

**APPOINTMENTS, PROMOTION AND TENURE  
CRITERIA AND GUIDELINES**

**FOR THE**

**DEPARTMENT OF VETERINARY CLINICAL SCIENCES  
COLLEGE OF VETERINARY MEDICINE  
THE OHIO STATE UNIVERSITY**

Rustin M. Moore, DVM, PhD  
Professor and Chair

December 20, 2007

Revised June 24, 2008

**PATTERN OF ADMINISTRATION  
FOR THE  
DEPARTMENT OF VETERINARY CLINICAL SCIENCES  
COLLEGE OF VETERINARY MEDICINE  
THE OHIO STATE UNIVERSITY**

<u><b>Table of Contents</b></u>	Page
A. Departmental Mission, Vision, Core Values, and Guiding Principles .....	1
1. Mission.....	1
2. Vision, Core Values, and Guiding Principles .....	2
a. Values and Principles Guiding Department.....	2
i. Group Values and Principles.....	2
ii. Personal Values and Principles .....	2
B. Departmental Voting Procedures .....	3
1. Conflict of Interest .....	3
2. Departmental Promotion and Tenure Committee (DPTC).....	4
3. Departmental Promotion and Tenure Subcommittee (DPTS) .....	4
4. Departmental Annual Review Committee (DARC) .....	4
5. Voting on Revisions of Appointments, Promotion and Tenure Criteria and Procedures .....	5
C. Appointments.....	5
1. Criteria .....	5
2. Distribution of Effort .....	6
a. Regular Tenure-Track Faculty.....	6
b. Regular Clinical-Track Faculty.....	6
D. Regular Tenure-Track Faculty .....	6
1. Instructor .....	7
2. Assistant Professor.....	7
3. Associate Professor and Professor .....	7
E. Regular Clinical-Track Faculty.....	7
1. Instructor-Clinical .....	9
2. Assistant Professor-Clinical.....	9
3. Associate Professor-Clinical and Professor-Clinical .....	9
F. Procedures for Transfer to Clinical-Track from Tenure-Track .....	9
G. Auxiliary Faculty.....	9
1. Adjunct Assistant Professor, Adjunct Associate Professor and Adjunct Professor.....	10
2. Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor .....	10
3. Lecturer, Senior Lecturer .....	10
4. Assistant Professor, Associate Professor and Professor with FTE below 50% .....	10
5. Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.....	10
H. Courtesy Appointments for Regular Faculty .....	10
I. Criteria for Emeritus Appointments.....	11
J. Procedures for Faculty Searches and Appointments .....	11
1. Regular Tenure-Track Faculty .....	11
2. Regular Clinical-Track Faculty.....	14

3. Auxiliary Faculty .....	14
4. Courtesy Appointments for Regular Faculty .....	14
5. Procedures for Emeritus Appointments .....	15
K. Procedures for Annual Reviews.....	15
L. Probationary Tenure-Track Faculty .....	16
M. Probationary Tenure-Track Faculty – Fourth Year Review .....	17
N. Probationary Tenure-Track Faculty – Exclusion of Time from Probationary Period .....	18
O. Tenured Faculty .....	18
P. Regular Clinical-Track Faculty.....	19
Q. Faculty with Joint Appointments.....	19
R. Merit Salary Increases and Other Compensation.....	20
1. Criteria .....	20
2. Procedures for Merit Raises.....	21
a. Highest Salary Increase.....	21
b. High Salary Increase .....	21
c. Moderate Salary Increase.....	21
d. Low Salary Increase.....	21
e. No Salary Increase .....	21
3. Documentation for Annual Performance Review .....	22
S. Promotion and Tenure and Promotion Reviews .....	23
1. Criteria .....	23
a. Teaching.....	23
b. Patient Management and Outreach .....	25
c. Scholarly Activity .....	27
d. Administrative Service.....	28
e. Professional Service.....	28
f. Professional Student and Housestaff/Graduate Student Advising.....	29
g. Interactions with Industry .....	29
h. Service to the College .....	29
T. Regular Tenure-Track Faculty .....	29
1. Promotion to Associate Professor with Tenure .....	29
a. Teaching.....	30
b. Patient Management.....	31
c. Scholarly Activity .....	31
i. Publications .....	31
ii. Research .....	32
d. Administrative Service.....	33
2. Promotion to Professor .....	33
a. Teaching.....	34
b. Scholarly Activity .....	34
i. Publications .....	34
ii. Research .....	35
c. Patient Management.....	35
d. Administrative Service.....	35
U. Regular Clinical-Track Faculty.....	36
1. Promotion to Assistant Professor – Clinical .....	36
a. Teaching.....	36
b. Patient Management.....	36

c. Administrative Service.....	36
d. Scholarly Activity .....	36
2. Promotion to Associate Professor – Clinical .....	36
a. Teaching.....	37
b. Patient Management.....	37
c. Administrative Service.....	37
d. Scholarly Activity .....	38
i. Publications .....	38
ii. Research .....	38
3. Promotion to Professor – Clinical.....	38
a. Teaching.....	38
b. Patient Management.....	39
c. Administrative Service.....	39
d. Scholarly Activity .....	39
i. Publications .....	39
ii. Research .....	39
V. Regular Faculty with Joint Appointments .....	40
W. Procedures for Promotion and Tenure Reviews .....	40
1. Candidate Responsibilities.....	40
2. Departmental Promotion and Tenure Subcommittee Responsibilities .....	41
3. Departmental Promotion and Tenure Committee Responsibilities .....	42
4. Department Chair Responsibilities .....	43
5. External Evaluations .....	44
6. Documentation for Promotion and Tenure and Promotion Reviews.....	45
7. Description of Teaching Responsibilities .....	45
a. Lectures and Laboratories.....	46
b. Clinical Teaching .....	46
c. Housestaff/Graduate Student Teaching .....	46
d. Curriculum Development.....	46
e. Continuing Education Instruction .....	46
f. Scholarship of Teaching .....	46
g. Teaching Portfolio .....	47
h. Teaching Evaluations.....	47
8. Scholarly Activity .....	48
a. Publications.....	48
b. Research.....	48
9. Patient Management.....	49
10. Administrative Service.....	49
11. Extended Professional Service and Outreach .....	49
X. Appeals .....	49
Y. Seventh Year Reviews .....	50
Z. Procedures for Student and Peer Evaluation of Teaching .....	50
1. Student Evaluations of Teaching .....	50
a. Course Evaluations .....	50
b. Individual Instructor Evaluations.....	50
c. Continuing Education Evaluations .....	51
2. Peer Evaluation of Teaching.....	51
3. Outcome Assessment – National Board Exam Reporting .....	52

Appendices

A. Promotion and Tenure and Promotion Guidelines.....54  
B. Summary of Yearly Classroom and Laboratory Teaching.....62  
C. Record of Peer-Reviewed Publications.....63  
D. Record of Funding .....64  
E. Office of Educational Design and Systems Student Evaluation of Instruction.....65  
F. Office of Educational Design and Systems Peer Evaluation of Didactic Teaching .....66  
G. Department of Veterinary Clinical Sciences Evaluation of Clinical Teaching .....68

**APPOINTMENTS, PROMOTION AND TENURE  
CRITERIA AND GUIDELINES  
FOR THE DEPARTMENT OF VETERINARY CLINICAL SCIENCES**

This document is a supplement to Chapter 6 of the Rules of the University Faculty (Additional Rules Concerning Tenure-track Faculty Appointments, Reappointments, Promotion and Tenure) <http://trustees.osu.edu/rules6/ru6index.html>; the Office of Academic Affairs (OAA) annually updated procedural guidelines for promotion and tenure reviews [http://oaa.osu.edu/handbook/xi\\_ptannual.html](http://oaa.osu.edu/handbook/xi_ptannual.html); and other policies and procedures of the College and University to which the Department and its faculty are subject. If or when this document conflicts with OAA policies, OAA policies will prevail. This document must be reviewed, and either reaffirmed or revised, at least every four years on the appointment or reappointment of the Chair. This document must be approved by the Dean of the College and the OAA before it is implemented.

The faculty and the administration are bound by the principles articulated in Faculty Rule 3335-6-01 <http://trustees.osu.edu/rules6/ru6-01.html>. Peer review provides the foundation for decisions regarding faculty appointment, reappointment, and promotion and tenure (except when the provisions of paragraph (H) of rule 3335-6-03 of the Administrative Code are invoked). Peers are those faculty members who can be expected to be most knowledgeable regarding an individual's qualifications and performance, normally colleagues in the tenure initiating unit. 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 <http://trustees.osu.edu/rules6/ru6-02.html> and other standards specific to this Department and College; and to make negative recommendations when these are warranted in order to maintain and improve the quality of the faculty.

At the time of appointment, all faculty members will be provided with a copy of this document. Faculty members will also be provided with an updated version when a revised document has been approved.

**A. Departmental Mission, Vision, Core Values, and Guiding Principles**

**1. Mission**

The **mission** of the Department of Veterinary Clinical Sciences is the advancement of animal health and well-being through providing exceptional educational experiences, delivering outstanding veterinary care, and discovering innovative methods to diagnose, prevent and treat disease. In support of these activities, we manage comprehensive professional and post-graduate curricula; provide leading-edge veterinary medical care; engage in consultation services and outreach activities that benefit the public and veterinary profession; and perform meaningful clinical, basic, and translational research for the improvement of animal and human health.

**2. Vision, Core Values, and Guiding Principles**

Our **vision** is to create and maintain academic, clinical, research, and outreach *programs that are recognized nationally and internationally for their quality and innovation*. While striving toward this vision, we are mindful of values that guide our personal and collective works. Central to these are intellectual integrity, professionalism, innovation, commitment, accountability, and a drive for excellence. These core values are representative of the standards and principles we embrace individually and collectively.

## **a. Values and Principles Guiding Department**

### **i. Group Values and Principles**

- *Commitment to Programmatic Growth* – we will develop and advance our programs for the benefit of our students, animal health, and the profession
- *Commitment to Public Service* – we serve the public through outstanding patient care, consultation, continuing education and outreach
- *Commitment to the Profession* – we serve our profession through consultation, engagement with professional societies and governing bodies, and by provision of continuing education
- *Commitment to our Students* – we believe that the education of our professional and post-graduate students is paramount
- *Discovery* – we strive to find better ways to improve animal and human health through clinical, basic, and translational research
- *Impact* – we perform meaningful research that impacts and enhances animal health and veterinary medical care
- *Inclusiveness* – we value and encourage the participation of all members of our team in discussion and decision-making
- *Innovation* – we advance our academic and clinical programs through personal creativity and collaborative innovation
- *Inspiration* – we motivate our students to embrace our profession and explore the many opportunities available to members of our profession
- *Involvement* – we understand that our personal engagement in departmental, college, and university programs and service is pivotal for advancement of our departmental goals
- *Leadership* – we are active in our academic, hospital, and specialty communities
- *Programmatic Goals* – we emphasize performance and outcomes as benchmarks of academic and clinical success
- *Quality* – we strive continuously for excellence in our teaching, research, clinical practice, service, and outreach efforts
- *Responsibility* – we recognize our collective responsibilities for careful management and strategic optimization of resources
- *Teamwork* – we recognize that programmatic success depends on each of us working together selflessly towards our collective goals

### **ii. Personal Values and Principles**

- *Accountability* – we are answerable for our individual actions and responsibilities
- *Balance* – we seek an appropriate work-life balance
- *Clinical Expertise* – we strive to maintain and advance our clinical expertise

- *Collegiality* – we foster positive, collaborative relationships and interactions with faculty colleagues, staff, and students
- *Communication* – we engage in honest, forthright, issue-oriented, and civil dialogue
- *Compassion* – we treat our patients, students, and colleagues with understanding, empathy, and kindness
- *Composure* – we maintain a professional comportment during stressful events
- *Contribution* – we understand that our individual engagement and involvement in programs is critical to both programmatic and personal success
- *Efficiency* – we aim to improve our delivery of care and services while always maintaining focus on the quality of our work
- *Enthusiasm* – we value and foster enthusiasm and positive thinking
- *Ethics* – we embrace the importance of both personal and professional ethics in our work, behavior, and lives
- *Hard Work* – we value individual initiative and personal dedication to the job
- *Humor* – we believe that appropriate humor can enhance the work environment and help people connect
- *Inquisitiveness* – we value curiosity and seek understanding
- *Integrity* – we approach academic issues, research, and patient-care ethically and with intellectual honesty
- *Learning* – we embrace life-long learning
- *Loyalty* – we value loyalty to our collective ideals, programs, and colleagues
- *Open-mindedness* – we listen and openly and fairly consider new ideas or other viewpoints
- *Optimism* – we balance introspection, analysis, and constructive criticism with a positive attitude and outlook regarding our programs, profession, and people
- *Passion* – we sincerely care about our programs, students, colleagues, patients, and clients
- *Persistence* – we celebrate diligence and determination
- *Professionalism* – we honor colleagues whose behavior reflects credit on our profession
- *Reflection* – we accept constructive criticism and hold personal accountability as pivotal to programmatic success and professional development
- *Respect for Differences* – we recognize, respect and value diversity as a source of strength
- *Satisfaction* – we believe that learning and working together create many opportunities for professional gratification and personal enjoyment.
- *Service* – we embrace a “customer-oriented” approach in the delivery of patient and client care
- *Trust* – we appreciate that learning to trust each other is a fundamental step in achieving our vision of programmatic distinction

## **B. Departmental Voting Procedures**

### **1. Conflict of Interest**



When any one of the following conflicts of interest exist, a faculty member should refrain from voting on matters pertaining to appointment, reappointment, promotion, tenure and promotion, or hiring of new faculty.

- Familial or comparable close personal relationship with a candidate.
- Close professional relationship with the candidate (e.g. graduate degree advisor).
- Substantive financial ties with the candidate.
- Has collaborated so extensively with the candidate that an unbiased review of the candidate's work is not possible. Generally, faculty members who have collaborated with a candidate on at least 50% or more of the candidate's published work since the last promotion will be expected to withdraw from review of the candidate.
- Any conflict of interest as defined by the University conflict of interest policy.
- Any other conflict of interest that could prevent objectivity.

Questions concerning a potential conflict of interest should be directed to the Chair who will decide if a conflict of interest exists and take appropriate action.

## **2. Departmental Promotion and Tenure Committee (DPTC)**

Discussion and voting on appointments, reappointments, fourth year reviews, promotion or tenure occurs at a meeting of the full DPTC (the eligible faculty). The eligible faculty includes faculty members with greater academic rank than the candidate. A quorum is defined as a simple majority of the eligible faculty. To be eligible to vote, a faculty member must be present at the meeting for the entire discussion of the candidate's qualifications. Voting is by anonymous ballot. Faculty members may vote in favor of, or against appointment, reappointment, tenure or promotion, or they may abstain from voting. Two thirds of those present must vote positively or negatively for a positive or negative decision to be declared. If neither of these outcomes occurs, the votes are reported without interpretation. The number of positive and negative votes, and the number of abstentions, are recorded by the chair of the meeting (the chair of the DPTS) who reports the results to the Department Chair.

## **3. Departmental Promotion and Tenure Subcommittee (DPTS)**

The Department has a promotion and tenure subcommittee (DPTS) that consists of at least 7 eligible faculty members, excluding the Chair. To ensure diversity, representation shall consist of faculty from a majority of the services within the Department (See Appendix A). A minimum of four members shall be Professors. For clinical-track reviews, at least one member shall be a clinical-track faculty member (if an eligible clinical-track faculty member is available) and when possible, the proportion of eligible clinical-track faculty on the committee shall reflect the proportion of all eligible faculty in the Department that are clinical-track. Appointments and reappointments to the DPTS are made on an annual basis by the Chair and yearly reappointment is acceptable. One member of the committee is appointed by the Chair as committee chair for a term of 3 years. The committee chair selects a Procedural Oversight Designee from among the committee's members. The Procedures Oversight Designee's responsibilities are described in the OAA annual procedural guidelines.

## **4. Departmental Annual Review Committee (DARC)**

The DARC reviews the annual reports and dossier and votes on annual reappointments of probationary faculty members, with the exception of 4<sup>th</sup> year reviews for tenure-track faculty and 3 to 5-year reappointments for clinical-track faculty. These latter two reviews are voted on by the DPTC. A quorum for the DARC is defined as a simple majority of the members of the committee that are permitted to vote on the issue. Tenured faculty may vote on reappointment of all probationary faculty members. Clinical-track faculty members may vote only on reappointment of probationary clinical-track faculty. Committee members may vote for or against reappointment or may abstain from voting. The chair of the DPTS reports the results of the vote to the Chair, including abstentions, by a letter that summarizes the committee's review.

## **5. Voting on Revisions of Appointments, Promotion and Tenure Criteria and Procedures**

The following procedures apply:

- All regular faculty members will have access to the revised draft document for review and will have a minimum of 2 weeks to provide written comments to the DPTS.
- The draft document will be discussed at a minimum of one meeting of the regular faculty.
- The DPTS will revise the document taking into account the faculty input.
- The revised draft of the document will be available for a minimum of 5 working days to all regular faculty members who may provide written comments to the DPTS.
- Following discussion of faculty comments by the DPTS and the Department Chair, the Department Chair may 1) declare the document complete and forward the document to the Dean OR 2) declare that the regular faculty shall vote upon whether or not to accept the document. In the latter case, the regular faculty will vote by e-mail ballot distributed by the administrative assistant of the department chair. Votes must be returned within 5 working days of the date of distribution.
- A quorum for the vote is a simple majority of the regular faculty, and two-thirds of those voting must vote to accept the document in order for a positive decision to be declared. The Chair votes with the regular faculty.
- The Chair reports the results of the vote to the regular faculty.
- After the Chair has declared the document completed, or the faculty has voted, the draft document is submitted to the Dean for approval.

## **C. Appointments**

### **1. Criteria**

The Department is committed to making faculty appointments that enhance or have strong potential to enhance the quality of the Department. Important considerations include the individual's record to date in teaching, patient management, research, administrative service, and outreach activities; the potential for professional growth and sustained accomplishment in each of these areas; and the potential for interacting with colleagues and students in a manner that will enhance their academic work and attract other outstanding faculty and students to the Department.

The Chair defines the terms of the appointment by the relative amount of responsibility assigned to each faculty member in teaching, patient management, research, outreach, and administrative

service. Assignment of effort is customized to maximize each faculty member’s potential for contributions to the Department and for the benefit of the overall program. Assigned distribution of effort may vary substantially among faculty, both in tenure-track and clinical-track positions. Changes in distribution of effort are made by the Chair in consultation with the faculty member, Service Head and faculty members within the given service. The distribution of effort is defined in the letter of offer and is redefined as necessary in the annual review letter and/or other appropriate written documents. Performance evaluations are based on assessment of the faculty member’s accomplishments in the context of his/her job description as articulated in the letter of offer and modified in subsequent annual review letters and/or other appropriate written documents.

**2. Distribution of Effort**

The following examples illustrate two commonly assigned distributions of effort within the Department:

**a. Regular Tenure-Track Faculty**

These examples represent faculty members who are assigned either approximately 26 or 13 weeks of clinical teaching and patient care annually, the latter representing a faculty member with a research-intensive appointment. Vacation time cannot be substituted for clinical patient care/clinical teaching but a faculty member can arrange with another faculty member to cover clinical time, or can hire a qualified substitute clinician if sufficient release-time funds are available, and with the approval of the Chair.

Clinical Teaching/Patient Management	26 weeks	13 weeks
Vacation	4 weeks	4 weeks
Didactic Teaching/Research/Scholarly Activity/ Administrative Service/Continuing Education/ Professional Meetings/Consultation	22 weeks	35 weeks
<b>Total</b>	<b>52 weeks</b>	<b>52 weeks</b>

**b. Regular Clinical-Track Faculty**

This example represents a faculty member who is assigned approximately 38 weeks of clinical teaching and patient care annually. Vacation time cannot be substituted for clinical patient care/clinical teaching but a faculty member can arrange with another faculty member to cover clinical time.

Clinical Teaching/Patient Management	38 weeks
Vacation	4 weeks
Didactic Teaching/Scholarly Activity/ Administrative Service/Continuing Education/ Professional Meetings/Consultation	10 weeks
<b>Total</b>	<b>52 weeks</b>

**D. Regular Tenure-Track Faculty**

**1. Instructor** – Appointment at the rank of Instructor can be made when the offered appointment is that of Assistant Professor, but the candidate does not have a DVM degree (or equivalent), or the requirements for the doctoral degree have not been completed by the candidate at the time of appointment. An appointment at the Instructor level is limited to three years. If an Instructor has not completed the requirements for promotion to the rank of Assistant Professor by the beginning of the third year of appointment, the third year will be the terminal year of employment. When an instructor is promoted to the rank of Assistant Professor on receipt of the doctoral (DVM) degree, prior service credit will be granted for time spent as an Instructor unless the faculty member indicates in writing at the time of the promotion that they do not wish such credit. This written request must be forwarded to OAA through the Dean.

**2. Assistant Professor** – The criteria for appointment to assistant professor are 1) an earned doctor of veterinary medicine degree from an American Veterinary Medical Association (AVMA)-accredited institution or equivalent educational background and qualification; 2) specialty training in the relevant clinical area or allied discipline with advancement toward appropriate certification, or possession of equivalent experience; 3) evidence of potential for sustained high quality scholarly activity, and excellent patient management, teaching, and administrative service to the Department and the profession. Appointment at the rank of Assistant Professor is always probationary, with mandatory tenure review occurring in the sixth year of service. The faculty member will be informed by the end of the sixth year as to whether promotion and tenure will be granted at the beginning of the seventh year. If the sixth-year review is negative, the seventh year is a terminal appointment. Review for tenure prior to the mandatory review year is possible when the faculty member requests it or when the Chair and the DPTS determine such a review to be appropriate. The granting of prior service credit, which requires approval of the Office of Academic Affairs, may reduce the length of the probationary period, and is strongly discouraged as it cannot be revoked once granted.

**3. Associate Professor and Professor** – Appointment at senior rank requires that the individual, at a minimum, meet the Department's criteria in teaching, patient management, research, outreach, and administrative service for promotion to these ranks as specified in this document (See PROMOTION OR TENURE AND PROMOTION REVIEWS). Appointment at senior rank normally entails tenure. A probationary appointment at senior rank is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional and terminal year of employment is offered.

Foreign nationals who lack permanent residency status may be appointed to a senior rank and ultimately approved for tenure when they have acquired the appropriate immigration status. The University cannot legally grant tenure in the absence of permanent residency.

## **E. Regular Clinical-Track Faculty**

Clinical-track faculty members are critical to pursuit of the overall mission of the Department. Excellence in patient management, clinical teaching, and clinical service is expected of clinical-track faculty. Clinical-track faculty members are expected to contribute new information that advances clinical practice as the terms of their appointment permit. Expectations for teaching,

patient management, administrative service, scholarship and outreach will vary depending upon the nature of the faculty member's appointment and responsibilities.

Individuals appointed to the regular clinical-track faculty may participate in all governance and committee functions at the service, Department, and College levels, except where restricted by College Charter or University Rules. Participation in University-level governance is restricted by University Rules (University Rule 3335-5-19.1 see <http://trustees.osu.edu/rules5/ru5-191-25.html>). The College Charter does not allow clinical-track faculty to serve on the College research council. Clinical-track faculty may not serve as principal investigators on intramural research grants except through petition to and approval by the College research council; nor may they serve as principal investigators on extramural research grants except through petition to and approval by the Chair, the Dean, and the University Office of Research.

Clinical track faculty may qualify for participation as Graduate School advisors and committee members consistent with Graduate School guidelines. According to University Rules, clinical-track faculty may not participate in promotion and tenure matters of tenure-track faculty at any level (University Rule 3335-6-04(B.a) see <http://trustees.osu.edu/rules6/ru6-04.html>). Within the Department, clinical-track faculty members are eligible to participate fully in promotion and reappointment decisions concerning clinical-track faculty.

Regular clinical-track faculty members are initially given one-year renewable appointments for a four-year probationary period. Beyond the probationary period, reappointments are made for a term of not less than three and not greater than five years. During the probationary period, clinical-track faculty will be reviewed at least annually by the Chair and the DARC. Clinical-track faculty members are formally reviewed in the fourth year of their appointment and in the penultimate year of their reappointment. Reappointment of clinical-track faculty for a three to five-year term is based on this mandatory review, which includes evaluation by the DPTS, a vote by the DPTC, and a recommendation from the Chair. Withdrawal from the mandatory penultimate year review for reappointment during the final probationary year means that reappointment will not be granted. Evaluation for promotion may or may not take place in the same cycle as the review for reappointment. A non-probationary clinical-track faculty member or the Chair may request that he/she be reviewed for promotion prior to the relevant deadline for each promotion and tenure cycle.

All reviews for promotion or for terms of reappointment require 1) a dossier with associated documentation as described later in this document, and 2) copies of the annual review letters from the preceding four years. Letters from external evaluators are required for clinical-track faculty in this Department when seeking promotion, but are not required for reappointment.

A recommendation from the Department will be one of the following:

1. Reappoint for a period of five years, with a recommendation for promotion,  
OR
2. Reappoint for a period of three to five years at the existing rank,  
OR
3. Non-reappointment after the fifth year of service of the current term of appointment.

Recommendations for three to five-year reappointments are forwarded to the College promotion and tenure committee and Dean for approval. Positive recommendations to reappoint clinical-track faculty will be approved by OAA without review and forwarded to the Board of Trustees for final action. The Dean's decision shall be final with respect to reappointment and non-reappointment and with respect to denial of promotion (according to University Rule 3335-7-08 see <http://trustees.osu.edu/rules7/ru7-08.html>). Faculty members are given appropriate written notice of non-reappointment in a timely fashion in accordance with Faculty Rule 3335-7-08.

Tenure is not granted to regular clinical-track faculty. See Faculty Rule 3335-7 for more information <http://trustees.osu.edu/rules7/ru7-01.html>.

**1. Instructor-Clinical** – The criteria for appointment to Instructor-Clinical are 1) an earned doctor of veterinary medicine degree from an AVMA-accredited institution or equivalent educational background and qualification; and 2) a strong potential to attain reappointment and to advance through the faculty ranks. Preference will be given to individuals with advanced or specialty training in a clinical area. Appointment is normally made at the rank of Instructor-Clinical only when the appointee has not obtained the required licensure/certification at the time of appointment, or when other circumstances or criteria warrant such appointment.

**2. Assistant Professor-Clinical** – The criteria for appointment to Assistant Professor-Clinical are 1) an earned doctor of veterinary medicine degree from an AVMA-accredited institution or equivalent educational background and qualification; 2) specialty training in the relevant clinical area with advancement toward appropriate certification, or possession of equivalent experience; and 3) a strong potential to attain reappointment and to advance through the faculty ranks. Evidence of ability to teach and provide excellent clinical service is highly desirable.

**3. Associate Professor-Clinical and Professor-Clinical** – The criteria for appointment to Associate Professor-Clinical and Professor-Clinical are that the candidate 1) meets the criteria for appointment to Assistant Professor-Clinical, 2) has obtained board certification in their specialty if an AVMA-approved specialty exists, or equivalent experience, and 3) meets, at a minimum, the Department's criteria—in teaching, patient management, administrative service, research, and outreach—for promotion to these ranks (See PROMOTION OR TENURE AND PROMOTION REVIEWS).

## **F. Procedures for Transfer to Clinical-Track from Tenure-Track**

Tenure-track faculty members are eligible to transfer to regular clinical-track faculty status. See Faculty rule 3335-7-09 for more information <http://trustees.osu.edu/rules7/ru7-09.html>. Departmental approval of the transfer should be based on the program needs and mission of the Department.

## **G. Auxiliary Faculty**

Auxiliary appointments are made for no more than one year at a time. For further information on auxiliary faculty appointments see University Rule 3335-5-19 (<http://trustees.osu.edu/rules5/ru5-19.html>). Auxiliary faculty members are subject to formal annual review prior to renewal.

### **1. Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor-**

Adjunct appointments are not compensated. Adjunct faculty appointments are given to individuals who volunteer considerable uncompensated academic service to the Department, for which a faculty title is appropriate. This could include teaching the equivalent of one or more courses, advising housestaff/graduate students or serving on graduate committees, and/or serving as a co-investigator on a research project. Adjunct faculty rank is determined by applying the criteria for appointment of regular tenure-track faculty. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of regular tenure-track faculty. In the event that the Department wishes to compensate an adjunct faculty member for work other than the voluntary service for which the adjunct title is provided, a concurrent appointment of limited duration for lecturer, workshop leader, etc. may be added for that purpose.

**2. Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor** – Clinical titles shall be used to confer faculty status on individuals who have credentials comparable to regular clinical faculty of equivalent rank, and who provide either significant compensated or uncompensated service for which a faculty title is needed (such as assuming teaching and patient management responsibilities for a clinical service). Clinical appointments are made for the period in which the service is provided and should not exceed one year. Auxiliary clinical rank is determined by applying the criteria for appointment of regular clinical-track faculty. Auxiliary clinical faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of regular clinical-track faculty.

**3. Lecturer, Senior Lecturer** – The titles of lecturer and senior lecturer shall be used for all compensated instructional appointments where other titles are not appropriate. Lecturer responsibilities shall be limited to formal course instruction. Lecturers have credentials comparable to regular faculty at the assistant professor level, and senior lecturers have credentials comparable to regular faculty at the associate or full professor levels. Lecturers and Senior Lecturers are not eligible for tenure or promotion.

**4. Assistant Professor, Associate Professor, and Professor with FTE below 50%** – Appointment of auxiliary faculty at regular titles is for individuals at 49% FTE or below, either compensated or uncompensated. The rank of auxiliary faculty with regular titles is determined by applying the criteria for appointment of regular tenure-track faculty. Auxiliary faculty members with regular titles are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of regular tenure-track faculty.

**5. Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor** – Visiting faculty appointments may either be compensated or uncompensated. Visiting faculty members on leave from a regular academic appointment at another institution are appointed at the rank held in that position. The rank at which other visitors are appointed as faculty is determined by applying the criteria for appointment of regular tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion.

## **H. Courtesy Appointments for Regular Faculty**

Occasionally academic activity in the Department of Veterinary Clinical Sciences of a faculty member whose tenure initiating unit is another Ohio State Department warrants an offer of a 0%

FTE (courtesy) appointment. Academic activity includes research collaboration, participation in housestaff/graduate student advising, teaching a course, clinical service or teaching, outreach, or a combination of these. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

Courtesy appointments are uncompensated and are recommended at the discretion of the Chair after approval of the faculty in the clinical service to which the individual will be assigned. Unlike auxiliary appointments, formal annual review and renewal are not required for courtesy appointments; however, continuation of a courtesy appointment should reflect ongoing contributions that meet expectations. Faculty with courtesy appointments will have no participation in governance at the Departmental level, but may vote on matters when serving on ad hoc Departmental committees.

## **I. Criteria for Emeritus Appointments**

Emeritus faculty members are regular faculty who, upon retirement, are recommended for emeritus status by the Chair, the Dean, and the senior vice president and provost. Emeritus faculty members will be appointed in accordance with University policies and rules. Emeritus faculty may not vote at any level of governance and may not participate in promotion and tenure matters, but may have such other privileges as the Department, College, or the Office of Human Resources may provide.

## **J. Procedures for Faculty Searches and Appointments**

A Guide to Effective Searches is appropriate and can be useful. This guide can be viewed at <http://hr.osu.edu/hrpubs/guidesearches.pdf>

See the Office of Academic Affairs Policies and Procedures Handbook [http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php) on the following topics:

Recruitment of Regular Tenure-track, Clinical-track and Research Track Faculty  
[http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php), Book 1, Chapter 4, Section 1.0

Appointments at Senior Rank or with Prior Service Credit  
[http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php), Book 1, Chapter 4, Section 2.1

Hiring Faculty from Other Institutions after April 30  
[http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php), Book 1, Chapter 4, Section 6.0

Appointment of Foreign Nationals  
[http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php), Book 1, Chapter 4, Section 5.0

Letters of Offer  
[http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php), Book 1, Chapter 4, Section 2.0

### **1. Regular Tenure-Track Faculty**



A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. Exceptions to this policy must be requested from the Office of Academic Affairs. Search procedures must be consistent with the University policies set forth in the most recent update of *A Guide to Effective Searches* <http://hr.osu.edu/hrpubs/guidesearches.pdf>.

Searches for tenure-track faculty proceed as follows:

The Dean of the College provides approval for the Department to commence a search process. This approval may or may not be accompanied by constraints with regard to salary, rank, and field of expertise.

The Chair will consult with the faculty, prospective Service Head and the Departmental Steering Committee prior to appointing an ad hoc faculty search committee consisting of three or more faculty who reflect the field of expertise that is the focus of the search, as well as other fields within the Department. The purpose of the consultation will be to assess the issues facing the Department, including considerations emanating from strategic planning or programmatic review. These discussions will lead to a clear and precise charge to the search committee regarding the qualifications, characteristics, and academic rank to be sought in a faculty candidate. The Chair will appoint one member of the search committee to act as its chairperson.

The search committee:

- Appoints a Diversity Advocate who is responsible for providing leadership in assuring that vigorous efforts are made to achieve a diverse pool of qualified applicants and that each candidate receives fair treatment.
- Develops a position description based on the guidelines provided by the Chair with input from the faculty. The position description should 1) identify responsibilities of the position; 2) explain the desired type of training and experience of applicants (including required and desired qualifications); 3) explain the importance of accomplishments to date in teaching, patient management, research, outreach, and administrative service; and 4) enumerate indicators of potential to successfully work with faculty to advance the Department's mission and goals.
- Develops a search announcement for internal circulation in the University Personnel Postings (formerly known as the "green sheet") through the Office of Human Resources Employment Services <http://hr.osu.edu/emp/home.html> and external advertising, subject to the Chair's approval. The announcement will be no more specific than is necessary to accomplish the goals of the search, since an offer cannot be made that is contrary to the content of the announcement with respect to rank, field, credentials, salary, etc. In addition, timing for the receipt of applications will be stated as a preferred date, not a precise closing date, in order to allow consideration of any applications that arrive before the conclusion of the search.
- Develops and implements a plan for external advertising and direct solicitation of nominations and applications. If there is any likelihood that the applicant pool will include qualified foreign nationals, the search committee must assure that at least one print (as opposed to on-line) advertisement appears in a location likely to be read by qualified potential applicants. The University does not grant tenure in the absence of permanent residency ("green card"), and strict U. S. Department of Labor guidelines do not permit sponsorship of foreign nationals for permanent residency unless the search

process resulting in their appointment to a tenure-track position included an advertisement in a field-specific nationally circulated print journal.

- Develops application procedures, interview schedules, and target dates for submitting recommendations.
- Screens applications and letters of recommendation and recommends to the Chair those applicants judged worthy of interview. On-campus interviews of selected candidates are arranged by the Chair's office.

On-campus interviews with candidates must include opportunities for broad interaction with faculty members, including the search committee; graduate students; the Chair; and the Dean or designee. In addition, all tenure-track candidates must make a presentation on their research to the faculty and graduate students. Alternatively, clinical-track faculty candidates may teach a class to the same audience. The Chair may request that a candidate discuss a particular aspect of the faculty position applied for (such as how the candidate views his/her integration into the existing program in the Department or how they envision building the respective program). All candidates interviewing for a particular position must follow a similar general format with enough flexibility to accommodate candidates' specific research interests.

Following completion of on-campus interviews, the search committee meets to discuss each candidate. The search committee determines which candidate(s) are acceptable and forwards this information to the Chair. The Chair consults with the regular faculty from the prospective faculty member's service or relevant discipline. The Chair reviews the comments of the search committee and from the service, and, in consultation with these groups, prioritizes the acceptable candidates and begins negotiation for hiring with the top-ranked candidate. In the event that more than one candidate achieves the level of support required to extend an offer, the Chair decides in consultation with the Dean of the College, which candidate to approach first. The details of the offer, including compensation, are determined by the Chair, with approval by the Dean of the College. No offer will be extended in the event that the search process fails to yield one or more candidates who would enhance the quality of the Department. The search may be either be cancelled or continued, as appropriate to the circumstances.

If an offer of employment involves conferring senior rank, the candidate must be reviewed following the same procedures as for a review for promotion and tenure, with the following exceptions: a formal dossier is not required (curriculum vitae may be substituted), and teaching evaluations are not required. External letters of evaluation are required. The DPTS reviews the candidate's application and advises the Chair whether the candidate has met the Department's minimum requirements for appointment at the specified rank. The DPTS, in consultation with the Chair, arranges a meeting of the DPTC (the eligible faculty of the Department). A member of the DPTS presents an overview of the candidate's application and, after discussion, the eligible faculty vote (see DEPARTMENTAL VOTING PROCEDURES). If the offer involves prior service credit, the eligible faculty members vote on the appropriateness of such credit (see DEPARTMENTAL VOTING PROCEDURES). The results of the vote are forwarded to the Office of Academic Affairs, through the Dean, along with the other documentation required for offers at senior rank.

Potential appointment of a foreign national who lacks permanent residency must be discussed with the Office of International Affairs. The University does not grant tenure in the absence of permanent residency status. The Department will therefore be cautious in making such

appointments and vigilant in assuring that the appointee seeks residency status promptly and diligently.

## **2. Regular Clinical-Track Faculty**

Searches for regular clinical-track faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the on-campus interview may be on a topic related to clinical/professional practice or teaching rather than research.

Highly qualified regular clinical-track candidates may occasionally be considered for appointment without a national search, only when there is a reasonable likelihood that a national search would not result in finding more highly qualified and/or more diverse candidates. The faculty in the relevant service of the Department must first approve the decision to interview a candidate without a national search. After faculty approval has been given, the on-campus interview and decision-making processes are identical to those following a national search. The Chair, in consultation with the Dean, determines the details of the offer, including the length of the initial contract.

## **3. Auxiliary Faculty**

The appointment, review, and reappointment of all compensated auxiliary faculty are decided by the Chair in consultation with the faculty in the prospective assigned service, the DSC, and with the Dean. The Chair may choose to appoint a search committee to implement a search and interview process for auxiliary faculty comparable to that described for tenure-track faculty.

Appointment of uncompensated adjunct or visiting faculty may be proposed by any clinical service area. The proposal is considered at a meeting of the DPTC, and if approved by the eligible faculty (see DEPARTMENTAL VOTING PROCEDURES) and the Dean, the Chair extends an offer. A faculty ad hoc search committee to advise the Chair may be needed for some auxiliary appointments.

Auxiliary appointments are generally made for a period of one year, unless a shorter period is appropriate to the circumstances. All auxiliary appointments expire at the end of the appointment term and must be formally renewed to be continued. Adjunct appointments may be renewed only when the uncompensated academic service for which the appointment was made continues. Lecturer appointments are usually made on a quarter by quarter basis.

Auxiliary faculty for whom promotion is a possibility follow the promotion guidelines and procedures for regular tenure or clinical-track faculty (see APPOINTMENT CRITERIA above), with the exception that the review does not proceed to the College level if the Chair's recommendation is negative, and does not proceed to the University level if the Dean's recommendation is negative.

## **4. Courtesy Appointments for Regular Faculty**

Any Department faculty member may propose a 0% FTE (courtesy) appointment for a regular faculty member from another Department at The Ohio State University. A proposal that describes the uncompensated academic service to this Department and justifies the appointment

is considered at a regular meeting of the prospective service's faculty. If the proposal is approved by the faculty, the Chair extends an offer of appointment. The Chair reviews all courtesy appointments annually to determine whether they continue to be justified, and takes recommendations to the faculty in the prospective service.

## **5. Procedures for Emeritus Appointments**

The Chair will consult with the faculty in the service to which the individual will be assigned, and the Dean of the College, regarding recommendations for emeritus appointments for retired regular faculty members who will continue to contribute to the Department's programs. Requests for emeritus status should include a short statement of justification from the Department and approval by the College. The emeritus request should be submitted at the time of retirement whenever possible, but will also be accepted after the faculty member has retired. Emeritus faculty members are provided with an emeritus parking decal by the Board of Trustees. Office and laboratory space are provided at the discretion of the Chair, subject to availability.

## **K. Procedures for Annual Reviews**

The Department follows the requirements for annual reviews as set forth in the Office of Academic Affairs Policies and Procedures Handbook: [http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php) Book 2, Chapter 3.

The University and Department mandate that all faculty members must have an annual written performance review. The annual reviews of every faculty member are based on expected performance in teaching, patient management, research, scholarship, outreach, and administrative service (distribution of effort); on any additional assignments and goals specific to the individual's job description; and on progress toward promotion where relevant.

The faculty member's distribution of effort (teaching, clinical patient management, research, outreach, and administrative service) is described in the letter of offer/appointment and is reiterated or amended in the annual review letter or other documents as necessary and appropriate. The annual review is the primary time to adjust responsibilities and expectations based upon performance and Departmental, Hospital and College needs. The annual review serves as the basis for annual merit salary recommendations. The annual review assesses and evaluates both accomplishments and future goals in the context of mission, performance standards, and expectations of the Department, College, and University. The annual review assists the faculty member in developing and implementing professional plans, provides a forum for discussion of accomplishments, and identifies performance problems should they exist. An accepted premise of faculty performance evaluation is that it is subjective.

The annual performance evaluation of each faculty member is the purview of the Chair. In making his/her assessment, the Chair considers the documents submitted by the faculty member (Faculty Annual Report, curriculum vitae, dossier, student and peer teaching evaluations, and/or other materials); report of the Annual Review Committee (for probationary faculty only); information from the Service Head, Hospital Director and/or faculty member's colleagues and co-workers; as well as the Chair's firsthand experience working with the faculty member. The resulting comprehensive evaluation is based on the Chair's subjective assessment of all this

information in the context of the expectations for performance as outlined in the faculty member's previous letter of appointment and/or annual review letters.

The documentation required for the annual performance review of every faculty member must be submitted to the Chair no later than the Monday of the first week of February. The DARC will also review documentation submitted by probationary faculty members. Eligible members of the DARC vote on the renewal of probationary faculty members, except in the case of fourth-year reviews and 5-year reappointments (for clinical-track faculty). The chair of the DARC will write a letter to the Chair summarizing the views of the members of the committee and the results of the vote for reappointment (see DEPARTMENTAL VOTING PROCEDURES). Annual reviews will be conducted starting in winter quarter and should be completed by the end of spring quarter. It is the faculty members' responsibility to contact the Departmental Administrative Manager to schedule their annual review meeting with the Chair. The Administrative Manager will coordinate the date, time and location of the meeting with the faculty member, and in the case of probationary faculty, the Service Head, who also should attend the annual review meeting. All faculty members are responsible for preparing and submitting the required documents for the annual review (referred to as the Annual Review Report) in a timely manner. See section on **DOCUMENTATION FOR ANNUAL REVIEW** below. The Chair will meet with the faculty member and will summarize the annual performance in a letter that gives an assessment of the strengths and weaknesses of the faculty member's performance and professional development, and in the case of probationary faculty members, indicates whether the faculty member will be reappointed for an additional year. The Chair will document any changes in the faculty member's distribution of effort in the annual review letter. A copy of the annual review letter is kept in the personnel file of all faculty members, and a copy is submitted to the Dean.

Faculty members are permitted according to University Rule 3335-5-04 (see <http://trustees.osu.edu/rules6/ru6-04.html>) to submit a written response to the annual review letter for inclusion in their dossier. University Rules require that all annual review letters and attached response letters shall become a part of the faculty member's official dossier for subsequent annual reviews during the probationary period and for the formal review for tenure and promotion.

The Chair is required (per Faculty Rule 3335-3-35 see <http://trustees.osu.edu/rules3/ru3-35.html>) to include a reminder in the annual review letter that all faculty have the right (per Faculty Rule 3335-5-04 see <http://trustees.osu.edu/rules5/ru5-04.html>) to view their primary personnel file and to provide written comments on any material therein for inclusion in the file.

## **L. Probationary Tenure-Track Faculty**

The annual review is a critical component in monitoring the progress of probationary faculty towards tenure. The goals of the annual review meeting are to allow the faculty member, service head, and Chair to evaluate the progress of probationary faculty toward promotion and tenure; to assess the faculty member's performance relative to his/her assigned distribution of effort; to encourage and provide guidance for professional development; and to discuss expectations for continued employment and advancement. However, statements made by the Chair in the annual review meeting or in the annual performance review letter should not be construed as a guarantee of promotion if the specified goals are achieved. This means that a prescription for academic

advancement cannot be given. The Department will not renew a probationary appointment following any annual review in which it is apparent that the candidate's likelihood of meeting expectations for future promotion and tenure is poor.

The DPTS, which consists of eligible faculty from a majority of the services of the Department, also serves as the DARC for probationary faculty. The DARC is a faculty advisory committee that reports to the Chair. The DARC is responsible for assigning faculty to perform peer reviews of clinical teaching of other faculty members. The DARC will review the probationary faculty member's annual report (mandatory College report), advise the Chair on the faculty member's strengths and weaknesses, and recommend for or against reappointment by a vote. The chair of the DARC will inform the committee of any conflicts of interest before the vote (see DEPARTMENTAL VOTING PROCEDURES). The number of votes for and against reappointment as well as the number of abstentions must be reported to the Chair in the DARC's letter summarizing its evaluation of each probationary faculty member. In making the final decision for annual reappointment of probationary faculty, the Chair will consider the analysis and recommendations of the DARC along with additional input from the faculty member's Service Head, the Veterinary Teaching Hospital Director (regarding clinical case management), and a mentor or ad hoc mentoring committee when appropriate. External evaluations of the faculty member's work, required for tenure and promotion reviews, may be obtained for an annual review if judged appropriate by the DARC or Chair.

If the Chair and DARC recommend renewal of the appointment, this recommendation is final.

Fourth year review procedures (see PROBATIONARY TENURE-TRACK FACULTY-FOURTH YEAR REVIEW below) are required to terminate a probationary appointment during any probationary year (University Rule 3335-6-03 [G] see <http://trustees.osu.edu/rules6/ru6-03.html>) if either the DARC or the Chair recommends non-renewal of a probationary faculty member.

#### **M. Probationary Tenure-Track Faculty – Fourth Year Review**

The mandatory fourth-year review and recommendation for reappointment is conducted in the fall by the DPTC. The DPTS performs an additional review of the faculty member's dossier in the spring, offers advice, but does not vote on reappointment nor generate an annual review letter. The fourth-year review differs from other annual reviews because it requires a review and vote for renewal or non-renewal by the eligible faculty of the Department. At the conclusion of the Department review, the formal comments process (per Faculty Rule 3335-6-04 see <http://trustees.osu.edu/rules6/ru6-04.html>) is followed and the case is forwarded to the College for review, regardless of whether the Chair recommends renewal or non-renewal. In the fourth-year review, the Dean makes the final decision on reappointment for the fifth year. The fourth-year review of probationary faculty shall follow the same process as the review for tenure and promotion at the Department and College levels with two exceptions: solicitation of external letters of evaluation usually will not be required by the Department and review by the College promotion and tenure committee shall be optional in all cases where both the Department and the Dean approve the renewal of the appointment. Before reaching a negative decision or a decision contrary to the Department's recommendation, the Dean must consult with the College promotion and tenure committee.



## **N. Probationary Tenure-Track Faculty-Exclusion of Time from Probationary Period**

Faculty Rule 3335-6-03 (D) sets forth the conditions under which a probationary tenure-track faculty member may exclude time from the probationary period. The full text of the rule is available at <http://trustees.osu.edu/rules6/ru6-03.php>.

No more than three years may be excluded from the probationary period for any reason, except in extraordinary circumstances. The faculty or Chair may advise a faculty member to apply to exclude time from the probationary period, but may not require the individual to do so. At any time within the limits of the rule, individuals may apply for consideration of an exclusion of time from the probationary period. The Department may wish to consider, during the annual review process, a recommendation that a faculty member apply for an exclusion of time from the probationary period.

One year may be excluded from the probationary period for the birth of a child or adoption of a child under age six. The Department will automatically notify the Office of Academic Affairs within one year of the birth of a child or the adoption of a child under age six of a probationary faculty member using the Notification of a Birth or Adoption Form ([http://oaa.osu.edu/OAAP\\_PHandbook\\_Forms.php](http://oaa.osu.edu/OAAP_PHandbook_Forms.php), Form 20). One year will be excluded automatically from the probationary period unless a non-renewal notice has been issued. Requests to decline a one-year exclusion under Section (D) (1) of Faculty Rule 3335-6-03 must be submitted on the Declination of Exclusion of Service Time from Tenure Probationary Period Form ([http://oaa.osu.edu/OAAP\\_PHandbook\\_Forms.php](http://oaa.osu.edu/OAAP_PHandbook_Forms.php), Form 22). As stated in [Faculty Rule 3335-6-03](http://trustees.osu.edu/rules6/ru6-03.php) (<http://trustees.osu.edu/rules6/ru6-03.php>), an exclusion of time from the probationary period in no way limits the right of the University to terminate a probationary appointment prior to the time of the mandatory review for promotion and tenure, *should circumstances warrant such action*.

A faculty member may also apply for an exclusion of time due to adverse events that were beyond the faculty member's control and that impeded productivity. A request to exclude time from the probationary period for any of these reasons must be made prior to the beginning of the year in which the mandatory review for tenure must occur. These requests are submitted to the Chair and are reviewed by the DPTS, which advises the Chair on the matter. Approval is based on the nature of the adverse event, the extent to which it was beyond the faculty member's control and the faculty member's productivity before and after the period of the event. The Chair, Dean, and Office of Academic Affairs must approve the request before it may be implemented. A negative recommendation by any of these parties terminates the review process.

The faculty member remains on duty regardless of time excluded from the probationary period. Annual reviews are conducted in every probationary year regardless of time excluded. Expectations for productivity during the probationary period cannot be increased as a consequence of exclusions of time granted under the terms of this rule. Approved exclusions do not limit the Department's right to recommend non-renewal of appointment during an annual review. A request to exclude time from the probationary period for any reason will not be granted after a non-renewal notice has been issued.

## **O. Tenured Faculty**

Associate Professors and Professors are reviewed annually by the Chair following his/her review of the faculty member's annual review report (see DOCUMENTATION FOR ANNUAL PERFORMANCE REVIEW below). The Chair meets with the faculty member to discuss his or her performance and future plans and goals; and prepares a written assessment on these topics. The faculty member may provide written comments on the review.

Faculty on approved professional leave of absence ("sabbatical") or special research assignment (SRA) will be requested by mail/e-mail to complete an annual review report. If at all possible, annual reviews will be conducted with faculty on leave by telephone in order to provide equal opportunity for evaluation for merit salary increases.

## **P. Regular Clinical-Track Faculty**

The annual review process for regular clinical-track probationary and non-probationary faculty is identical to that for tenure-track probationary and tenured faculty, respectively. According to University Rule 3335-6-04 (B.1) (see <http://trustees.osu.edu/rules6/ru6-04.html>) regular clinical faculty may not participate in the review of tenure-track faculty.

All annual review letters and attached response letters shall become a part of the faculty member's official dossier for subsequent annual reviews during the probationary period and for all formal reviews for five-year terms of reappointment. The Department considers previous annual review letters to be an essential part of the documentation needed for all five-year renewal decisions.

If the DARC and/or the Chair recommend against reappointment of a regular clinical-track faculty member, the same rules regarding non-reappointment (fourth-year review procedures) of probationary tenure-track faculty will apply with the following exceptions (per Faculty Rule 3335-7-08 see <http://trustees.osu.edu/rules7/ru7-08.html>):

- External letters of evaluation are optional.
- The College Dean's decision shall be final.

In the penultimate contract year of a regular clinical-track faculty member's appointment, the Chair must determine whether the position held by the faculty member will continue. If the position will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 <http://trustees.osu.edu/rules6/ru6-07-08.html> must be observed.

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

## **Q. Faculty with Joint Appointments**

Faculty with joint appointments will undergo an annual review in the Department. The DARC will assign faculty to complete peer evaluations of clinical teaching of the joint appointee. The review will follow the same procedures as for regular faculty.



## **R. Merit Salary Increases and Other Compensation**

### **1. Criteria**

Except when the University dictates any type of across-the-board salary increase, all funds for annual salary increases are directed toward rewarding meritorious performance and assuring, to the extent possible given financial constraints, that salaries reflect the market and are internally equitable.

On occasion, one-time cash payments or other rewards, such as travel funds, are made to recognize unique contributions that justify reward but do not justify permanent salary increases. Such payments/rewards are considered at the time of annual salary recommendations.

Meritorious performance in teaching, patient management, research, outreach, and administrative service are assessed in accordance with the same criteria that form the basis for promotion decisions. The time frame for assessing performance will be the past 36 months, with attention to patterns of increasing or declining productivity. Faculty with high quality performance in areas of assigned distribution of effort and a pattern of consistent professional growth will be favored. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

The Chair assesses the faculty member's performance in the context of specific goals agreed upon at the beginning of the review period. Merit salary increases for tenure-track faculty will be based on the quality of: 1) student and peer evaluations of teaching; 2) publication record in high-quality, influential scientific/education journals in the person's field of specialization; 3) research support (both intramural and especially extramural) capable of maintaining an active and productive program that attracts and supports outstanding housestaff, graduate students, and/or postdoctoral fellows; 4) contributions to hospital caseload and productivity through clinical activity, excellent client care and referring veterinarian service, and outreach and engagement (community and industry); 5) awards or honors that recognize excellence in teaching, scholarship, or administrative service; 6) mentoring of professional and post-professional students and faculty; 7) administrative activity as reflected in taking an active or leadership role in national professional organizations or in committees or task forces of the service, Department, Hospital, College, or University governance; 8) invited scientific presentations at national and international meetings; 9) leadership role in the development of innovative approaches to teaching; 10) invited service on grant review panels of governmental funding agencies and private foundations; 11) service as editor or editorial board member for respected scientific journals; 12) collegiality, civility and high standards of professional behavior; and 13) other contributions to the missions of the Service, Department, Hospital, College, or University.

Merit salary increases for clinical-track faculty will be based on the quality of: 1) student and peer evaluations of teaching; 2) contributions to hospital case load and productivity through clinical activity, excellent client care and referring veterinarian service, and outreach and engagement (community and industry); 3) leadership role in the development of innovative approaches to teaching; 4) publication record in high-quality, influential professional journals and textbooks in the person's field; 5) awards or honors that recognize excellence in teaching, service, or scholarship; 6) mentoring of professional and post-professional students and faculty;

7) administrative activity including taking an active or leadership role in national professional organizations or in committees or task forces of the Service, Department, Hospital, College, or University governance; 8) invited presentations at national and international meetings; 9) service as editor or editorial board member for respected professional journals; 10) collegiality, civility and high standards of professional behavior; and 11) other contributions to the missions of the Service, Department, Hospital, College, or University.

Faculty who have been on an approved professional leave of absence (“sabbatical”) or special research assignment (SRA) leave during the academic year are reviewed using the same criteria.

## **2. Procedures for Merit Raises**

The Chair recommends annual salary increases and other performance rewards to the Dean, who reviews the recommendations together with input from the Associate Deans for Research, Academic Affairs and the Hospital Director. The recommendation from the Chair may be modified based on this review and salary parity within the College. Salary increases can be formulated as either dollar amounts or percentages provided they are done so in a fair and similar manner in a given year. As a general approach to formulating salary recommendations, the Chair divides faculty into at least five groups based on continuing productivity and considers market and internal equity issues as appropriate. The following are general guidelines for the merit salary increases for tenure-track, clinical-track faculty and auxiliary faculty members:

**a. Highest Salary Increase** – This level of merit salary increase is awarded to faculty that are promoted, or to faculty that maintain excellent productivity, greatly exceed expectations, and make immense and meaningful contributions to the teaching, patient management, research, outreach, and administrative service missions of the Department, Hospital and College.

**b. High Salary Increase** – This level of merit salary increase is awarded to faculty that maintain excellent productivity, exceed expectations, and make major contributions to the teaching, patient management, research, outreach, and administrative service missions of the Department, Hospital and College.

**c. Moderate Salary Increase** – This level of merit salary increase is awarded to faculty that maintain good productivity, meet expectations, and consistently contribute to the teaching, patient management, research, outreach, and administrative service missions of the Department, Hospital and College.

**d. Low Salary Increase** – This level of merit salary increase is awarded to faculty whose productivity and contributions in the teaching, patient management, research, outreach, and administrative service mission and goals of the Department, Hospital and College are minimally adequate and/or do not meet expectations in one or more area. Performance deficiencies can be identified that need improvement. This can also include faculty who provide minimal or incomplete documentation for the annual review.

**e. No Salary Increase** – No merit salary increase is given to faculty members who make inadequate academic contributions to the teaching, patient management, research, outreach, and administrative service mission and goals of the Department, Hospital and College;

or those who consistently fail to meet expectations for enhancing the quality of the interpersonal work environment. No increase will be proposed if performance is significantly deficient and below minimum standards. This can also include faculty who provide inadequate documentation for the annual review. These individuals will receive salary increases only if across-the-board increases are mandated by OSU budget guidelines. Such persons should not expect to recoup the forgone raise at a future time.

Salary increases may also be impacted by equity issues related to salary compression or expansion. Salary compression may be addressed by assigning additional compensation to a group of individuals. Salary expansion may be addressed by reducing the average percentage increase at the top end of the salary range to recognize the significant dollar differences for equally ranked individuals.

Each faculty member will receive annual written notification of their approved salary effective October 1.

Faculty members who wish to discuss their salary increase with the Chair should be prepared to explain why their salary (rather than the increase) is inappropriately low. Faculty wishing to appeal their salary may follow the standard appeal process at [http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php), Book 2, Chapter 4, Section 2.0.

### **3. Documentation for Annual Performance Review**

The annual performance review of every faculty member requires that all documentation described below be submitted to the Chair by the specified deadline.

- Updated *Curriculum Vitae*, which will be made available to all faculty members. Achievements during the last year should be highlighted.
- Updated OAA dossier outline (not required for Professors) [http://oaa.osu.edu/OAAP\\_PHandbook.php](http://oaa.osu.edu/OAAP_PHandbook.php), Book 3, Chapter, Section 4.0.
- College Annual Faculty Report.
- Copies of peer assessment of clinical and didactic teaching for the year.
- Copies of student assessment of teaching for the year (summaries only, not individual comments).

Fourth-year reviews for tenure-track faculty or reappointment reviews for clinical-track faculty follow the same procedures as the review for promotion or tenure and promotion at the Department and College levels, and therefore require the same documentation with the exception that external letters of evaluation are optional (see PROBATIONARY TENURE-TRACK FACULTY-FOURTH YEAR REVIEW).

Under no circumstances should faculty solicit evaluations from any party for purposes of the annual review, as such solicitation places its recipient in an awkward position and produces a result that is unlikely to be candid.

## S. Promotion and Tenure and Promotion Reviews

### 1. Criteria

Faculty Rule 3335-6-02 (D) <http://trustees.osu.edu/rules6/ru6-02.html> provides the following context for promotion and tenure and promotion reviews:

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

The Ohio State University expects faculty members seeking tenure and promotion to demonstrate a level of scholarly productivity and engagement that ensures continued productivity following the awarding of tenure. At The Ohio State University, the decision to grant tenure to a faculty member is based on a **subjective** assessment of the candidate's accomplishments by his/her peers, and by senior administrators of the Department, College and The Office of Academic Affairs.

In this Department, academic achievement is judged in the context of the mission of the Department and the expectations for distribution of effort that have been specifically recorded by the Chair in the letter of offer. Changes in distribution of effort are specified in the Chair's annual review letter or other appropriate written documents for the individual faculty member (See Appendix F)

The Department has high standards for the awarding of promotions, as these have a powerful impact on the quality and future of the Department. Although criteria will vary according to the particular responsibilities of each faculty member, every candidate is held to a standard of excellence in all aspects of performance. The pattern of past performance should yield a high degree of confidence that the candidate will continue to develop professionally. For promotion at any rank, candidates are expected to demonstrate excellence in teaching; patient management (if assigned); research/scholarship (dependent upon tenure-track or clinical-track and percentage distribution of effort); outreach; administrative service to the Department, College or University; and professional service to the VTH. In addition, it is expected that the tenure-track candidate will establish a focused area of research and a clinical specialty from which publications suitable for peer-review in high quality journals will be developed. Expectations for scholarly accomplishments for clinical-track faculty are proportional to the amount of time allowed for scholarly activity.

Excellence in teaching, patient care, research, outreach, and administrative service include professional ethical conduct in each area of responsibility, consistent with the American Association of University Professors' Statement on Professional Ethics

<http://www.aaup.org/AAUP/pubsresearch/policydocs/statementonprofessionalethics.html>.

- 1.** Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- 2.** As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- 3.** As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- 4.** As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- 5.** As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their College or University. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular

obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Successful faculty members periodically assess their past accomplishments and future goals. They stay focused on their goals, but are also receptive to new responsibilities when asked by their Chair, Service Head, or faculty colleagues. Careful consideration of all efforts and time commitments is necessary to avoid becoming overcommitted. Faculty members are also encouraged to stay current in new developments and concepts in their field, and thus should attend appropriate conferences (within or outside of the Department) and read current scientific literature. Faculty members hired before they are board-certified are expected to achieve certification in their specialty, if an appropriate AVMA-approved specialty exists.

Collegiality, civility, mutual support, and respect for others are strongly held values in the College of Veterinary Medicine. The Department and College support diverse beliefs and the free exchange of ideas and expect that faculty, staff, and students promote these values and apply them in a professional manner in all academic endeavors. The Department is committed to evaluating the practice of these values as part of all performance evaluations. In all aspects of their work, faculty members are expected to demonstrate collegial, civil, responsible and respectful behavior toward peers, staff, students, referring veterinarians, and hospital clients. Faculty members are encouraged to establish and maintain a rapport with their colleagues. Both personal accomplishments and involvement as a team member in teaching, patient management, research, scholarship, mentoring, outreach, and/or administrative service are valued. Each faculty member contributes indirectly to Department productivity by positively influencing the productivity of other faculty. This synergism may include positive interactions in team teaching, clinical work, mentoring, research collaboration, co-authorship of publications, sharing of innovative ideas in committee meetings, community and industry outreach, and other cooperative efforts that advance the missions of the service, Department, Hospital, College, and University. It is important that all faculty work toward establishing and maintaining a team culture and an enriching and diverse intellectual working and learning environment.

Faculty members are expected to contribute to the quality of academic life by participation in service and Departmental governance and service activities. The Department values enthusiasm, innovation, creativity, intellectual diversity, and open-mindedness. The Department is committed to academic freedom and encourages free expression. Faculty should be open to new ideas and respectful of the ideas and opinions of others.

Mentoring of junior faculty and housestaff is considered a vital part of the role of each faculty member. Faculty members are expected to actively participate in and meaningfully contribute to the professional development of junior faculty and trainees through a commitment to effective mentorship. Faculty are expected to actively promote an excellent and enriching working and learning environment through collegiality, civility, openness to diverse ideas and opinions, and mentoring. Faculty members who provide mentoring receive academic credit for this contribution.

### **a. Teaching**

All faculty members are expected to excel at teaching, to continuously strive to improve their teaching effectiveness, and to contribute to the development of instructional programs. Faculty

members are expected to teach effectively on several teaching teams, to participate actively in course planning and implementation, and to work toward constant improvement of the course as a whole. Faculty members are also expected to assume the role of teaching team leader when appropriate.

In addition to providing an excellent professional student curriculum, the training of clinical housestaff/graduate students is an important mission of the Department. Housestaff are graduate veterinarians in nationally-approved training programs that lead to advanced clinical training and/or board certification in a clinical specialty recognized by the AVMA. A major goal of the Department is to train veterinary specialists who will advance the standard of care of their patients and contribute new knowledge to their specialty areas. Residency and internship training in the Department is based on an intensive, structured, three-year or one-year program respectively, composed of extensive, mentored clinical training, and participation in a comprehensive series of courses, seminars, rounds, journal clubs, conferences and independent study experiences within the Department. All faculty members in the Department are expected to contribute to these programs.

The Department views the role of faculty in housestaff advising as critical to its mission. Each resident/intern is assigned a faculty member as the clinical training advisor. The training advisor is responsible for mentoring the individual through all aspects of the program, and must certify that the individual has obtained sufficient clinical expertise and knowledge. In addition, faculty must certify residents are qualified for the board certification examination in their chosen specialty. Each resident in training is dual-enrolled in graduate school with the intent of completing an advanced degree (MSc or PhD). Successful completion of a residency program includes and is dependent upon successful completion of the graduate program. Failure to complete the dual graduate degree equates to unsuccessfully completing the residency program and the Department and Chair will not sign off on the necessary paperwork for specialty board certification. Each graduate student is assigned a research advisor who may or may not be the same person as the clinical training advisor. The Department views the role of faculty in resident and graduate student advising as critical to its mission.

Evaluations of teaching, as described in the section DOCUMENTATION FOR PROMOTION AND PROMOTION AND TENURE REVIEWS below, are required of all faculty members. Student evaluations of teaching are required for all courses taught at the Ohio State University. Because nearly all courses in the veterinary professional curriculum are team taught, most standard course evaluations in the College reflect the composite efforts of the teaching team rather than individual faculty teaching. The weight placed on overall course evaluations depends on the faculty member's overall contribution to the course; for example, overall course evaluations are most important for teaching team leaders. Individual instructor evaluations are therefore required. The Chair's office is responsible for registering new faculty with the College's Office of Educational Design and Systems (OEDS), which will initiate the teaching evaluation process. Peer reviews of teaching are also required. Faculty members who perform peer review of teaching receive academic credit for their endeavor.

The Department recognizes education outside of the OSU as an important part of its mission. Faculty members provide continuing education, while themselves engaging in lifelong learning, through publications, presentations, and communications. Outreach educational efforts by faculty members speed dissemination of new knowledge and make cutting edge information available in

a well-integrated form, thereby promoting the international and national reputation of the Department, the College, and the University. Invitations to speak at international, national, and regional continuing education programs reflect the stature of the faculty member as a clinician and educator in her/his specialty area. However, it is equally important that Departmental faculty focus appropriate time and effort to local, state and regional continuing education in order to promote awareness among private practitioners and the animal-owning public about our clinical services and capabilities at Ohio State. There is an expectation that all faculty members participate in a minimum of 2 local or state meetings in Ohio or the surrounding states each year. This will help foster maintenance and growth of a robust and diverse clinical caseload which is important for teaching students and training residents and is important to the financial health of the Hospital. Time devoted to outreach activities should not compromise the faculty member's commitment to his/her assigned duties or have a negative impact on the operation of the service or faculty colleagues. When questions regarding conflict of commitment arise, the faculty member should consult the Chair.

Publication of books, book chapters, monographs, and articles that communicate the state of the art of veterinary medicine in the candidate's specialty area are viewed as important contributions to teaching; however, publications for continuing education cannot be substituted for and are a lower priority than peer-reviewed scholarly publications.

Some faculty members also provide education to the general public through telephone communications, electronic media, and extension courses. The average faculty member is expected to efficiently and cooperatively respond to daily telephone or e-mail requests for information from veterinary colleagues and the general public.

### **b. Patient Management and Outreach**

A strong teaching hospital is fundamental to the mission of the College. The VTH requires committed and highly trained specialists and clinical educators. The majority of patient management is conducted concurrently with professional student and housestaff/graduate student training and education. Faculty members are expected to practice ethical state-of-the-art clinical medicine and to oversee the clinical education of students and housestaff in the VTH. A strong commitment to excellence in patient management and clinical outreach is expected of all faculty members. Specifically, faculty members are expected to perform:

- State-of-the-art diagnosis and management of patients referred by local, state and regional veterinarians as well as patients presented by the hospital's local clientele.
- Effective and timely communication with clients by telephone, e-mail and letters concerning medical and surgical management of their pets. These communications are critical to cultivating long-term relationships with our clients and fostering a robust caseload.
- Effective and timely communication with referring veterinarians by telephone, e-mail and referral letters concerning management of referred cases. These communications are critical to cultivating long-term relationships with our alumni and private practitioners and fostering a robust caseload.
- Timely and accurate completion of medical records to promote efficient patient management as well as to provide information for clinical research and for legal purposes.



- Timely and accurate estimates of costs to clients to facilitate accurate and timely billing. These activities are crucial for effectively managing client expectations, critical to the financial well-being of the Veterinary Teaching Hospital, and they support clinical education.
- Efficiently allowing members of the teaching team to manage a large number of patients, simultaneously maximizing the educational value of these cases.
- Recruitment of new clients and patients to provide a large and diverse caseload, which facilitates the teaching mission of the hospital.
- Consultation with, students, residents, and other faculty members regarding hospitalized patients.
- Consultation with practicing veterinarians locally, regionally, nationally concerning state-of-the-art patient management.
- Outreach to the animal-owning public and industry constituents.
- All duties with competence, professionalism and accountability.

### **c. Scholarly Activity**

Strong translational and basic science research programs are an important mission of the Department. Scholarly activity is focused on the discovery of new knowledge that advances state-of-the-art of veterinary medicine; improves the diagnosis, treatment, and prevention of spontaneous disease in animals; furthers the understanding of mechanisms of disease and advances the study of animal models of human disease. Research is accomplished in a variety of formats including, but not limited to, studies of spontaneously occurring diseases, experiments *in vitro* and on laboratory animals, prospective clinical trials, investigation and development of new drugs and new uses of existing drugs, and studies of new surgical techniques or diagnostic methods. Case reports and retrospective studies can serve as building blocks to additional studies such as prospective clinical trials.

Scholarly activity may also involve discovery, implementation, and dissemination of innovative instructional technologies and more effective teaching methods. These contributions should be based upon appropriately conducted outcomes assessments and published in peer-reviewed education journals.

Scholarly activity should adhere to the standards of clear goals, thorough preparation, appropriate methods, reportable results, effective communication, and reflective critique. All research, including clinical and teaching research, must adhere to conventional scientific methods of establishing a hypothesis, developing an experimental protocol, collecting results, analyzing data, and reporting the results to the scientific community in a timely fashion.

### **d. Administrative Service**

Faculty members are expected to provide administrative service at the Service, Hospital, Department, College, or University levels as a member or chair of a committee, in a supervisory or leadership role related to unit activities, as a member of a standing or ad hoc committee or task force, via service as a unit representative, as a participant in routine unit governance, and in public relations efforts that enhance the visibility and image of the unit. Public relations efforts

may include attending special events, developing websites, providing interviews, or writing lay articles.

#### **e. Professional Service**

Faculty members are expected to serve their professional organizations. Service in professional organizations maintains the national and international reputation of the Department, College, and University. Active participation is encouraged for the professional growth of faculty members and may include service as an officer, committee member, member of a credentialing or examining board, member of an advisory board, program organizer for scientific meetings, grant reviewer, journal reviewer, journal editor, or invited panelist.

#### **f. Professional Student and Housestaff/Graduate Student Advising**

Faculty members are expected to advise professional students, undergraduate students, and housestaff/graduate students. Examples include facilitation of student projects, mentoring, reviewing case material for board qualification or publications, writing recommendation letters, consulting with prospective employers regarding job placement, and advising student organizations.

#### **g. Interactions with Industry**

Faculty members may be expected to interact with industry constituents to maintain and promote better working relationships that can be vital to the growth and advancement of the Hospital and Department by providing faculty members access to state-of-the-art technology and/or enhanced contractual funding. Faculty can provide expertise and creative ideas to industry to foster the links between industry and the University. Faculty should file Confidential Disclosure Agreements, and be aware and take the necessary steps to ensure protection of intellectual property, including consulting with the University and the College Office of Research and Graduate Studies.

#### **h. Service to the College**

A faculty member may not be active in all of these service areas, but participation in selected areas is necessary for the professional growth of the faculty member and for achievement of the goals of the Hospital, Department and College. At a minimum, all faculty members in the Department must participate in the activities and governance of their assigned service.

### **T. Regular Tenure-Track Faculty**

#### **1. Promotion to Associate Professor with Tenure (or Tenure at the Rank of Associate Professor)**

Faculty Rule 3335-6-02 (C) provides general criteria for promotion to Associate Professor with Tenure:

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 [patient care, outreach, and administrative] service; and can be expected to continue a program of high quality teaching, [patient care,] scholarship, [outreach,] and [administrative] service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the University.

\* material in square brackets above added by the DPTS of the Department of Veterinary Clinical Sciences to ensure content accurately reflects the Departmental mission

The award of tenure is a commitment of lifetime employment. It is therefore essential to evaluate and judge the probability that faculty, once tenured, will continue to develop professionally and contribute to the Department's academic mission at a high level for the duration of their time at the University. Tenure is not awarded below the rank of Associate Professor at The Ohio State University.

The accomplishments listed below in the areas of teaching, patient management, research, outreach, and administrative service are expected of faculty for promotion to Associate Professor with Tenure. Probationary faculty are expected to develop a local and national reputation among their peers for excellence in teaching, patient management and research. In the evaluation of untenured Associate Professors for tenure, the same criteria apply, along with any others established in writing at the time a senior rank appointment without tenure was offered.

#### **a. Teaching**

**For promotion to Associate Professor with Tenure, a faculty member is expected to have:**

- Provided up-to-date content at an appropriate level and demonstrate continuing growth in knowledge of subject matter.
- Demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm.
- Demonstrated creativity in the use of various modes of instruction, classroom technology, and other teaching strategies to create an optimal learning environment.
- Actively engaged students actively in the learning process and encouraged independent thought, creativity, and appreciation of discovery of new knowledge.
- Provided appropriate and timely feedback to students throughout the instructional process.
- Treated students with respect and courtesy.

The Department evaluates quality and quantity of teaching effort based on the terms of the faculty member's appointment. For example, a faculty member with 26 weeks of annual patient care responsibilities is expected to give didactic lectures and participate in laboratory instruction annually in the professional or graduate student curriculum, in addition to participating in 26 weeks of clinical teaching. A documented record of effective teaching is required of all faculty members and is composed of student and peer evaluations of classroom and clinical teaching.

Each faculty member is expected to obtain Category M or P Graduate Faculty status. Graduate student advisors mentor graduate students in their research and all other aspects of the degree program. All probationary tenure-track faculty members are expected to participate on graduate committees prior to promotion and tenure. The Department is unique in that faculty members may serve in two roles for housestaff/graduate students: research advisor and/or mentor of

clinical training. The Department recognizes the contribution of faculty members to both housestaff mentorship and graduate student advising.

### **b. Patient Management**

**For promotion to Associate Professor with Tenure, a faculty member is expected to have:**

- Demonstrated clinical competence and commitment.
- Supported the mission of the VTH by providing excellent and timely communication and service to referring veterinarians and clients and outreach to the state of Ohio.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VTH. The input of the director of the VTH on these issues will be solicited.
- Developed a local and national reputation among peers for excellence in patient management and advancement of clinical practice.
- Achievement of specialty board certification if appropriate and available.

### **c. Scholarly Activity**

#### **i. Publications**

**For promotion to Associate Professor with Tenure, a faculty member is expected to have:**

- Published a thematically focused body of research/scholarship work in high quality peer-reviewed journals that contributes substantively to knowledge in the area of focus, and is beginning to be favorably cited or otherwise shows evidence of influence on the work of others.
- Published in main-stream scientific journals of high quality which are acceptable to the Department. Journals whose emphasis is predominantly or exclusively continuing education for practicing veterinarians or the general public are usually not acceptable. Presentation of abstracts at scientific meetings, although expected for dissemination of new information, does not replace the requirement for publication. All publications contribute to the candidate's body of work; however, primary authorship of original research articles in high quality peer-reviewed (refereed) journals is emphasized as the highest priority. Faculty members should have manuscripts of this type demonstrating their own independent work. Second authorship of papers behind a housestaff/graduate student is considered to be "first co-author" provided that the faculty member's percent contribution supports this assessment. The Department recognizes that some peer-reviewed journals follow the convention of listing the senior author last. These publications can be considered of equivalent merit to first co-author publications provided that the faculty member's percent contribution supports this assessment. Books, book chapters, non-refereed articles, proceedings, and other written works are a lower priority than peer-reviewed scientific articles for probationary faculty.
- Developed a local and national reputation for excellence among peers in the candidate's field as evidenced by external evaluations, invitations to present at recognized prestigious forums, invitations to review research papers and grant proposals, and a beginning trend of favorable citations in other researchers' publications. A reputation based on the quality of the research/scholarship contribution is distinguished from one based mainly on

familiarity through the faculty member's frequent attendance at national and international conferences.

The Department evaluates both quality and quantity of scholarly activity in the context of the terms of the faculty member's appointment. Faculty members are expected to publish reports of the results of original studies or substantial case series. Single case reports are less desirable. For faculty with varying percent distribution of effort for clinical teaching and patient care, and classroom teaching, the expectation for first author and co-first author publications will be adjusted proportionately. For example, for a faculty member assigned 12 weeks of clinical teaching and patient care annually would be expected to author proportionally more peer-reviewed publications annually than a faculty member with 26 weeks annually of clinical teaching and patient care.

The Department recognizes the scholarship of teaching. A faculty member may elect to pursue excellence in the scholarship of teaching as his/her area of scholarly emphasis. Recognition as a teaching scholar will require accomplishments in teaching and pedagogy well beyond those expected of most other faculty members. Compelling evidence should be provided that the work is authoritative, and has had a major influence on the teaching of veterinary medicine. Outstanding activities regarding the scholarship of teaching with subsequent publication of manuscripts related to development, implementation and outcome assessment of innovative instructional technologies and teaching methods/materials in peer-reviewed education journals will be recognized as valued contributions. Accomplishments in the scholarship of teaching can be an important consideration in decisions on merit salary increases and on tenure and promotion for faculty who choose to emphasize this area. Development and maintenance of a teaching portfolio may be appropriate for faculty with a focus on education and teaching.

## **ii. Research**

**For promotion to Associate Professor with Tenure, a faculty member is expected to have:**

- Developed a focused research program that is nationally recognized by peers demonstrates a consistent effort to advance a given field or discipline, usually through a continuous and connected series of studies. The following attributes of the candidate's body of original work are considered:
  - Original hypothesis-driven research. Publications reviewing previous studies are less desirable.
  - Quality of the work; impact of the work on the research field or clinical discipline; and quantity of work.
  - Rigor of the peer review process and degree of dissemination of publications. Journal publications and monographs are weighted more heavily than conference proceedings, published research more than unpublished research, and original works more than edited works.

A demonstrated ability to obtain and potential to sustain research program funding are highly regarded. Competitive peer-reviewed extramural awards are weighted most heavily. The candidate should make regular attempts to obtain extra- and intramural funding as a principal investigator. The expectation for number of grants submitted is proportional to the distribution of effort toward research, as established in the faculty member's letter of offer and/or modified by the Chair in an annual review letter. Applications for competitive funds, corporate monies, or

private sponsorship are all appropriate. Grants should be in the area of research focus of the candidate, of high quality, and involve research with the potential to advance the field or discipline. Success in grantsmanship is considered favorably in the promotion and tenure process and is expected for faculty members with research-intensive appointments. The record of publications should demonstrate successful completion of these funded projects.

Collaborative research within the Department and among other Departments/units, and interdisciplinary research in which the candidate provides unique expertise to a research team, is encouraged. The Department recognizes the importance of co-investigators on grant submissions. The candidate's intellectual contributions to collaborative work must be clearly, fairly, and accurately described to permit assessment of the faculty member's contribution.

The candidate must demonstrate ethical conduct of research, including but not limited to full and timely adherence to all regulations (including the Institutional Animal Care and Use Committee [IACUC]) relevant to the research program, and ethical and professional treatment of housestaff/graduate students, postdoctoral fellows, and collaborators.

#### **d. Administrative Service**

**For promotion to Associate Professor with Tenure, a faculty member is expected to have:**

- Made substantive contributions to the governance of the Department in a collegial manner that facilitates positive contributions by others and advancement of the Department.
- Demonstrated the potential for meaningful contributions to the service, Department, College, University, and profession.

The Department evaluates the quality and quantity of effort in administrative service in the context of the faculty member's overall distribution of effort. Membership in a committee at the Department, College or University level is expected. Heavy service commitments in Departmental administration or areas outside of the Department and the University are inappropriate for probationary tenure-track faculty and are strongly discouraged by the Department.

A faculty member may choose to remain indefinitely at the rank of tenured Associate Professor.

## **2. Promotion to Professor**

(or Tenure at the Rank of Professor)

Faculty Rule 3335-6-02 (C) establishes general criteria for promotion to the rank of Professor.

Promotion to the rank of Professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching [patient management, and outreach]; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in [administrative] service.

\* material in square brackets above added by the DPTS of the Department of Veterinary Clinical Sciences to ensure content accurately reflects the Departmental mission

For promotion to Professor, a faculty member is expected to be a role model for junior faculty, for students, and for members of the profession in general. Evaluation for promotion takes place in the context of the faculty member's specific assigned duties, with exceptional performance in these responsibilities required as defined below. The specific criteria in teaching, patient management, research, outreach, and administrative service for promotion to Professor are similar to those for promotion to Associate Professor with Tenure, with the added expectation of sustained accomplishment and increasing quality of contributions, a record of continuing professional growth, and evidence of established national and international reputation in the field. Promotion to Professor recognizes a record of sustained distinguished accomplishments, and is not based on seniority alone.

The dossier must document that the candidate has developed an established academic program of national recognition with a sustained record of scholarly accomplishment in research, teaching, patient management, outreach, and administrative service. The requirements for promotion to Professor will vary depending on the candidate's position description and distribution of effort.

### **a. Teaching**

**For promotion to Professor, a faculty member is expected to have:**

- Provided an active program and an environment conducive for the academic development of graduate students and junior faculty. Successful mentoring of young scientists and clinicians is important to support the mission of the Department and is expected for promotion to Professor.
- An appointment to the Graduate Faculty (either M or P status), have acted as primary advisor for a graduate student(s) (MS or PhD) who has/have completed his/her program(s), and have participated as a member of graduate committees. Faculty with "P" status should have a record of serving as the graduate school representative admission to candidacy or dissertation defense examinations.
- To be actively engaged in the teaching curriculum by giving a substantial number of lectures and teaching in laboratories, annually in the professional or graduate curriculum.
- Faculty are encouraged and expected to participate on graduate committees and/or serve as the major professor/advisor of MS and/or PhD students.
- A documented record of effective teaching composed of student and peer evaluations of both clinical and classroom teaching. These evaluations are in addition to those obtained during the probationary period.

### **b. Scholarly Activity**

#### **i. Publications**

**For promotion to Professor, a faculty member is expected to have:**

- Demonstrated scholarly activity in a connected series of first author, first co-author, or senior author publications reflecting a cohesive approach to related questions relevant to the investigator's research focus or clinical specialty. The dossier should demonstrate that the faculty member's leadership is the energizing or motivating force behind the body of work.

- Unequivocal evidence of sustained, focused, high quality scholarly activity in the form of publications in peer-reviewed scientific journals. These manuscripts must not include those manuscripts for which credit was given during promotion to the rank of Associate Professor, although they will in all likelihood have been based on scholarly activity that occurred while the faculty member was still in the probationary period.
- First, first co-author, or senior author publications in peer-reviewed scientific journals that are high quality, mainstream journals acceptable to the Department. Journals whose emphasis is predominantly or exclusively continuing education for practicing veterinarians or the general public are usually not acceptable. Some but not the majority of these publications may be review articles. Publications in high impact peer-reviewed journals as recognized within specialty or discipline are encouraged.
- For promotion to Professor, a faculty member may possibly choose to author or edit an authoritative textbook (distributed nationally and/or internationally) in the candidate's area of expertise. The candidate who chooses to author an authoritative text will be expected to produce some first, first co-author, or senior author peer-reviewed manuscripts. Proportionally fewer of these publications may be acceptable than for a candidate who has not authored a definitive textbook.
- Served as an author on collaborative publications (second author or greater) in highly regarded peer-reviewed journals.
- Other scholarly publications such as textbook chapters and proceedings are of secondary importance and should not be the scholarly focus of the candidate.

## **ii. Research**

### **For promotion to Professor, a faculty member is expected to have:**

- Established a national and international reputation as an expert in her/his field.
- Demonstrated consistent efforts to obtain intramural or extramural funding in a focused area.
- Been successful in obtaining extramurally and intramurally funded grants as a principal investigator. The record of publications should demonstrate successful completion of these funded projects.

## **c. Patient Management**

### **For promotion to Professor, a faculty member is expected to have:**

- Demonstrated clinical competence and commitment.
- Demonstrated leadership in supporting the mission of VTH with excellent service to referring veterinarians and clients and outreach to the state of Ohio.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VTH. The input of the director of the VTH on these issues will be solicited.

## **d. Administrative Service**

### **For promotion to Professor, a faculty member is expected to have:**

- Demonstrated leadership in service roles, both within and external to the University.
- Served on Departmental, College, University or external committees since promotion to Associate Professor.



## **U. Regular Clinical-Track Faculty**

### **1. Promotion to Assistant Professor-Clinical**

**For promotion to Assistant Professor-Clinical**, a candidate is expected to have a DVM degree or equivalent and a residency certificate indicating completion of the training program.

#### **a. Teaching**

**For promotion to Assistant Professor-Clinical, a faculty member is expected to have:**

- Demonstrated excellence in clinical teaching.
- Clinical teaching is at the core of the teaching mission for clinical-track faculty in the Department. Expectations for teaching and curriculum development are the same as for tenure-track faculty.
- A maximum of 42 weeks may be devoted to clinical teaching (concurrent with patient care). The Chair may alter this distribution of effort for an individual faculty member if this alteration serves the mission of the Department.

#### **b. Patient Management**

**For promotion to Assistant Professor-Clinical, a faculty member is expected to have:**

- Continued to demonstrate clinical competence. Responsibilities for clinical patient care are qualitatively the same for clinical-track and tenure-track faculty.
- Supported the mission of VTH with service to referring veterinarians and clients and outreach to the state of Ohio.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VTH. The input of the director of the VTH on these issues will be solicited.

#### **c. Administrative Service**

Not required for clinical-track faculty at the Instructor level.

#### **d. Scholarly Activity**

Not required for clinical-track faculty at the Instructor level. Faculty are encouraged to contribute via case reports and other scholarly works, or participate in collaborative research, design clinical trials or prospective case studies as time permits and within the context of the faculty member's assigned distribution of effort.

### **2. Promotion to Associate Professor-Clinical**

For promotion to Associate Professor-Clinical, a faculty member must show convincing evidence of excellence as a teacher and a provider of effective and contemporary clinical patient care; must have a documented high level of competence in and commitment to professional practice including consultation and outreach to the animal-owning public, private veterinarians, and industry constituents; and must display the potential for continuing a program of high quality teaching and clinical patient care as outlined in the criteria for Assistant Professor-Clinical. In

addition, the candidate must have attained board certification in an appropriate clinical specialty. An Assistant Professor-Clinical should develop a reputation as an expert among peers both locally and regionally. An Assistant Professor-Clinical is encouraged to write case reports, book chapters, or participate in collaborative research, the design of clinical trials or prospective studies as time permits and within the context of the faculty member's assigned distribution of effort.

#### **a. Teaching**

**For promotion to Associate Professor-Clinical, a faculty member is expected to have:**

- Progressively increased his/her teaching in the classroom or laboratory instruction in the professional or graduate student curriculum. Faculty members may be expected to assume the role of teaching team leader.
- Participated in clinical teaching usually for a maximum of 42 weeks annually. The Chair may alter this distribution of effort for an individual faculty member if this alteration serves the mission of the Department.
- A documented record of effective teaching that includes student and peer evaluations of clinical and didactic teaching.
- Contributed on a regular basis to clinical training of housestaff and to Departmental graduate-resident courses, seminars, rounds, journal clubs, and conferences.
- Actively served on committees of Masters-level graduate students when appropriate; however, this is not a required activity for clinical-track faculty.
- Effectively mentored professional students and housestaff.
- Participated in outreach educational activities for the animal-owning public, private practitioners, and industry constituents.

The Department recognizes education outside of OSU as an important part of its mission. Clinical-track faculty members may support the mission of the VTH by developing outreach programs for veterinarians in Ohio and beyond and for other persons in Ohio with interests in companion animals, farm animals, and animal-related agriculture. This activity is encouraged for Assistant Professors-Clinical. Outreach activities should not be so numerous as to compromise the overall effectiveness of the faculty member's performance in primary responsibilities or have a negative impact on the respective service or faculty colleagues.

#### **b. Patient Management**

**For promotion to Associate Professor-Clinical, a faculty member is expected to have:**

- Demonstrated clinical competence and commitment. Responsibilities for clinical patient care are qualitatively the same for clinical-track and tenure-track faculty.
- Supported the mission of VTH with service to referring veterinarians and clients and outreach to the state of Ohio.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VTH. The input of the director of the VTH on these issues will be solicited.

#### **c. Administrative Service**

**For promotion to Associate Professor-Clinical, a faculty member is expected to have:**

- Served on and contributed meaningfully to a Departmental, Hospital or College committee or committees.
- Engaged in public relations efforts that enhance the image and visibility of their unit in the VTH.

#### **d. Scholarly Activity**

##### **i. Publications**

**For promotion to Associate Professor-Clinical, a faculty member is expected to have:**

- Published in professional journals (peer-reviewed journals are desirable but not required). Publications may include results of research (applied or basic), original observations, experiences (e.g., case reports and retrospective studies), publications in lay journals, solutions to clinical problems, book chapters, or educational materials.

##### **ii. Research**

**For promotion to Associate Professor-Clinical, a faculty member is expected to have:**

Clinical-track faculty members are encouraged to participate in original or collaborative research as time permits, but are not required to perform research. Research efforts that may be accessible to clinical-track faculty may include but are not limited to prospective clinical trials, investigation and development of new drugs and new uses of existing drugs, and studies of new surgical techniques or diagnostic methods.

A faculty member may choose to remain at the rank of Associate Professor-Clinical indefinitely.

### **3. Promotion to Professor-Clinical**

**For promotion to Professor-Clinical,** a faculty member must have a record of continuing professional growth and increasing quality of contributions, including a sustained record of excellence in clinical teaching and patient care; leadership in administrative service to the Department and to the profession; and production and dissemination of scholarly materials pertinent to pedagogy and/or professional practice. A Professor-Clinical should develop a reputation among peers as an expert both nationally and internationally. Promotion to the rank of Professor-Clinical is in recognition of outstanding accomplishments in a given field/discipline.

#### **a. Teaching**

**For promotion to Professor-Clinical, a faculty member is expected to have:**

- Been actively engaged in the teaching curriculum by giving a substantial number of lectures and teaching in laboratories annually in the professional or graduate curriculum. Requirements for teaching are similar to those for promotion to Professor (tenure-track). Faculty members are expected to assume the role of teaching team leader.
- Participated in clinical teaching usually for a maximum of 42 weeks annually. The Chair may alter this distribution of effort for an individual faculty member if this alteration serves the mission of the Department.

- A documented record of effective teaching composed of student and peer evaluations of lecture, laboratory and clinical teaching. These evaluations must have occurred after promotion to Associate Professor-Clinical.
- Contributed substantially and regularly to the clinical training of housestaff and to Departmental graduate-resident courses, seminars, rounds, journal clubs, and conferences.
- Actively served on committees of Masters-level graduate students when appropriate; however, this is not a required activity for clinical-track faculty.
- Effectively mentored professional students and housestaff.
- Supported the mission of the VTH by developing outreach programs for veterinarians in Ohio and beyond and for other persons in Ohio with interests in companion animals, farm animals and animal-related agriculture.

### **b. Patient Management**

**For promotion to Professor-Clinical, a faculty member is expected to have:**

- Demonstrated clinical competence and commitment. Responsibilities for clinical patient care are qualitatively the same for clinical-track and tenure-track faculty.
- Assumed a leadership role in supporting the mission of the VTH with exceptional service to referring veterinarians and clients and outreach to the state of Ohio.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VTH. The input of the director of the VTH on these issues will be solicited.

### **c. Administrative Service**

**For promotion to Professor-Clinical, a faculty member is expected to have:**

- Served on and contributed meaningfully to Departmental, Hospital, College or University committees.
- Assumed a leadership role in Departmental activities (e.g. Service Head).
- Actively engaged in outreach and public relations efforts that enhance the image and visibility of their unit in the VTH.

### **d. Scholarly Activity**

#### **i. Publications**

**For promotion to Professor-Clinical, a faculty member is expected to have:**

- Published additional manuscripts beyond those described for promotion to Associate Professor-Clinical. Peer-reviewed publications are desirable but not required.

#### **ii. Research**

Clinical-track faculty members are encouraged to participate in original or collaborative research as time permits, but are not required to perform research. Research efforts that may be accessible to clinical-track faculty may include but are not limited to: prospective clinical trials, investigation and development of new drugs and new uses of existing drugs, and studies of new surgical techniques or diagnostic methods. Clinical-track faculty members are expected to achieve national recognition in their discipline through presentation at and participation in

continuing education for practicing veterinarians, scientific meetings, and other outreach activities.

## **V. Regular Faculty with Joint Appointments**

Faculty with joint appointments will undergo review for promotion, promotion and tenure, or reappointment. The review will follow the same procedures as for regular clinical-track or tenure-track faculty in the Department, whichever is appropriate.

## **W. Procedures for Promotion and Tenure Reviews**

The Department's procedures for promotion and tenure and promotion reviews are fully consistent with those set forth in Faculty Rule 3335-6-04 <http://trustees.osu.edu/rules6/ru6-04.html> and the Office Academic Affairs annually updated procedural guidelines for promotion and tenure reviews [http://www.oaa.osu.edu/OAAP\\_PHandbook.php](http://www.oaa.osu.edu/OAAP_PHandbook.php), Book 3. The following sections, which state the responsibilities of each party to the review process, apply to all regular faculty members in the Department.

### **1. Candidate Responsibilities**

- To submit a complete, accurate dossier fully consistent with OAA guidelines. It is the candidate's responsibility to maintain all documentation relative to teaching, patient management, research, outreach, and administrative service referenced in the dossier. The dossier, excluding external letters of evaluation, must be available to the DPTS by September 15th. Candidates should not sign the OAA Candidate Checklist without ascertaining that they have fully met the requirements set forth in the OAA core dossier outline, including but not limited to those highlighted on the Checklist. Dossiers of faculty approved for promotion and/or tenure in the preceding year are available for review (excluding letters of evaluation) in the Department office and can be useful to candidates for promotion and tenure as models for the development of their own dossiers. \*Please note that requirements for dossier preparation vary annually and the OAA updates the guidelines yearly ([http://www.oaa.osu.edu/OAAP\\_PHandbook.php](http://www.oaa.osu.edu/OAAP_PHandbook.php), Book 3, Section 4.0). Consult the updated version before submitting your dossier.
- To submit a copy of the first page of each publication listed in the dossier. This page should show the authors, the title and the citation reference for the manuscript (proof of publication).
- To submit a summary table of all didactic (lecture/laboratory) teaching (see Appendix G). This table should include the number of hours of laboratory or lecture instruction for every course (core and elective) in which the faculty member participated and should indicate for which course(s) the faculty member was team leader.
- To submit a summary table of publications (see Appendix H).
- To submit a summary table of all funded grants (see Appendix I).
- If external evaluations are required: to review, upon request by the Chair, the list of potential external evaluators developed by the Chair and the DPTS. The candidate may add no more than three additional names, but is not required to do so. The candidate may request the removal of no more than two names, providing the reasons for the request. The Chair decides whether removal is justified. (Also see EXTERNAL EVALUATIONS below).

- Faculty seeking promotion will select the three best examples of their publications for external review. These publications may include but are not limited to peer-reviewed publications, book chapters, and proceedings notes. Peer-reviewed publications are preferred for tenure-track faculty. Evaluators are asked to comment on the impact of the faculty member's teaching, patient management and scholarship (tenure-track primarily) on the clinical specialty, and the profession as a whole. For tenure-track faculty and clinical-track faculty (if appropriate), peer review should include a specific, detailed assessment of the effect the faculty member's research has had on the diagnosis, treatment, and general understanding of animal or human diseases. In other words, the question that should be asked is: "How has this new information changed the way veterinary medicine is practiced, or how has it impacted the veterinary profession as a whole?" For clinical-track faculty, peer review should assess the quality of the contribution of the faculty member to the practice and teaching of veterinary medicine.
- To inform the Chair in writing by July 1 if the candidate wishes to initiate a non-mandatory promotion and/or tenure review.
- Only the candidate may stop any review for promotion once external letters of evaluation have been sought. The candidate may withdraw from review at any stage of the process by so informing (in writing) the Chair. If the review process has moved beyond the Department, the Chair shall inform the Dean or the provost, as required.

## **2. Departmental Promotion and Tenure Subcommittee Responsibilities**

The responsibilities of the DPTS are as follows:

- To assist the Chair in gathering evidence of the quality and effectiveness of the candidate's teaching, quality and significance of his/her scholarship, and quality and effectiveness of his/her patient management from students and peers, as appropriate. The DPTS will gather evidence for all faculty members (including those with joint appointments in other Departments) with assigned duties in the Department.
- Annually, in Summer through Autumn Quarters, to provide administrative support for the promotion and tenure review process as described below.
  - Late Summer: Suggest names of external evaluators to the Chair.
  - Autumn: Review candidates' dossiers for completeness, accuracy (including citations), and consistency with OAA requirements; and work with candidates to assure that needed revisions are made in the dossier before the formal review process begins.
  - A member of the DPTS will meet with each candidate for clarification of recommended alterations of the dossier as necessary and to provide the candidate an opportunity to comment on his or her dossier. (This meeting is not an occasion to debate the candidate's record.)
  - Draft an analysis of the candidate's performance in teaching, patient management, research, outreach, and administrative service to provide to the DPTC (the eligible faculty members) with the dossier; and clarify any inconsistent evidence in the case, where possible. This analysis should be factual rather than evaluative. The DPTS neither votes on cases nor takes a position in presenting its analysis of the record. The DPTS will not make a recommendation regarding the outcome of the review; this is the sole purview of the full eligible faculty.
  - Summarize the deliberations at the meeting of the DPTC meeting (the eligible faculty), to include the faculty vote and a summary of the faculty perspectives

expressed during the meeting. All members of the DPTS will be asked to review and sign the report before it is submitted to the Chair. The committee's report and results of the faculty vote become part of the candidate's dossier for subsequent levels of review.

- When the opinions of the eligible faculty differ markedly from those of external reviewers, such differences should be addressed in the letter to the Chair.
- Provide a written response, on behalf of the DPTC, to any candidate comments that warrant response, for inclusion in the dossier.
- To consider annually, in Summer Quarter, requests from faculty members seeking a non-mandatory review in the following academic year and to decide whether it is appropriate for such a review to take place. Requests of this nature should occur prior to August 15<sup>th</sup>. Only Professors on the DPTS may consider promotion review requests to the rank of Professor. After reviewing the dossier, eligible members of the DPTS will vote on whether this non-mandatory review shall proceed (see DEPARTMENTAL VOTING PROCEDURES). Results of this vote will be reported to the Chair, who in consultation with the DPTS will advise the faculty member regarding the decision to initiate a formal review.
  - The DPTS bases its decision on assessment of the record as presented in the faculty member's CV and/or dossier and on a determination of the availability of all required documentation for a full review (e.g., student and peer evaluations of teaching). Lack of the required documentation is necessary and sufficient grounds on which to deny a non-mandatory review.
  - A tenured faculty member who requests and is denied a promotion review for three consecutive years must be granted the review in the fourth year per Faculty Rule 3335-6-04 <http://trustees.osu.edu/rules6/ru6-04.html>. If the three denials are based on lack of required documentation and the faculty member insists that the review go forward in the fourth year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.
  - Consistent with OAA policy, only faculty members who are citizens or permanent residents of the United States may be considered for non-mandatory tenure review. Proof of US citizenship or possession of a Green Card must be provided by the candidate along with their dossier.
  - A decision by the DPTS and the Chair to permit a review to take place in no way commits the DPTS, the Chair, or any other party involved in the review process, to making a positive recommendation during the review itself.
- To follow the Chair's directives with respect to conflict of interest and voting on issues pertaining to appointment, reappointment, promotion, promotion and tenure, or hiring of new faculty. A faculty member with a question on conflict of interest should approach the Chair who will inform the chair of the DPTS whether or not the faculty member should vote.
- To review this document annually and to recommend proposed revisions to the Chair and faculty.

### **3. Departmental Promotion and Tenure Committee Responsibilities**

Except as noted below, the DPTC responsible for making recommendations on the:

- Tenure or promotion of **TENURE-TRACK FACULTY**, consists of all tenured faculty of higher rank than the candidate.

- Reappointment, contract renewal, and promotion of **REGULAR CLINICAL-TRACK FACULTY**, consists of all tenured faculty and non-probationary regular clinical-track faculty of higher rank than the candidate.

The Chair, Dean, College associate and assistant deans, vice provosts, provost, and president may not be members of the DPTC. The Chair may attend meetings at which promotion and tenure matters are discussed and may respond to questions, but may not vote.

The responsibilities of the members of the DPTC are as follows:

- To thoroughly and objectively review every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.
- To attend all DPTC meetings except when circumstances beyond one's control prevent attendance, and participate in the discussion of every case.
- To vote by paper ballot at DPTC meetings either "for" or "against" reappointment, tenure and/or promotion. Faculty members may also register a vote of "abstention". Only those in attendance for discussion of the candidate's record may participate in the vote. The quorum for this and other issues requiring a vote is a simple majority of eligible faculty. Two-thirds of the voting eligible faculty must vote positively or negatively for the faculty report to carry a positive or negative recommendation for reappointment, tenure and/or promotion of the candidate.
- To recuse him/her from voting should a conflict of interest exist (see DEPARTMENTAL VOTING PROCEDURES).

#### **4. Department Chair Responsibilities**

The responsibilities of the Chair are as follows:

- Where relevant, to verify the prospective candidate's residency status. Faculty who are neither citizens nor permanent residents of the United States may not undergo a non-mandatory review for tenure, and tenure may not be awarded as the result of a mandatory review until permanent residency status is established. Faculty not eligible for tenure due to lack of citizenship or permanent residency are not to be considered for promotion by this Department.
- To solicit external evaluations from a list including names suggested by the DPTS, the Chair and the candidate. (Also see EXTERNAL EVALUATIONS below.)
- To make copies of each candidate's final dossier available for review by the Promotion and Tenure Committee (the eligible faculty) at least two weeks before the meeting at which specific cases are to be discussed and voted on.
- To remove any member of the DPTC from the review of a candidate when the committee member has a conflict of interest but does not voluntarily withdrawal from the review process. Generally, faculty members who have collaborated with a candidate on 50% or more of the candidate's published work since the last promotion will be expected to withdraw from a promotion review of that candidate.
- To provide an independent written evaluation and recommendation for each candidate, following receipt of the DPTC's completed evaluation and recommendation.
- To meet with the DPTC to explain any recommendation contrary to the recommendation of the Committee.



- To inform each candidate in writing within 10 days after completion of the Departmental review process:
  - Of the recommendations by the DPTC and Chair.
  - That the written evaluations by the DPTC and Chair are available for review.
  - Of the opportunity to submit written comments on the above material, within ten days from receipt of the letter from the Chair, for inclusion in the dossier.
- To ensure that the Chair's letter is accompanied by a form that the candidate returns to the Chair, indicating whether or not she/he expects to submit comments.
- To provide a written response to any candidate comments that warrants response for inclusion in the dossier. One iteration of comments on the Departmental level review is permitted.
- To forward the completed dossier to the College office by that office's deadline, except in the case of auxiliary faculty for whom the Chair recommends against promotion. A negative recommendation by the Chair is final in such cases.
- To receive the letter from the DPTC on candidates who are joint appointees from other tenure initiating units, and to forward this material, along with the Chair's independent written evaluation and recommendation, to the chair of the other TIU by the date requested.
- To inform each candidate in writing of the Provost's final decision.

## **5. External Evaluations**

External evaluations of research, scholarly activity and professional reputation are required for all promotion reviews. These include all tenure-track promotion and tenure or promotion reviews, all clinical-track promotion reviews, and all adjunct faculty promotion reviews. Letters of external evaluation should meet the criteria described below.

A minimum of five credible and useful evaluations must be obtained. A credible and useful evaluation:

- Is written by a person highly qualified to judge the candidate's teaching and clinical skills, research productivity and other relevant performance, and who is not a close personal friend, research collaborator, or former academic advisor or post-doctoral mentor of the candidate. No conflict of interest should exist between the evaluator and the candidate. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and affiliation at a peer academic or scientific research institution. External evaluators must be of higher academic rank than the candidate.
- Provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory.
- Will not be defined by the fact that the review given by an evaluator is positive.

Since the Department cannot control who agrees to write and or the usefulness of the letters received, at least twice as many letters are sought as are required, and letters are solicited early enough that additional letters may be requested should fewer than five letters result from the first round of requests. As described above, a list of potential evaluators is assembled by the DPTS, the Chair, and the candidate. If the evaluators suggested by the candidate meet the criteria for

credibility, a letter is requested from at least one of those persons. Section B(3) of Faculty Rule 3335-6-04 <http://trustees.osu.edu/rules6/ru6-04.html> requires that no more than half the external evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the person(s) suggested by the candidate do not agree to write, neither the OAA nor this Department requires that the dossier contain letters from evaluators suggested by the candidate.

As described above, a list of potential evaluators is assembled by the DPTS, the Department Chair, and the candidate. If the evaluators suggested by the candidate meet the criteria for credibility, a letter is requested from at least one of those persons. Section B(3) of Faculty Rule 3335-6-04 <http://trustees.osu.edu/rules6/ru6-04.html> requires that no more than half the external evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the person(s) suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor this department requires that the dossier contain letters from evaluators suggested by the candidate.

The Department follows the OAA' suggested format, provided at [http://www.oaa.osu.edu/OAAP\\_PHandbook.php](http://www.oaa.osu.edu/OAAP_PHandbook.php), Book 3, Section 3.7, for letters requesting external evaluations.

Under no circumstances may a candidate solicit external evaluations or initiate contact in any way with external evaluators for any purpose related to the promotion review. If an external evaluator should initiate contact with the candidate regarding the review, the candidate must inform the evaluator that such communication is inappropriate and report the occurrence to the Chair, who will decide what, if any, action is warranted, e.g., requesting permission from the Office of Academic Affairs to exclude that letter from the dossier. It is in the candidate's self-interest to assure that there is no ethical or procedural lapse, or the appearance of such a lapse, in the course of the review process.

All solicited external evaluation letters that are received must be included in the dossier. If concerns arise about any of the letters received, these concerns may be addressed in the Department's written evaluations or brought to the attention of the OAA for advice. Both a list of the individuals from who letters were requested and all letters received become part of the dossier. Only external letters of evaluation requested by this procedure will be included in the dossier.

## **6. Documentation for Promotion and Tenure and Promotion Reviews**

Every candidate must submit a complete and accurate dossier that follows the OAA's dossier outline (see CANDIDATE RESPONSIBILITIES). While the DPTS makes reasonable efforts to check the dossier for accuracy and completeness, the candidate bears full responsibility for all parts of the dossier. The complete dossier, including the documentation of teaching noted below, is forwarded when the review moves beyond the Department.

- Any published materials presented for consideration should be in the form of reprints, photocopies of journal articles, or other final form that documents actual publication. An author's manuscript does not document publication.
- Under no circumstances should faculty solicit evaluations from any party for purposes of the review.

## **7. Description of Teaching Responsibilities**

### **a. Lectures and Laboratories**

Undergraduate, graduate, and professional courses taught since the date of hire or for the last 5 years, (whichever is more recent) should be listed in the dossier in the recommended OAA dossier format. (See OAA [http://www.oaa.osu.edu/OAAP\\_PHandbook.php](http://www.oaa.osu.edu/OAAP_PHandbook.php), Book 6) Extension, continuing education, or other non-credit courses should not be included. The summary table of teaching (Appendix G), including hours of lecture and laboratory instruction should be completed.

### **b. Clinical Teaching**

Clinical teaching in the Department includes, but is not limited to, supervised patient work-up and management, rounds, and seminars. Rounds are defined as formal discussion of cases assigned to a student on a particular service. Clinical teaching (during formal clinical rotations, e.g. Small Animal Medicine) should be listed in the dossier teaching summary table by Quarter (Au, Wi, Sp, Su). The dossier text should contain a description of the number of weeks per year on clinical service, hours per week of contact time with students during supervised patient work-up and management, estimated numbers of students per week taught, and hours/week spent in rounds and seminars. Teaching on Saturday, Sunday or Holidays should be described.

### **c. Housestaff/Graduate Student Teaching**

Graduate student programs and teaching should be listed in the recommended OAA dossier format. Noteworthy accomplishments of graduate students for whom the faculty member has been the adviser of record should be described in the dossier (e.g., publications during or emanating from graduate programs, awards for graduate work, board-certification, awards for research abstracts and posters, prestigious post-docs or first post-graduate positions).

### **d. Curriculum Development**

The dossier should describe the design and implementation of new or revised courses, and the development and outcomes assessment of innovative instructional technologies and new teaching methods or materials in the recommended OAA dossier format.

### **e. Continuing Education Instruction**

The dossier should also list in a table in chronological order, all international, national, regional, state, and local veterinary meetings at which the faculty member gave a continuing education lecture. For ease of reading and to maximize impact of this material, the DPTS suggests one entry per meeting. Note the number of hours of lecture or laboratory instruction and the number of attendees at each session of each meeting. Presentation of an abstract at a scientific meeting should be listed in only one location in the dossier, preferably, as a scientific publication, not as a continuing education presentation.

### **f. Scholarship of Teaching**

All articles in journals, book chapters, and proceedings that pertain to the scholarship of teaching should be listed in the dossier with a description of the extent to which pedagogical materials developed by the candidate have been adopted by other faculty here and at other institutions. Also, the extent to which the candidate is invited outside of OSU to provide expertise on teaching should be described when appropriate.

### **g. Teaching Portfolio**

Faculty members are encouraged to develop and maintain a comprehensive teaching portfolio. Information and resources regarding teaching portfolios are available at [http://ftad.osu.edu/selected\\_links/teaching\\_portfolio](http://ftad.osu.edu/selected_links/teaching_portfolio).

### **h. Teaching Evaluations**

For the time period since the last promotion or the last five years, whichever is less, the candidate shall submit as a part of his/her dossier:

- Cumulative instructor evaluations completed by professional students and prepared by the College of Veterinary Medicine Office of Educational Design and Systems (OEDS) (see Appendix J). Student evaluations can include overall course evaluations (see Appendix J), if the faculty member was the course team leader. Persons who may evaluate the candidate's teaching include: professional (DVM) students, post-DVM clinical trainees (interns, residents), graduate students, post-doctoral trainees, and graduate veterinarians involved in continuing education programs.
- Cumulative SEI reports (Student Evaluation of Instruction computer generated summaries prepared by the Office of the University Registrar) for every class taught to undergraduate non-professional students.
- Peer evaluations, which may include observations and assessments of classroom or laboratory instruction and clinical teaching using standard evaluation instruments. Peer evaluation can include evaluation of teaching in large group presentations (lectures), small group presentations (e.g., rounds and seminars), laboratories, and unstructured teaching (e.g., individual teaching). Peer evaluations can also include review of contributions to curriculum and review of course materials, such as syllabi, exams, lecture notes, study questions, case problems, audiovisual media, electronic media, interactive media, and other instructional materials of all types. A standardized form for peer evaluation of lectures or laboratories is available from OEDS see Appendix K).
- Copies of the title page(s) of pedagogical papers, books or other published materials published that document the citation (proof of publication and authorship). Material accepted for publication but not yet published must be accompanied by a letter from the publisher stating that the work has been unequivocally accepted or accepted with minor revisions required.
- Other relevant documentation that may be used to indicate the quality of teaching as appropriate.

Indicators of excellence in teaching may include, but are not limited to:

- Outstanding evaluations of teaching effectiveness.

- Development and publication of innovative teaching methods and materials, e.g., case reports, textbooks, or autotutorial materials.
- Development, implementation and adoption of new instructional technologies, methods, materials and/or programs.
- Chair or committee member of successful Master's thesis and Doctoral dissertation committees.
- Advisor of successful resident candidates for specialty board certification.
- Selection for University, College, or professional association outstanding teacher awards.
- Evidence that the faculty member is highly sought after as an invited speaker.

Indicators of excellence in the scholarship of teaching may include, but are not limited to:

- Publication in leading peer-reviewed journals.
- Citation Index listing of teaching research publications.
- Funded intra- or extramural research support for study of issues relevant to teaching.
- Recognition of contributions to the advancement of teaching, such as presentations at national or international conferences, invitations to serve as a consultant on teaching issues.
- Faculty appointment in other Departments that have a strong program in the chosen area of teaching scholarship.
- Recognition from peers in the field, e.g., fellowships, research awards, publication awards.
- Publication of critically acclaimed books or comparable electronic materials.
- Editorship of a major journal in the chosen area of teaching scholarship.

## **8. Scholarly Activity**

In the review process, attention is paid both to the candidate's productivity since the date of hire (or last promotion if more recent) and to the candidate's accomplishments over her/his entire career. Dates must be provided in the candidate's dossier for all scholarly activities and professional accomplishments.

### **a. Publications**

Quality indicators of scholarly publications include ratings from citation indices (showing how often and how quickly the candidate's work has been cited) and indicators of journal quality (readership, journal ranking, reputation, impact on the field, acceptance rates, etc). Inherent in evaluation of the candidate is determining the effect of his or her work on the field of clinical veterinary medicine.

### **b. Research**

Indicators of the quality of a research program may include documentation of success in attracting external funds, awards and other recognitions, invited scientific lectures, participation in and/or organization of panels and symposia at professional meetings, impact on policy and extension programs, consulting assignments (including reviews of other Departments and organizations), and development of computer software.

**For the time period since the last promotion, the candidate should supply:**

- Copies of the title page(s) of all published scholarly papers to document the citation (proof of publication and authorship). Papers accepted for publication but not yet published must be accompanied by a letter from the publisher stating that the paper has been unequivocally accepted or accepted with minor revision required.
- Documentation of grants and contracts received. Table of grants and contracts obtained (See Appendix I).
- Other relevant documentation of research as appropriate (e.g. published reviews including publications where one's work is favorably cited, or grants and contract proposals that have been submitted but are pending).

**9. Patient Management**

Specific clinical responsibilities with dates of service should be described in the dossier. Evaluation of clinical service can be based on peer evaluations, results of questionnaires or customer satisfaction surveys sent to clients and veterinarians, and assessment by the Veterinary Teaching Hospital Director. The following can be used to quantify service: the number of hours per week devoted to patient care, oral or e-mail communications with clients, oral and written communications with referring veterinarians, and the number of telephone calls and hours/week devoted to conversations with owners and veterinary groups. Promotional articles, interviews, and brochures produced can be used to quantify service activity for the VTH.

**10. Administrative Service**

Administrative and committee service to the University should be listed in the dossier by category (Department, Hospital, College or University) with dates, description of responsibility, and quantification of effort (e.g., hours per year).

**11. Extended Professional Service and Outreach**

The Department values service to professional organizations, associations, specialty Colleges, and societies. The Department encourages service as a member of an editorial board, professional panel, program organizer, grant reviewer, or reviewer of manuscripts for high quality journals. Use of professional expertise in community service, and industry outreach and support is also encouraged. In general, external professional service should be modest for probationary faculty members. Commitment to external service should always be appropriately balanced with time needed for responsibilities within the College of Veterinary Medicine. Outreach and engagement is defined as mutually beneficial, scholarly collaboration with outside entities such as the public, business, professional organizations, government, education and social services. It includes those aspects of RESEARCH that makes what we discover useful, of TEACHING that enables learning, and of SERVICE that benefit the world outside of OSU. On balance, service to other professional or industry organizations cultivates relationships and partnership that are often beneficial to the Department, Hospital and College. Continuing education at the local, state, regional, national and international levels are important in disseminating new knowledge and technology and advancing veterinary medicine and to benefit the profession, community and society.

## **X. Appeals**

Faculty Rule 3335-6-05 (A) sets forth general criteria for appeals of negative promotion and tenure decisions. Appeals alleging improper evaluation are described in Faculty Rule 3335-5-05.

Disagreement with a negative decision is not grounds for appeal. In pursuing an appeal, the faculty member is required to document the failure of one or more parties to the review process to follow written policies and procedures (due process).

## **Y. Seventh Year Reviews**

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

## **Z. Procedures for Student and Peer Evaluation of Teaching**

### **1. Student Evaluation of Teaching**

Overview of College's Teaching Evaluation Program: The College requires standardized evaluation of all courses in the professional curriculum and for each faculty member providing 3 or more hours of instruction in any core course. A comprehensive student evaluation system is administered by the College's Office of Educational Design and Systems (OEDS), which is comprised of an education specialist and office staff who report to the Associate Dean of Student and Academic Affairs. The OEDS conducts student evaluations of every core and elective course in the professional curriculum under a mandate from the College's Council on Education (COE), which is comprised of the faculty team leaders of all College core courses. The person administering the evaluation explains the importance of student evaluations to encourage a high completion rate. Faculty members receive results of their student evaluations quarterly (for students in years 1-3) and each trimester for 4<sup>th</sup> year students. Team leaders receive student evaluations for their courses on the same schedule. The Chair and the DPTS also receive copies of these evaluations. Results of all core course evaluations are presented quarterly at meetings of the COE.

#### **a. Course Evaluations**

College-approved evaluation instruments are used (see Appendix J). Students may also submit handwritten comments. Students are not required to sign evaluation forms. All evaluations are handed out by faculty or a teaching assistant/technician and collected by a designated student who returns the evaluations to the OEDS. The results are tabulated by the OEDS. Results are archived electronically. As a matter of policy of the OEDS, the faculty member is never in control of collecting the evaluations or of the tabulation process.

#### **b. Individual Instructor Evaluations**

The Department requires individual instructor evaluations for all didactic (for faculty with 3 or more contact hours in a course) and clinical teaching. A College-approved evaluation instrument (see Appendix J) is used. According to the Charter of the COE, the OEDS offers every faculty member access to the design, administration, and tabulation of teaching evaluations. In general, a

standardized set of questions is used but this may differ at the request of a faculty member and in consultation with the OEDS. These individual instructor evaluation instruments are distributed by a faculty member or a teaching assistant/technician to all enrolled students and are collected by a designated student or teaching assistant. The policy of OEDS is that the faculty member is never in control of the collection and tabulation processes.

### **c. Continuing Education Evaluations**

Postgraduate veterinarians attending continuing education lectures and courses can evaluate the candidate's teaching providing that a uniform evaluation instrument is used; that the evaluation instrument is administered to all attendees; that someone other than the faculty member collects, and analyzes the evaluations; and that the results are conveyed directly to the OEDS, the DPTS, or the Chair. The Department recognizes that evaluations of continuing education are useful, but considers this form of evaluation to be an optional component of the promotion and tenure process.

When a small proportion of attendees complete any evaluation, the resulting information has little value either for improving instruction or for performance evaluation.

## **2. Peer Evaluation of Teaching**

The College has a system for peer review of teaching. The OEDS randomly assigns each faculty member to review the didactic teaching of one or more other faculty members using a College-approved instrument (see Appendix K). The DARC monitors the peer reviews of didactic teaching for all probationary faculty members. The DPTS monitors clinical teaching and selects several faculty members to perform reviews of clinical teaching for all faculty members below the rank of Professor (Appendix L).

Peer teaching evaluation is comprehensive and may include, in addition to classroom or clinical visitation, review of course syllabi, instructional materials, assignments, and exams. To facilitate fairness and objectivity, the evaluation of classroom or clinical visitation will be unannounced. However, the evaluator may request from the faculty member a schedule of his/her teaching assignments.

Peer review focuses particularly on aspects of teaching that students are less qualified than faculty to evaluate, such as appropriateness of curricular choices given the goals of the course, quality and effectiveness of testing tools, and appropriateness of approach relative to current knowledge in the discipline. Consequently the peer assessment may differ considerably from that of the majority of students.

The OEDS can, upon request of a faculty member, arrange for alternative methods of evaluation; for example, videotaping of the faculty member while teaching, observation of the faculty member by education specialists, and evaluation of the faculty member by a focus group of students.

Reviews conducted at the request of the faculty member are considered formative only. The Chair is informed that the review took place, but the report is given only to the faculty member



who requested the review. Faculty seeking formative reviews may also seek the services of the office of Faculty and TA Development (see <http://ftad.osu.edu>).

### **3. Outcome Assessment – National Board Exam Reporting**

Comprehensive comparison data are derived from the national board examinations that are taken by all graduating veterinary students in the United States for professional licensing purposes. The performance of Ohio State students (mean +/- SD) in each clinical area, specialty, and discipline is compared and ranked with national data derived from all veterinary students in the United States based on standardized testing. These data can provide a relative measure of the effectiveness of teaching in specialty areas served by a single faculty or small groups (usually 2) of faculty. Tables and graphs of the national data and Ohio State comparisons are made available annually to all faculty members.

## **Appendices**

- A. Promotion Guidelines
- B. Summary of Yearly Classroom and Laboratory Teaching
- C. Record of Peer-reviewed Publications
- D. Record of Funding
- E. Office of Educational Design and Systems Student Evaluation of Instruction
- F. Office of Educational Design and Systems Peer Evaluation of Didactic Teaching
- G. Department of Veterinary Clinical Sciences Evaluation of Clinical Teaching

## Appendix A

### Promotion and Tenure Guidelines Department of Veterinary Clinical Sciences Promotion & Tenure Committee

The processes of promotion, tenure, or reappointment are by definition based on a subjective assessment of the accomplishments of the candidate. The University gives strong consideration to the assessment of faculty colleagues and the Chair in the candidate's Tenure Initiating Unit with respect to decisions of promotion, tenure, or reappointment. The members of the candidate's Department and the Chair are his/her peers, and are best able to fairly evaluate performance in the context of the expectations (as defined by the Chair) for scholarship, clinical service, teaching, research, outreach and administrative effort that are commensurate with the candidate's unique contribution to the overall Departmental mission and programs. The College Promotion and Tenure Committee and the Dean also add their subjective assessments of the candidate to the evaluative process.

This process is designed to be subjective, and it is not possible to provide a 'road map' for achieving promotion, tenure, or reappointment. Each candidate brings his/her own perspective to establishing a portfolio of accomplishments in the form of a dossier. Likewise, evaluation of the dossier to determine the worthiness for promotion, tenure, or reappointment is unique to each faculty member. All have different perspectives and their own ideas of the benchmarks upon which their decisions in this process rest.

Although it is impossible to provide candidates with a comprehensive list of the requirements for promotion, tenure, or reappointment, previous experience suggests that there are some benchmarks of performance that will be achieved by the majority of faculty who are successfully promoted, granted tenure, or reappointed. The following guidelines are offered as a summary of our experiences with successful candidates. **Please note that provision of these benchmarks in no way implies that achieving any or all of these goals guarantees success in the evaluative process.**

#### **Assistant to Associate Professor**

##### Tenure Track Faculty

The following benchmarks are for a faculty member whose distribution of effort specifies 26 weeks of patient care and clinical teaching, 22 weeks devoted to scholarly activity, didactic teaching, outreach and administrative service, and 4 weeks of vacation annually. Faculty with differing distributions of effort will have proportionally different benchmarks for individual categories.

- 1) Teaching
  - a. Progressive increase in didactic lectures to achieve a minimum of 12+ annual hours of lecture or lab in professional or graduate student curriculum (2h lab = 1h lecture)

- b. Accepts course Team Leadership as assigned by the Department Chair
  - c. Participates in at least 26 weeks of clinical teaching annually
  - d. Average student evaluations at least 3 for classroom and clinical teaching over probationary period
  - e. At least 3 supportive peer evaluations (1 must be clinical teaching)
- 2) Graduate Students
- a. Participated on at least 2 committees
  - b. Expected to be actively involved in mentoring graduate students, both those in the candidate's program as well as other graduate students who might benefit from the candidate's expertise
- 3) Patient Management
- a. Annual evaluations of clinical competence must be supportive
  - b. Supports mission of Veterinary Teaching Hospital with service to referring veterinarians and clients and outreach to the state of Ohio
  - c. Supportive evaluation by the VTH Director
- 4) Scholarly Activity
- a. Research
    - i. Develop a focused research program that is nationally recognized by peers
    - ii. Collaboration with relevant college and university programs and investigators is encouraged
  - b. Publications
    - i. A minimum of 6-10 publications of which a minimum of 3 must be first author and an additional 3 must be either first, first co-author (ie: second author behind a graduate student or resident), or senior author publications in a focused area in reputable peer-reviewed journals
    - ii. Original studies or case series (ie, not case reports)
  - c. Funding
    - i. Regular attempts to obtain extramural funding
    - ii. Intramural funding may also be sought to enhance program development
    - iii. Department Chair to specify numbers on an annual basis in annual review meeting/letter
- 5) Administrative Service
- a. Active membership and participation on at least 1 departmental or higher level committee or the equivalent in administrative service as defined by the Department Chair
  - b. Supports mission of Veterinary Teaching Hospital with clinical service and outreach to referring veterinarians and clients and outreach to the state of Ohio
- 6) Recognized by peers as an expert, achieved peer recognition locally, nationally

### Clinical Track Faculty

The following benchmarks are for a faculty member whose distribution of effort specifies 38 weeks of patient care and clinical teaching, 10 weeks devoted to scholarly activity, didactic teaching, outreach and administrative service, and 4 weeks of vacation annually. Faculty with differing distributions of effort will have proportionally different benchmarks for individual categories.

- 1) Teaching
  - a. Progressive increase in didactic lectures to achieve a minimum of 12+ annual hours of lecture or lab in professional or graduate student curriculum (2h lab = 1h lecture)
  - b. Accepts course Team Leadership as assigned by the Department Chair
  - c. Participates in a minimum of 38 weeks of clinical teaching annually which includes clinical education and mentoring of professional students and house officers
  - d. Average student evaluations at least 3 for classroom and clinical teaching over probationary period
  - e. At least 3 supportive peer evaluations (1 must be clinical teaching)
- 2) Patient Management
  - a. Annual evaluations of clinical competence must be supportive
  - b. Supports mission of Veterinary Teaching Hospital with service to referring veterinarians and clients and outreach to the state of Ohio
  - c. Supportive evaluation by the VTH Director
- 3) Scholarly Activity: Publications
  - a. A minimum of 2 publications (peer review not required)
  - b. Case series, case reports, book chapters, publications in professional journals
- 4) Scholarly Activity: Research
  - a. Original or collaborative research efforts are encouraged but not required
- 5) Administrative Service
  - a. Active membership and participation on at least 1 departmental or higher level committee or the equivalent in administrative service as defined by the Department Chair
  - b. Supports mission of Veterinary Teaching Hospital with clinical service and outreach to referring veterinarians and clients and outreach to the state of Ohio
- 6) Recognized by peers as an expert, achieved peer recognition locally or regionally

### Research Intensive Faculty

The following benchmarks are for a faculty member whose distribution of effort specifies 13 weeks of patient care and clinical teaching, 35 weeks devoted to scholarly activity, didactic teaching, outreach and administrative service, and 4 weeks of vacation annually. Faculty with differing distributions of effort will have proportionally different benchmarks for individual categories.

- 1) Scholarly Activity
  - a. Program – Develop a nationally recognized, focused research program
    - i. Collaboration with relevant college and university programs and investigators is encouraged
  - b. Publications
    - i. A minimum of 8-13 publications of which a minimum of 4 must be first author and an additional 4 must be either first, first co-author (ie: second

- author behind grad student or resident), or senior author publications in a focused area in reputable peer-reviewed journals
    - ii. Results of original studies focusing on hypothesis-driven research
  - c. Funding
    - i. Regular attempts to obtain extramural funding, including submissions to agencies that support indirect costs
    - ii. Intramural funds may also be sought to enhance program development
    - iii. Successful grantsmanship; Department Chair to specify numbers on an annual basis in annual review meeting/letter
- 2) Graduate Students
  - a. Primary advisor for at least 1 PhD student, AND
  - b. Participated in at least 2 additional graduate committees
  - c. Expected to be actively involved in mentoring graduate students, both those in the candidate's program as well as other graduate students who might benefit from the candidate's expertise.
- 3) Teaching
  - a. Progressive increase in didactic lectures to achieve a minimum of 12+ annual hours of lecture or lab in professional or graduate student curriculum (2h lab = 1h lecture)
  - b. Accepts course Team Leadership as assigned by the Department Chair
  - c. Participates in at least 13 weeks of clinical teaching annually
  - d. Average student evaluations at least 3 for classroom and clinical teaching over probationary period
  - e. At least 3 supportive peer evaluations (1 must be clinical teaching)
- 4) Patient Management
  - a. Annual evaluations of clinical competence must be supportive
  - b. Supports mission of Veterinary Teaching Hospital with service to referring veterinarians and clients and outreach to the state of Ohio
  - c. Supportive evaluation by the Hospital Director
- 5) Administrative Service
  - a. Active membership and participation on at least 1 departmental or higher level committee or the equivalent in administrative service as defined by the Department Chair
  - b. Supports mission of Veterinary Teaching Hospital with clinical service and outreach to referring veterinarians and clients and outreach to the state of Ohio
- 6) Recognized by peers as an expert, achieved peer recognition locally, nationally

## **Associate to Full Professor**

### Tenure Track Faculty

The following benchmarks are for a faculty member whose distribution of effort specifies 26 weeks of patient care and clinical teaching, 22 weeks devoted to scholarly activity, didactic teaching and administrative service, and 4 weeks of vacation annually. Faculty with differing distributions of effort will have proportionally different benchmarks for individual categories.

- 1) Teaching
  - a. A minimum of 12+ annual hours of lecture or lab in professional or graduate student curriculum (2h lab = 1h lecture)
  - b. Accepts course Team Leadership as assigned by the Department Chair
  - c. Participates in at least 26 weeks of clinical teaching annually
  - d. Average student evaluations at least 3 for classroom and clinical teaching over probationary period
  - e. At least 3 additional supportive peer evaluations (2 must be clinical teaching)
- 2) Graduate Students
  - a. Primary Advisor for at least 1 graduate student (completed the program)
  - b. Participated in at least 3 additional graduate committees
  - c. Expected to be actively involved in mentoring graduate students, both those in the candidate's program as well as other graduate students who might benefit from the candidate's expertise.
- 3) Patient Management
  - a. Annual evaluations of clinical competence must be supportive
  - b. Supports mission of Veterinary Teaching Hospital with service to referring veterinarians and clients and outreach to the state of Ohio
  - c. Supportive evaluation by the VTH Director
- 4) Scholarly Activity:
  - a. Program – Develop a focused research program that is internationally recognized by peers
    - i. Collaboration with relevant college and university programs and investigators is encouraged
  - b. Publications
    - i. Sustained and connected publications with a thematic approach (for example: clinical area of specialty or stemming from research activities)
    - ii. Must demonstrate leadership as the energizing or motivating force behind a body of work
    - iii. Credit should be granted for authoritative texts
    - iv. Publication record (not including publications given credit during first promotion):
      1. A minimum of 5 or more first, first coauthor, or senior author publications (authoritative reviews {maximum of 2} are acceptable but must be published reputable peer-reviewed journals) OR
      2. 2 to 3 first, first coauthor, or senior author publications and editor/author of authoritative text AND
      3. 5 or more collaborative publications (second author or greater)
  - c. Funding
    - i. Consistent efforts to obtain extramural funding in a focused area (as above in scholarly work)
    - ii. Intramural funds may also be sought to enhance program development
    - iii. Obtained at least 4 funded grants (at least 1 extramurally funded) as Principal Investigator in a focused area

1. Department Chair to specify numbers on an annual basis in annual review meeting/letter
  - iv. Publication record should reflect successful completion of projects
- 5) Administrative Service
  - a. Membership on at least 4 departmental or higher level committee or the equivalent in administrative service as defined by the Department Chair
  - b. Contributes leadership to the mission of Veterinary Teaching Hospital with among other things with service to referring veterinarians and clients and outreach to the state of Ohio
- 6) Achieved peer recognition as an expert nationally/internationally

### Clinical Track Faculty

The following benchmarks are for a faculty member whose distribution of effort specifies 38 weeks of patient care and clinical teaching, 10 weeks devoted to scholarly activity, didactic teaching and administrative service, and 4 weeks of vacation annually. Faculty with differing distributions of effort will have proportionally different benchmarks for individual categories.

- 1) Teaching
  - a. Teaches a minimum of 12+ annual hours of lecture or lab in professional or graduate student curriculum (2h lab = 1h lecture)
  - b. Accepts course Team Leadership as assigned by the Department Chair
  - c. Participates in at least 38 weeks of clinical teaching annually which includes clinical education and mentoring of professional students and house officers
  - d. Average student evaluations at least 3 for classroom and clinical teaching over probationary period
  - e. At least 3 additional supportive peer evaluations (2 must be clinical teaching)
- 2) Patient Management
  - a. Annual evaluations of clinical competence must be supportive
  - b. Supports mission of Veterinary Teaching Hospital with service to referring veterinarians and clients and outreach to the state of Ohio
  - c. Supportive evaluation by the VTH Director
- 3) Administrative Service
  - a. Active membership and participation on at least 3 departmental or higher level committee or the equivalent in administrative service as defined by the Department Chair
  - b. Supports mission of Veterinary Teaching Hospital with clinical service and outreach to referring veterinarians and clients and outreach to the state of Ohio
- 4) Scholarly Activity: Publications
  - a. A minimum of 2-4 additional publications
  - b. Case series, case reports, results of collaborative or original research, book chapters, publications in professional journals (peer review not required)
- 5) Scholarly Activity: Research
  - a. Original or collaborative research efforts are encouraged but not required
- 6) Recognized by peers as an expert, achieved peer recognition nationally/internationally



### Research Intensive Faculty

The following benchmarks are for a faculty member whose distribution of effort specifies 13 weeks of patient care and clinical teaching, 35 weeks devoted to scholarly activity, didactic teaching and administrative service, and 4 weeks of vacation annually. Faculty with differing distributions of effort will have proportionally different benchmarks for individual categories.

- 1) Scholarly Activity
  - a. Program – Develop an internationally recognized, focused research program
    - i. Collaboration with relevant college and university programs and investigators is encouraged
  - b. Publications
    - i. Sustained and connected publications with a thematic approach
    - ii. Must demonstrate leadership as the energizing or motivating force behind a body of work
    - iii. Credit should be granted for authoritative texts (but this should not be the focus of work)
    - iv. Publication record (not including publications given credit during first promotion): minimum of 10 – 15 or more first, first coauthor, or senior author publications (authoritative reviews {maximum of 1} are acceptable but must be published in reputable peer-reviewed journals)
  - c. Funding
    - i. Regular attempts to obtain extramural funding, including submissions to agencies that support indirect costs
    - ii. The research intensive faculty member should not be focused on intramural grants. Intramural funds may also be sought to enhance program development
    - iii. Successful grantsmanship; obtained at least 5 funded grants (at least 3 extramurally funded) as Principal Investigator in a focused area; Department Chair to specify numbers on an annual basis in annual review meeting/letter
- 2) Graduate Students (not including students given credit during first promotion)
  - a. Primary advisor for at least 4 graduate students, at least 2 must be PhD students (all completed the program), AND
  - b. Participated in at least 4 additional graduate committees
- 3) Teaching
  - a. Progressive increase in didactic lectures to achieve a minimum of 12+ annual hours of lecture or lab in professional or graduate student curriculum (2h lab = 1h lecture)
  - b. Accepts course Team Leadership as assigned by the Department Chair
  - c. Participates in at least 13 weeks of clinical teaching annually
  - d. Average student evaluations at least 3 for classroom and clinical teaching over probationary period
  - e. At least 3 supportive peer evaluations (1 must be clinical teaching)
- 4) Patient Management
  - a. Annual evaluations of clinical competence must be supportive

- b. Supports mission of Veterinary Teaching Hospital with service to referring veterinarians and clients and outreach to the state of Ohio
  - c. Supportive evaluation by the VTH Director
- 5) Administrative Service
  - a. Active membership and participation on at least 4 departmental or higher level committee or the equivalent in administrative service as defined by the Department Chair
  - b. Supports mission of Veterinary Teaching Hospital with clinical service and outreach to referring veterinarians and clients and outreach to the state of Ohio
- 6) Achieved peer recognition as an expert nationally/internationally

## Appendix B

Summary of Yearly Classroom and Laboratory Teaching  
Annual Review Committee  
Department of Veterinary Clinical Sciences  
The Ohio State University

To aid the process of reviewing your dossiers, please fill out the following form completely and accurately. Consult the website of the College of Veterinary Medicine for correct course titles and call numbers (for example, Small Animal Surgery, VCS 628). All recognized courses should be listed. Please indicate in which academic quarter or quarters you teach this course. Note the frequency of course offering if it is taught at greater than yearly intervals. Indicate the number of lecture hours that YOU give. Indicate the number of hours of laboratory instruction that YOU teach. Notice that you fill this chart out QUARTER BY QUARTER. Identify quarters as AU, WI, SP or SU and GIVE THE YEAR. For example, AU 05. Provide data for all your teaching if you are a probationary faculty member. If you are a non-probationary faculty member, provide data since your last promotion OR for the last 5 years, whichever is shortest. Indicate with an asterisk (\*) all courses for which you are team leader. Expand the tables as much as necessary.

Name \_\_\_\_\_ Date \_\_\_\_\_

### CORE COURSES

Course Name	Course Number	Quarter/ Year	Lecture Hours	Lab Hours

### ELECTIVE COURSES

Course Name	Course Number	Quarter/ Year	Lecture Hours	Lab Hours

## Appendix C

Record of Peer-Reviewed Publications  
Promotion and Tenure Subcommittee  
Department of Veterinary Clinical Sciences

Name \_\_\_\_\_ Date \_\_\_\_\_ Page \_\_\_\_\_

To aid the Promotion and Tenure Subcommittee in accurately assessing your dossier, please fill out the following tables.

### INSTRUCTIONS

1. Use one table for **MANUSCRIPTS** and one for **ABSTRACTS**.
2. Abbreviated title (so we can find the paper/abstract in the dossier) and year of publication.
3. **First Co-Author:** You authored this manuscript with a graduate student or housestaff
4. **Senior Author:** Your name appears last because that is the convention of the journal
5. **>Third Auth:** You are listed as fourth author or lower.
6. **Total:** Give the total number of items in the column.
7. **Probationary faculty member OR faculty member completing this form for the first time:** Provide data for all your peer-reviewed publications.
8. **Non-probationary faculty member:** Provide data since your last promotion OR for the last 5 years, whichever is shortest.
9. Expand the tables as much as necessary.

### MANUSCRIPTS

Title/Year	First Author	Co-First Auth.	Senior Auth	Second Auth	Third Auth	>Third Auth
<b>TOTAL</b>						

### ABSTRACTS

Title/Year	First Author	Co-First Auth.	Senior Auth	Second Auth	Third Auth	>Third Auth
<b>TOTAL</b>						

## Appendix D

Record of Funding  
Promotion and Tenure Subcommittee  
Department of Veterinary Clinical Sciences

Name \_\_\_\_\_ Date \_\_\_\_\_ Page \_\_\_\_\_

Please complete the following tables to aid the Promotion and Tenure Subcommittee in accurately assessing your dossier.

### INSTRUCTIONS

1. Please divide the entries into the two major categories of **Intramural** and **Extramural** funding.
2. **Primary investigator:** you were the primary investigator on the grant, and were primarily responsible for drafting the proposal or you were the **co-primary investigator** with a graduate student or housestaff.
3. **Co-investigator:** you were not the primary investigator.
4. **Competitive Grants** were subject to peer review by the funding agency. Name agency (NIH)
5. **Contract Grants** were funded through a contract with an agency such as a Pharmaceutical company.  
Name Company (Pfizer)
6. **Name:** abbreviated title of grant: give enough detail so that the grant can be located in the dossier.
7. **Date:** Dates of funding (2004-2007)
8. **Total:** Give the total number of items in the column or the total dollar amount as appropriate.
9. **Probationary faculty member:** Provide data for all your grants.
10. **Non-probationary faculty member:** Provide data since your last promotion OR for the last 5 years, whichever is shortest.
11. Expand the tables as much as necessary.

### INTRAMURAL GRANTS PRIMARY INVESTIGATOR

Name	Funding Dates	Competitive	Contract	Amount
<b>TOTAL</b>	-----			

### COINVESTIGATOR

Name	Funding Dates	Competitive	Contract	Amount
<b>TOTAL</b>	-----			

### EXTAMURAL GRANTS

#### PRIMARY INVESTIGATOR

Name	Funding Dates	Competitive	Contract	Amount
<b>TOTAL</b>	-----			

#### COINVESTIGATOR

Name	Funding Dates	Competitive	Contract	Amount
<b>TOTAL</b>	-----			

## Appendix E

### OFFICE OF EDUCATIONAL DESIGN AND SYSTEMS STUDENT EVALUATIONS OF INSTRUCTOR

---

Instructor communicated his/her subject matter well.

---

Instructor emphasized particularly important material.

---

Instructor stimulated interest in the course subject.

---

### OFFICE OF EDUCATIONAL DESIGN AND SYSTEMS STUDENT EVALUATIONS OF COURSE

---

**Teaching methods used in this course were effective.**

---

**Work required was appropriate for the credit hours earned.**

---

**Exams or other assessments measured my learning/understanding.**

---

**Teaching team exhibited concern and respect for students.**

---

**Overall, I believe the course was effectively presented.**

---

Appendix F

OFFICE OF EDUCATIONAL DESIGN AND SYSTEMS PEER EVALUATION OF  
DIDACTIC TEACHING

Dear Dr. \_\_\_\_\_

You are assigned to evaluate the following faculty for this current round of peer evaluations (Spring 2003 – Winter 2004):

Dr. \_\_\_\_\_

Dr. \_\_\_\_\_

***YOU ONLY NEED TO EVALUATE THESE INDIVIDUALS ONCE.  
IF YOU HAVE ALREADY DONE SO FOR THIS CYCLE, PLEASE IGNORE  
THIS PACKET.***

**THIS IS THE XX QUARTER OF THE 20XX-20XX CYCLE.**

1. A CORE teaching schedule for each evaluatee for this quarter is attached, ***if available***. Please remember that schedules may change throughout the quarter, so it would be wise to confirm specific dates with your evaluatee in advance.
2. **If the individual is not teaching in a CORE course this quarter, there will be NO SCHEDULE attached to this cover memo.** Elective classes, clinical rotations or field experiences are also acceptable to evaluate, but you will need to get schedules for these directly from the above individual(s).
3. Educational Resources has copies of many course notes. Please check with us on the availability of these for your review.
4. Contact the person you are to evaluate directly for any additional information you need.

A standard Peer Evaluation form is attached for your use. You may type comments on a separate sheet if you wish, but handwritten comments on this sheet are fine. Be sure to sign your evaluation.

**PLEASE DO NOT TURN IN THIS EVALUATION FORM TO ANYONE OTHER THAN EDUCATIONAL RESOURCES.** We have been asked to coordinate this process and need to keep accurate records of which evaluation have been completed. WE will provide copies to the evaluatee and to his/her Chair and file the original here in Educational Resources.

Thank you!

	Strongly Agree	Agree	Neutral/Undecided	Disagree	Strongly Disagree	Not Applicable	Comments
The professor was well prepared.							
The professor had a thorough knowledge of the subject.							
The professor communicated his/her subject matter well.							
The professor stimulated interest in the subject(s).							
The professor's objectives were helpful in developing understanding.							
Presentations were well organized.							
Presentations were largely free of distracting mannerisms.							
The professor spoke clearly and audibly.							
The professor presented material at an appropriate pace.							
The professor presented material at an appropriate level.							
The professor's explanations were clear and concise.							
The professor adequately summarized material to aid retention.							
The professor used good examples and illustrations.							
The professor made effective use of teaching materials.							
The professor answered questions willingly, carefully, and clearly.							
The professor seemed up to date and included recent developments.							
The professor related course material to practical situations.							
The professor distinguished clearly among fact, theory, and opinion.							
The professor effectively held the audience's attention.							
The professor conducted the class in a professional manner.							
Teaching methods were appropriate.							
A problem solving approach was used and taught effectively.							
The professor used questions to encourage students to think and integrate information.							

\



## Appendix G

### DEPARTMENT OF VETERINARY CLINICAL SCIENCES EVALUATION OF CLINICAL TEACHING

Item	Instructor & Instructional Characteristics	Evaluation	√
1	<b>Instructional content</b> presented by the instructor seems accurate and up-to-date	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
2	The instructor <b>communicates the subject content</b> effectively	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
3	The instructor demonstrates <b>enthusiasm and interest</b> in clinical teaching	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
4	The instructor <b>speaks in a clear and audible</b> manner	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
5	The instructor <b>devotes sufficient time</b> to student teaching	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
6	The instructor <b>creates a climate conducive to teaching &amp; learning</b>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
7	The instructor <b>exhibits concern &amp; respect for students</b>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
8	The instructor <b>answers student questions</b> effectively	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
9	The instructor <b>offers explanations at multiple levels</b> appropriate for the audience of students, interns, and specialty residents	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	
10	Overall, the instructor is an <b>effective clinical educator</b>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Below expectations <input type="checkbox"/> <i>Not observed / relevant</i>	

√ = comment written on the opposite side of this evaluation

*Other instructional topics* that may be evaluated might include: 1) Instructor provides clear performance expectations; 2) Instructor creates supplementary teaching materials for clinical education; 3) Instructor helps students organize their time for efficient clinical practice and learning; 4) Instructor provides timely feedback to students, including student grading.