof. Following University guidelines, a committee formed from the Promotion and Tenure Committee conducts a thorough evaluation of the candidate’s record, as reflected in his/her dossier and supporting materials. Each member of such a formed reading committee is responsible for familiarizing himself/herself with the candidate’s record; reading the candidate’s publications; examining syllabi and other course materials; considering student assessments of the candidate’s teaching; and evaluating evidence concerning the candidate’s service contributions. The formed committee is also responsible for verifying the accuracy of citations and other aspects of the candidate’s dossier and for preparing a summary of open-ended comments from courses in which open-ended evaluation instruments are used as the primary means of collecting student input. Ultimately, after the formed committee files its report with the Director and presents it to the Promotion and Tenure Committee in whole or in part, it is expected that all relevant voting members of the faculty will familiarize themselves with the case.

For promotion and tenure reviews and promotion reviews, the Director and the committee formed from the Promotion and Tenure Committee to report on a given case shall generate a list of names of potential external reviewers of each candidate’s research, including both the scholarly aspects of the research and its policy impact. The list of names will then be shared with the candidate, who will be invited to (1) identify persons on the list who might have a conflict of interest and (2) suggest additional names for the list. No more than one-fourth of the reviewers on the final list may represent names suggested by the candidate, however. All external reviewers on the final list must be at arm’s length from the candidate. The Director is responsible for submitting the list of suggested reviewers to the Office of Academic Affairs for approval and then requesting evaluations from the approved reviewers. The Director will consult with the candidate concerning the scholarly work to be sent to external reviewers, along with a copy of the candidate’s most recent vita and the Director’s letter requesting the evaluation.

After the meeting of the Promotion and Tenure Committee, the committee chair in the case will submit a draft report which will include: a description of the discussion that
occurred during the meeting of the Promotion and Tenure Committee meeting, the vote amongst the eligible faculty, the reasons for the vote, and a reassessment of the candidate’s record if necessary. This document will then be circulated among the committee members to ensure that it accurately reflects the meeting. Once the draft report has been approved by the Promotion and Tenure Committee, the committee chair of the case will submit this report to the Director. The report will then be made part of the candidate’s dossier. The Director shall prepare a separate report with his/her own assessment and recommendations. If the Director should decide not to follow the recommendation of a majority, the Director shall provide an explanation (either in writing or at a faculty meeting) concerning his/her rationale for that decision. Where possible, this statement shall be provided before the Director’s decision has been implemented so that faculty may have an opportunity to comment. The committee’s and the Director’s reports are forwarded to the Office of Academic Affairs for final review.

6.3 Documentation

The requirements of the Office of Academic Affairs concerning the core dossier serve as the School’s documentation requirements. This document provides guidance for candidates for promotion and tenure and for promotion.

Faculty members are expected to perform over a full range of teaching (knowledge dissemination), research (knowledge creation), and service responsibilities. All faculty are expected to be actively involved in knowledge creation and scholarship and to share advising and School service responsibilities. Formal course assignments, made by the Director in consultation with the faculty, may vary to reflect the differential levels of knowledge creation and service activity of each faculty member. A separate document – Director’s Guidelines for Adjustments to Faculty Workload – provides guidance on what factors will be taken into account in making these determinations.

In each of the three major categories, ratings of the candidate’s record will be provided on a scale ranging from poor, through fair, very good, to excellent. As noted in Section 6.1.1., a record rated as very good is tantamount to meeting expectations for promotion in that category, although the expectation for the research category is excellent. The Promotion and Tenure Committee rarely will rate the record of a promotion candidate as poor, but this rating may be seen more frequently in annual or fourth-year reviews in situations where substantial improvement is required to meet expectations. A record rated as excellent in knowledge creation means that expectations have been met; a record rated as very good means expectations in knowledge creation have not been met. A record rated as very good in knowledge dissemination and/or public and academic service means that expectations have been met; a record rated as fair means expectations in knowledge dissemination and/or public and academic service have not been met; a record rated as excellent in knowledge dissemination and/or public and academic service means that expectations have been exceeded.
6.3.1. Teaching (Knowledge Dissemination)

The John Glenn School of Public Affairs’ reputation is tied closely to the quality of its graduates and their ability to meet the demands of careers that serve the public interest, teaching and scholarship. Effective knowledge dissemination in the School requires a diverse set of skills linked to a wide range of learning experiences in the curriculum. Classroom teaching that effectively blends theory and practice, a curriculum that anticipates challenges in the public service, executive and continuing education activities that engage and inform practitioners, and a doctoral program that prepares students to contribute to the theoretical and applied repository of knowledge are integral to the School’s mission.

The duties of all faculty members include the teaching of courses for University credit for the School. The normal teaching assignment for a faculty member is five courses per academic year. The preference is that the School’s regular faculty members teach core courses in the School’s curriculum. Incoming assistant professors may have adjusted teaching loads. Teaching assignments above or below the five-course norm may be made by the Director based on factors such as differential faculty research productivity and the teaching and service requirements of the School or the University. The decision about awarding the reduction or increase is the Director’s. A separate document – Director’s Guidelines for Adjustments to Faculty Workload – provides guidance on what factors will be taken into account in making these determinations.

In addition to formal course instruction, faculty members are expected to provide other knowledge dissemination support, which may include: directing doctoral dissertations (where qualified according to Graduate School rules); serving on Ph.D. dissertation committees; serving on Ph.D. and Masters’ examination committees; directing individual studies projects (except assistant professors); advising students and student organizations; developing curricular materials; undertaking and publishing research with students; and supervising and coordinating graduate associates. The Director will take these activities into account in determining the formal course assignments for each faculty member on an annual basis.

The John Glenn School of Public Affairs requires that all courses taught in the School be evaluated by students every time the course is taught. A standard instrument, such as the Student Evaluation of Instruction (SEI) form and/or other instrument(s) approved by the Director in consultation with the faculty, is to be utilized for all course evaluations. The instrument must be administered, collected, and returned by a student or a staff member, never by the instructor.

The University requires periodic peer evaluation of teaching for both probationary and tenured faculty (at all ranks). The following addresses the John Glenn School of Public Affairs policy for probationary faculty.

The purposes of the policy are:

- to provide feedback on classroom teaching to the probationary faculty member to aid in his/her professional development, and
• to provide additional evidence of teaching effectiveness for the probationary faculty member’s fourth year review and subsequent tenure and/or promotion reviews.

Each probationary faculty member will be observed by a member of the School’s tenured faculty at least once during each academic year prior to the mandatory sixth year promotion and tenure review. The Director, in consultation with the probationary faculty member, will be responsible for asking designated faculty to serve as observers. The designated faculty member will meet with the probationary faculty member to set a mutually agreeable time for a classroom visit, receive relevant course materials, and to review any issues that either may deem relevant.

The observer should meet with the probationary faculty member at their earliest convenience, after the class observation, to provide written feedback. The intent is to provide constructive suggestions to improve effectiveness in the classroom. The written feedback will be shared with the Director as well and will become part of the candidate’s permanent file and used in the promotion and tenure review process.

For tenured faculty, the director may request that syllabi and supporting course materials be submitted as part of the annual review process.

Classroom Teaching: Evidence of quality

• formal student evaluations of teaching;

• letters or notes from present or former students and colleagues solicited by the Director or the Director’s designee;

• examples of student work;

• letters from clients of student class projects solicited by the Director or the Director’s designee;

• receipt of teaching awards; and

• peer evaluation of teaching

Involvement in Graduate Exams, Theses, Dissertations and Research: Evidence of Quality and Frequency of Contributions

• noteworthy accomplishments of graduate students for whom the candidate has been an advisor (e.g., publications during or emanating from graduate program, awards for graduate work, policy/management paper awards, dissertation awards, post-doctorates, or first post-graduate position);

• number of JGSPA doctoral general examination committees;

• number of JGSPA doctoral students for whom the candidate has served as dissertation committee member;
number of JGSPA doctoral students for whom the candidate has served as dissertation advisor;
number of JGSPA students with whom the candidate has collaborated with in published research;
number of doctoral general examination committees outside JGSPA;
number of dissertation committees outside JGSPA;
number of master’s thesis committees outside JGSPA;
number of one-on-one individual studies; and
Graduate School representatives’ evaluations of the quality of doctoral examinations.

Curriculum Development and Dissemination of Teaching: Evidence of Quality and Frequency of Contribution
- development of new courses;
- significant revision of existing courses;
- development of new program initiatives;
- development of innovative teaching materials;
- peer evaluation of teaching materials;
- dissemination and adoption by others of candidate’s teaching materials;
- presentations related to teaching; and
- publications related to teaching.

Executive and Continuing Education: Evidence of Quality and Frequency of Contributions
- number of new workshops/programs developed and participants enrolled;
- number of workshops/programs delivered and participants;
- impact of workshops/programs delivered on policy analysis or management practice or participants and their organizations; and
- evidence of teaching effectiveness (participant evaluations, peer observations).

Student Services: Evidence of Quality and Frequency of Contributions
- recruitment and admissions
- academic advising
• career services
• service as advisor to student organizations

6.3.2. Research (Knowledge Creation)

The John Glenn School of Public Affairs’ reputation is tied closely to the quality of its faculty’s scholarly research creativity and productivity. Original knowledge creation and scholarship entails the generation and validation of theories, both descriptive and normative; analysis and/or synthesis of existing knowledge; and application of knowledge to public discourse and to the formulation, implementation, and evaluation of policy and management.

Faculty members are expected to engage in sustained knowledge creation and scholarly activity. The quality and quantity of their knowledge creation productivity should be comparable to that of colleagues in the field of public policy and management, and its areas of specialization, at the nation’s leading research universities. Research findings should be presented at scholarly and professional meetings and should appear in leading public affairs journals, books, and/or monographs that are peer-reviewed, as well as in reports that may be published and distributed by governmental, not-for-profit and other organizations. Faculty are also expected to develop and submit proposals for both internal (OSU) and external funding to support their research programs including, wherever feasible, the support of graduate research associates. While it is recognized that external funding is more readily available in some specializations than in others, all faculty are expected to develop and submit proposals consistent with the funding opportunities that are available to them.

The Director will take into account each faculty member’s knowledge creation and scholarly productivity in determining the teaching and service assignments for each faculty member on an annual basis. A separate document – Director’s Guidelines for Adjustments to Faculty Workload – provides guidance on what factors will be taken into account in making these determinations.

Quality and Quantity

Both the quality and quantity of the candidate’s research are evaluated. Quality is defined in terms of the importance of the information revealed for the progress of the discipline or for the improvement of practitioner performance and of the creativity of the thought processes and methods behind it. Original breakthroughs in conceptual frameworks, conclusions, and methods are considered to be of higher quality than work that represents only minor departures from the candidate’s previous contributions and/or repeats familiar themes found in the extant literature. As part of the evaluation, faculty members will be expected to state briefly and in writing the particular contribution to knowledge and understanding of each of their publications during the period of evaluation.
The determination of quality and quantity is obviously difficult and involves substantial judgment. The faculty members charged with this evaluation must synthesize information from: (a) their own reading of key works of the candidate, (b) evaluations obtained from widely known and respected scholars in the candidate’s field; and (c) knowledge of the quality of the outlet in which it appears, with the assumption that the reputation of the journal or other outlet is determined by the quality of pieces appearing in it.

Evidence of Quality and Frequency of Contributions

In line with the Office of Academic Affairs’ Promotion and Tenure Guidelines, the types of evidence to be reviewed include the following:

- books (other than edited volumes) and monographs;
- edited books;
- chapters in edited books;
- bulletins and technical reports (evidence of peer review);
- peer reviewed journal articles;
- editor reviewed journal articles;
- citations to published work;
- reviews and abstracts (evidence of peer review);
- papers in proceedings (evidence of peer review);
- unpublished scholarly presentations (evidence of peer review and/or special invitation);
- potential publications in review process (indicate authorship, date of submission, and to what journal or publisher the work has been submitted);
- funding through research grants and contracts, including support for graduate students (evidence of peer review);
- testifying before government committees and participating on expert panels in areas related to the candidate’s research; and
- professional awards and other formal recognitions of research excellence.

In evaluating the above types of evidence regarding knowledge creation, the Promotion and Tenure Committee and the Director shall be guided by a standard of excellence that emphasizes the importance of high quality publication outlets, as measured by recognized external rankings of scholarly quality. These include, but are not limited to, recognized journal rankings in the field of public affairs (such as the Social Sciences Citation Index). The evaluation process shall also consider the selectivity of journals, as measured by their acceptance rates, and the impact of journals, as measured by citations as reported in the Social Sciences Citation Index or other verifiable citation counts. The quality of books
shall be assessed by (1) the scholarly quality of the publishers, with preference given to university presses and other publishers utilizing rigorous peer review and (2) scholarly criticism published in respected outlets. Above all, however, critical emphasis shall be given to the quality and likely impact of the publication itself.

### 6.3.3. Service (Public and Academic Service)

The John Glenn School of Public Affairs is committed to fulfilling its land grant university mission of public service; as such School faculty members are expected to engage in public and academic service. Public service has many aspects, including but not restricted to: consultation to government, not-for-profits, and other institutions; applied policy and management services that transfer cutting-edge knowledge and practice while promoting community and institutional learning at the local, state, national, and international levels; and other public service responsibilities and opportunities that may arise. In all of these activities, the School is committed to the high quality, responsive provision of knowledge, ideas, technologies, methods, and practices that provide models for diffusion and emulation.

Faculty members are also expected to participate in academic service including service on School and/or University committees as appropriate to the expectations of their rank and as assigned by the Director. It is expected that service responsibilities will be assigned disproportionately to the tenured members of the faculty. Service contributions to University committees and governance; scholarly journals and publishers; major academic and professional organizations are also valued. The Director will take into account the assigned service contributions of each faculty member in determining the formal teaching assignments for each faculty member on an annual basis. A separate document – *Director’s Guidelines for Adjustments to Faculty Workload* – provides guidance on what factors will be taken into account in making these determinations.

Types of public and academic service contributions may include, but are not limited to, the following:

#### Public Service: Evidence of Quality and Frequency of Contributions

- serving as an organizer of workshops, panels, or meetings in areas of professional competence;
- serving as a speaker or presenter at non-academic meetings in areas of professional competence;
- serving as a leader or member of a task force or committee providing service to local, state, regional, national, or international organizations;
- serving as advisor/consultant (industry, education, government, not for profit, media) – list specific activity, whether paid or pro bono, and indicate time period in which consultation was provided, etc.;
• media coverage of the candidate’s research and participation in radio, television, and newspaper interviews;
• funding through grants and contracts with government agencies, foundations, nonprofit organizations, or private firms working in the public sector, including support for graduate students;
• other professional/public service if not included elsewhere, such as reviewer of proposals, or external examiner, and media appearances; and
• major academic/professional awards and commendations (if not included previously).

Academic Service: Evidence of Quality and Frequency of Contributions
• school/departmental committees;
• college or university committees;
• affirmative action and mentoring activities;
• administrative positions held;
• other administrative services to/for the University;
• major academic or professional awards and commendations;
• editorships of or service as a reviewer for journals or other learned publications; and
• offices held and other service to professional societies (list organization in which office was held or service performed and describe nature of organization: i.e., open or elected membership, honorary)

7. Appeals

Faculty Rule 3335-6-05(A) sets forth general criteria for appeals of negative promotion and tenure decisions. Further detail on appeals alleging improper evaluation is contained in Faculty Rule 3335-5-05.

8. Seventh Year Review

Faculty Rule 3335-6-05(B) delineates the conditions of and procedures for a seventh-year review.