

**APPOINTMENTS, PROMOTION, AND TENURE**

**DEPARTMENT OF VETERINARY PREVENTIVE MEDICINE**

**The Ohio State University**

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**Appointments, Promotion, and Tenure Criteria and Procedures**  
**Department of Veterinary Preventive Medicine**  
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**Table of Contents**

I Preamble ..... 5

II Department Mission ..... 5

III Definitions..... 6

    A Committee of the Eligible Faculty ..... 6

        1 Tenure Track Faculty ..... 6

        2 Clinical Track Faculty..... 6

        3 Research Track Faculty..... 6

        4 Conflict of Interest ..... 6

        5 Minimum Composition ..... 7

    B Promotion and Tenure Committee ..... 7

    C Quorum..... 7

    D Recommendation from the Committee of the Eligible Faculty ..... 7

        1 Appointment ..... 7

        2 Reappointment, Promotion and Tenure, Promotion, and Contract Renewal..... 7

IV Appointments..... 8

    A Criteria ..... 8

        1 Tenure Track Faculty ..... 8

        2 Clinical Track Faculty..... 9

        3 Research Track Faculty..... 10

        4 Associated Faculty ..... 10

        5 Courtesy Appointments for Faculty..... 11

        6 Emeritus Faculty Appointments ..... 11

    B Procedures ..... 11

        1 Tenure Track Faculty ..... 11

        2 Clinical Track Faculty..... 13

        3 Research Track Faculty..... 13

4 Transfer from the Tenure-track.....	13
5 Associated Faculty.....	14
6 Courtesy Appointments for Faculty.....	14
V Annual Review Procedures.....	14
A Probationary Tenure Ttrack Faculty.....	15
1 Fourth-Year Review.....	16
2 Exclusion of Time from Probationary Period.....	16
B Tenured Faculty.....	16
C Clinical Track Faculty.....	17
D Research Track Faculty.....	17
E Associated Faculty.....	17
VI Merit Salary Increases and Other Rewards.....	18
A Criteria.....	18
B Procedures.....	19
C Documentation.....	19
VII Promotion and Tenure and Promotion Reviews.....	19
A Criteria.....	19
1 Promotion to Associate Professor with Tenure.....	21
2 Promotion to Professor.....	26
3 Clinical Track Faculty.....	27
4 Research Track Faculty.....	31
B Procedures for Tenure Track Promotion and Tenure Reviews.....	32
1 Candidate Responsibilities.....	33
2 Promotion and Tenure Committee Responsibilities.....	33
3 Eligible Faculty Responsibilities.....	35
4 Department Chair Responsibilities.....	35
5 External Evaluations.....	37
C Documentation.....	38
1 Teaching.....	38
2 Scholarship.....	39
3 Administrative and Professional Service.....	40

VIII Appeals..... 41

IX Seventh-Year Reviews..... 41

X Procedures for Student and Peer Evaluation of Teaching..... 42

    A Student Evaluation of Teaching..... 42

    B Peer Evaluation of Teaching..... 42

## I Preamble

This document is a supplement to Chapters 6 and 7 of the Rules of the University Faculty (<http://trustees.osu.edu/rules/university-rules.html>); the annually updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic Affairs Policy and Procedures Handbook (<http://oaa.osu.edu/handbook.html>); and other policies and procedures of the college and university to which the department and its faculty are subject.

Should those rules and policies change, the department will follow the new rules and policies until such time as it can update this document to reflect the changes. In addition, this document must be reviewed, and either reaffirmed or revised, at least every four years on the appointment or reappointment of the department chair.

This document must be approved by the dean of the college and the Office of Academic Affairs before it may be implemented. It sets forth the department's mission and, in the context of that mission and the missions of the college and university, its criteria and procedures for faculty appointments and for faculty promotion, tenure and rewards, including salary increases. In approving this document, the dean and the Office of Academic Affairs accept the mission and criteria of the department and delegate to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to departmental mission and criteria.

The faculty and the administration are bound by the principles articulated in Faculty Rule 3335-6-01 (<http://trustees.osu.edu/rules/university-rules.html>) of the Administrative Code. In particular, all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.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.

Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in accordance with the university's policy on equal opportunity (<http://hr.osu.edu/policy/policy110.pdf>).

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.

## II Department Mission

The **mission** of the Department of Veterinary Preventive Medicine is the discovery and dissemination of knowledge to prevent, control or eradicate disease, to promote sustainable agricultural productivity, and to enhance the health of animal and human populations.

The **mission** incorporates three components: teaching, research, and service. The teaching mission of the Department is the education of graduate, professional, post-professional, and outreach-education students in effective disease control, prevention and eradication strategies to meet current and future societal needs in veterinary medicine and public health. The research mission of the Department is the discovery of knowledge leading to the development of methods to prevent disease, to maximize agricultural sustainability, productivity and efficiency, and to promote health in human and animal populations. The professional service mission of the Department is to provide professional expertise to assist in the decision-making processes of animal and human health professionals and commercial organizations, as well as local, state, national, and international organizations as they endeavor to promote the health of human and animal populations.

### **III Definitions**

#### **A Committee of the Eligible Faculty**

##### **1 Tenure Track Faculty**

The eligible faculty for appointment reviews of tenure-track faculty consists of all tenure-track faculty whose tenure resides in the department.

The eligible faculty for senior rank of new appointments, reappointment, promotion and tenure, and promotion reviews of tenure-track faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the department excluding the department chair and associate chair, heads of remote administrative units, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.

For tenure reviews of probationary professors, eligible faculty are tenured professors whose tenure resides in the department excluding the department chair and associate chair, heads of remote administrative units, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.

##### **2 Clinical Track Faculty**

The eligible faculty for appointment reviews of clinical faculty consists of all tenure track faculty whose tenure resides in the department and all clinical faculty whose primary appointment is in the department.

The eligible faculty for senior rank of new appointments, reappointment, contract renewal, and promotion of clinical faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the department and all non-probationary clinical faculty of higher rank than the candidate whose primary appointment is in the department excluding the department chair and associate chair, heads of remote administrative units, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.

##### **3 Research Track Faculty**

The eligible faculty for appointment reviews of research faculty consists of all tenure-track faculty whose tenure resides in the department, and all clinical and research faculty whose primary appointment is in the department.

The eligible faculty for reappointment, contract renewal, senior rank of new appointments, and promotion reviews of research faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the department, and all non-probationary research and clinical faculty of higher rank than the candidate whose primary appointment is in the department excluding the department chair and associate chair, heads of remote administrative units, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.

##### **4 Conflict of Interest**

A conflict of interest exists when an eligible faculty member is related to a candidate or has a comparable close interpersonal relationship, has substantive financial ties with the candidate, is dependent in some way on the candidate's services, has a close professional relationship with the candidate (dissertation advisor), or has collaborated so extensively with the candidate that an objective review of the candidate's

work is not possible. Generally, faculty members who have collaborated with a candidate on at least 50% of the candidate's published work since the last promotion will be expected to withdraw from a promotion review of that candidate.

### **5 Minimum Composition**

In the event that the department does not have at least three eligible faculty members who can undertake a review, the department chair, after consulting with the dean, will appoint a faculty member from another department within the college.

### **B Promotion and Tenure Committee**

The department has a Promotion and Tenure Committee that assists the Committee of the Eligible Faculty in managing the personnel and promotion and tenure issues. The committee consists of the tenure track professors whose tenure resides in the department. The committee's chair is appointed by the department chair.

When considering cases involving clinical track faculty, the Promotion and Tenure Committee may be augmented by the clinical professors whose primary appointment is in the department.

When considering cases involving research track faculty, the Promotion and Tenure Committee may be augmented by research professors whose primary appointment is in the department.

### **C Quorum**

The quorum required to discuss and vote on all personnel decisions, with the exception below, is two thirds of the eligible faculty not on an approved leave of absence. A member of the eligible faculty on Special Assignment may be excluded from the count for the purposes of determining quorum only if the department chair has approved an off-campus assignment.

To be eligible to vote, a faculty member must be present at the meeting either in person or through teleconference for the entire discussion of the candidate's qualifications. Voting is by anonymous ballot.

Faculty members who recuse themselves because of a conflict of interest are not counted when determining quorum.

### **D Recommendation from the Committee of the Eligible Faculty**

In all votes taken on personnel matters only "yes" and "no" votes are counted. Abstentions are not votes. Faculty members are strongly encouraged to consider whether they are participating fully in the review process when abstaining from a vote on a personnel matter.

Absentee ballots and proxy votes are not permitted.

### **1 Appointment**

A positive recommendation from the eligible faculty for appointment is secured when a simple majority of the votes cast are positive.

### **2 Reappointment, Promotion and Tenure, Promotion, and Contract Renewal**

A positive recommendation from the eligible faculty for reappointment, promotion and tenure, promotion, and contract renewal is secured when a simple majority of the votes cast are positive.

## **IV Appointments**

### **A Criteria**

The department is committed to making only 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, scholarship and service; the potential for professional growth in each of these areas; and the potential for interacting with colleagues and students in a way that will enhance their academic work and attract other outstanding faculty and students to the department. No offer will be extended in the event that the search process does not yield one or more candidates who would enhance the quality of the department. The search is either cancelled or continued, as appropriate to the circumstances.

### **1 Tenure Track Faculty**

**Instructor.** Appointment at the rank of instructor is made only 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. The department will make every effort to avoid such appointments. An appointment at the instructor level is limited to three years. When an instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the third year of appointment, the third year is a terminal year of employment.

Upon promotion to assistant professor, the faculty member may request prior service credit for time spent as an instructor. This request must be approved by the department's eligible faculty, the department chair, the dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked without a formal request for an extension of the probationary period. In addition all probationary faculty members have the option to be considered for early promotion.

**Assistant Professor.** An earned doctorate or other terminal degree in a relevant field of study is the minimum requirement for appointment at the rank of assistant professor. Evidence of potential for scholarly productivity, high-quality teaching, and high-quality service to the department and the profession is highly desirable. Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring in the sixth year of service. Review for tenure prior to the mandatory review year is possible when the Promotion and Tenure Committee determines 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, but is strongly discouraged as it cannot be revoked once granted.

**Associate Professor and Professor.** Appointment at senior rank requires that the individual, at a minimum, meet the department's criteria in teaching, scholarship, and service for promotion to these ranks. 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 (terminal) year of employment is offered.

Foreign nationals who lack permanent residency status may be appointed to a senior rank and approved for tenure, if appropriate, but the university will not grant tenure in the absence of permanent residency.

## 2 Clinical Faculty

Clinical faculty members are critical to pursuit of the overall mission of the Department. Excellence in clinical teaching, clinical service, and case management is expected of clinical faculty members as they will spend the majority of their time teaching students, training residents, and seeing cases. Clinical faculty members are expected to contribute new information that advances clinical practice as the terms of their appointment permit. A faculty member may choose to pursue the scholarship of teaching, collaborative clinical research, and/ or development of new clinical techniques. Clinical faculty members should be efficient in their clinical practice thus helping to maximize case load. Although peer reviewed publications are not required, clinical faculty members are expected to contribute to the literature in some manner, including authoring book chapters and participating in continuing education programs. Expectations for teaching, clinical practice, administrative service, scholarship, and outreach will vary depending upon the nature of the faculty member's appointment and responsibilities.

Appointment of clinical faculty entails a three to five-year contract. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to clinical faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the department wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period. For more information see Faculty Rule 3335-7 (<http://trustees.osu.edu/rules/university-rules.html>).

**Instructor of Clinical Veterinary Preventive Medicine.** The criteria for appointment to instructor of Clinical Veterinary Preventive Medicine are an earned doctor of veterinary medicine degree from an AVMA-accredited institution or equivalent educational background and qualification; and a strong potential to attain reappointment and to advance through the faculty ranks. 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. The department will make every effort to avoid such appointments. An appointment at the instructor level is limited to a four-year contract. In such cases, if the instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the penultimate year of the contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

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

**Associate Professor of Clinical Veterinary Preventive Medicine and Professor of Clinical Veterinary Preventive Medicine.** The criteria for appointment to Associate Professor of Clinical Veterinary Preventive Medicine and Professor of Clinical Veterinary Preventive Medicine are that the candidate meets the criteria for appointment to Assistant Professor of Clinical Veterinary Preventive Medicine, has obtained board certification in his/her AVMA-approved specialty, and meets or exceeds the department's criteria in teaching, clinical service, administrative service, scholarship, and outreach for promotion to these ranks.

### 3 Research Faculty

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

**Research Assistant Professor of Veterinary Preventive Medicine.** Appointment at the rank of research assistant professor of Veterinary Preventive Medicine requires that the individual have a doctorate in a relevant field of study and a record of high-quality publications that strongly indicate the ability to sustain an independent, externally funded research program.

**Research Associate Professor of Veterinary Preventive Medicine and Research Professor of Veterinary Preventive Medicine.** Appointment at the rank of Research Associate Professor of Veterinary Preventive Medicine or Research Professor of Veterinary Preventive Medicine requires that the individual have a doctorate in a relevant field of study and meet, at a minimum, the department's criteria for promotion to these ranks.

### 4 Associated Faculty

Nominations for an associated appointment, complete with documentation outlining the nominees' contribution to the Department's mission must be made to the Associated Faculty Committee by a tenure-track, clinical or research faculty member. Upon favorable review, the nomination is submitted to the Department's faculty for a vote. If a majority of faculty favors the appointment, the nomination is forwarded to the Chair for final approval. Candidates must have credentials comparable to tenure-track, clinical or research faculty of equivalent rank. All associated faculty on an appointment of one year or less will be contacted annually by the Chair to confirm the appropriateness of their continued appointment. Associated faculty appointments can be made for terms of no more than three years.

**Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor.** Adjunct appointments are rarely compensated. Adjunct faculty appointments are given to individuals who give academic service to the department, such as teaching a course or serving on graduate student committees, for which a faculty title is appropriate. Typically the adjunct faculty rank is determined by applying the criteria for appointment of tenure-track faculty. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

**Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor.** These associated clinical appointments are rarely compensated. Uncompensated appointments are given to individuals who volunteer uncompensated academic service to the department, for which a faculty title is appropriate. Associated clinical rank is determined by applying the criteria for appointment of clinical faculty. Associated clinical faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of clinical faculty.

**Lecturer.** Appointment as a lecturer requires that the individual have, at a minimum, a veterinary degree from an AVMA-approved college of veterinary medicine or equivalent training. Evidence of ability to provide high-quality instruction is desirable. Lecturers are not eligible for tenure. The initial appointment for a lecturer should generally not exceed one year and in no circumstances can be for more than three years.

**Senior Lecturer.** Appointment as a senior lecturer requires that the individual have, at a minimum, a veterinary degree from an AVMA-approved college of veterinary medicine or equivalent training and at least 5 years of teaching experience. Evidence of ability to provide high-quality instruction is desirable. Senior Lecturers are not eligible for tenure or promotion. The initial appointment for a senior lecturer should generally not exceed one year.

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

**Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.** Visiting faculty appointments may either be compensated or not compensated. Visiting faculty members on leave from an academic appointment at another institution are appointed at the rank held in that position. The rank at which other (non-faculty) individuals are appointed is determined by applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion. They may not be reappointed for more than three consecutive years at 100% FTE.

### **5 Courtesy Appointments for Faculty**

Occasionally the active academic involvement in this department by a tenure track, clinical or research faculty member from another department at Ohio State warrants the offer of a 0% FTE (courtesy) appointment in this department. Appropriate active involvement includes research collaboration, graduate student advising, teaching some or all of a course from time to time, or a combination of these. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

### **6 Emeritus Faculty Appointments**

Emeritus faculty members are regular faculty who, upon retirement, can be recommended for emeritus status by the chair, the dean, and the executive 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 university's Office of Human Resources may provide.

### **B Procedures**

See the Faculty Policy on Faculty Recruitment and Selection and the Policy on Faculty Appointments in the Office of Academic Affairs Policies and Procedures Handbook (<http://oaa.osu.edu/handbook.html>) for information on the following topics:

- recruitment of tenure-track, clinical, and research faculty
- appointments at senior rank or with prior service credit
- hiring faculty from other institutions after April 30
- appointment of foreign nationals
- letters of offer

### **1 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 approved by the college and the Office of Academic Affairs in advance. Search procedures must be consistent with the university policies set forth in the most recent update of A Guide to Effective Searches ([www.hr.osu.edu/hrpubs/guidesearches.pdf](http://www.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 department chair appoints a search committee consisting of three or more faculty who reflect the field of expertise that is the focus of the search (if relevant) as well as other fields within the department.

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.
- Develops a position description based on the guidelines provided by the chair with input from the faculty. The position description should identify responsibilities of the position, explain the desired type of training and experience of applicants (including required and desired qualifications), explain the importance of accomplishments to date in teaching, research, outreach, clinical service, and administrative service; and enumerate indicators of potential to successfully work with faculty to advance the department's mission and goals.
- Develops a search announcement for internal posting in the university Personnel Postings (formerly known as the "green sheet") through the Office of Human Resources Employment Services ([www.hr.osu.edu/](http://www.hr.osu.edu/)) and external advertising, subject to the department 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. 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 professional journal.
- Screens applications and letters of recommendation and presents to the full faculty a summary of those applicants (usually three to five) judged worthy of interview. If the faculty agrees with this judgment, on-campus interviews are arranged by the department chair's office with input from the search committee. If the faculty does not agree, the department chair in consultation with the faculty determines the appropriate next steps (solicit new applications, review other applications already received, cancel the search for the time being).

- Plays an integral role during onsite visit and interview of faculty candidates and members are expected to participate in various interview activities, including search committee meetings with the candidate, seminar, faculty forum, reception accompanying candidates to meals, and/or other opportunities to meet and visit.

On-campus interviews with candidates must include opportunities for interaction with faculty groups, including the search committee; graduate students; the department chair; and the dean or designee. In addition, all candidates make a presentation to the faculty and graduate students on their scholarship, and teach a class. The latter could be an actual class or a mock instructional situation. All candidates interviewing for a particular position must follow the same interview format.

Following completion of on-campus interviews, the search committee meets to discuss perceptions and preferences, and to summarize the strengths and weaknesses of each candidate. The search committee votes and reports a recommendation on each candidate to the department chair.

If the offer of employment involves senior rank (Associate Professor or Professor) then the eligible faculty members may vote also on the appropriateness of the rank proposed by the department chair. The eligible faculty reports a recommendation on the appropriateness of the proposed rank to the department chair.

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 Clinical Faculty**

Searches for clinical faculty generally proceed identically as for tenure track faculty, with the exception that the candidate's presentation during the on-campus interview is on clinical/professional practice rather than scholarship, and exceptions to a national search only requires approval by the college dean.

## **3 Research Faculty**

Searches for research faculty generally proceed identically as for tenure track faculty, with the exception that the candidate's presentation during the on-campus interview is on their scholarly activities, and exceptions to a national search only requires approval by the college dean.

## **4 Transfer from the Tenure-track**

Tenure track faculty may transfer to a clinical or research appointment if appropriate circumstances exist. Tenure is lost upon transfer, and transfers must be approved by the department chair, the college dean, and the executive vice president and provost. Department approval of the transfer should be based on the program needs and the mission of the department.

The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed.

Transfers from a clinical appointment and from a research appointment to the tenure-track are not permitted. Clinical faculty members and research faculty members may apply for tenure-track positions and compete in regular national searches for such positions.

## **5 Associated Faculty**

The appointment, review, and reappointment of all compensated associated faculty is decided by the department chair in consultation with the department faculty familiar with appointment.

Appointment and reappointment of uncompensated adjunct or visiting faculty may be proposed by any faculty member in the department and is decided by the department chair in consultation with the department faculty familiar with the appointment.

Associated appointments are generally made for a period of one year, unless a shorter or longer period is appropriate to the circumstances, and in no case can be made for more than three years. All associated appointments expire at the end of the appointment term and must be formally renewed to be continued. Visiting appointments may be made for one term of up to three years or on an annual basis for up to three consecutive years.

Lecturer and senior lecturer appointments are usually made on a semester by semester or annual basis. After the initial appointment, and if the department's curricular needs warrant it, a multiple year appointment may be offered.

Associated faculty for whom promotion is a possibility follow the promotion guidelines and procedures for tenure-track faculty (see Appointment Criteria above), with the exception that the review does not proceed to the college level if the department chair's recommendation is negative, and does not proceed to the university level if the dean's recommendation is negative.

## **6 Courtesy Appointments for Faculty**

Any department faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track, clinical or research faculty member from another department at The Ohio State University. A proposal that describes the uncompensated academic service to our department and justifies the appointment is forwarded to the department chair. The department chair forwards the request to the department Promotion and Tenure committee, and if the proposal is approved by the committee (representing the eligible faculty) the department chair, after consultation with the dean, extends an offer of appointment.

The department chair reviews all courtesy appointments every three years to determine their continued appropriateness, and takes recommendations for nonrenewal before the faculty for a vote at a regular faculty meeting. Courtesy appointments remain in effect as long as the appointee continues to make contributions to the program.

## **V Annual Review Procedures**

The department follows the requirements for annual reviews as set forth in the Faculty Annual Review Policy (<http://oaa.osu.edu/assets/files/documents/annualreview.pdf>).

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, scholarship, and service as set forth in the department's policy on faculty duties and responsibilities; on any additional assignments and goals specific to the individual; and on progress toward promotion where relevant. Categories of assessment include but are not limited to didactic and laboratory teaching, clinical practice and teaching, research and scholarship, personal and professional

development, outreach and external activities, service and administrative service, professional behavior, and engagement and building of departmental community.

The faculty member's distribution of effort (teaching, research, outreach, clinical service, and administrative service) is described in the letter of offer/appointment and is reiterated or amended in subsequent annual review letters or other documents as necessary and appropriate. The annual review is the primary time to adjust responsibilities and expectations based upon performance and departmental 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 department chair. In making his/her assessment, the chair considers the documents submitted by the faculty member (Faculty Annual Report for activities and contributions between Jan 1st and Dec 31st of the previous calendar year, dossier, student evaluations of teaching, teaching portfolio, and the faculty member's reflections on peer teaching evaluations in their teaching portfolio). Additional materials including but not limited to the report of the annual review by the department Promotion and Tenure committee (for probationary faculty only) and the chair's firsthand experience working with the faculty member, will be considered in the overall assessment. The resulting comprehensive evaluation is based on the chair's subjective assessment of all this information/data in the context of the expectations for performance as outlined in the faculty member's previous letter of appointment and/or annual review letters and in alignment with the distribution of time and effort to various duties/responsibilities, goals, and needs of the department.

The documentation required of every faculty member for the annual performance review must be submitted to the chair no later than January 15<sup>th</sup> each year. The department Promotion and Tenure committee will review documentation submitted by probationary faculty members. The committee will write a letter to the department chair summarizing the views of the members of the committee on the probationary faculty member's appropriate progress towards promotion, and will provide suggestions to the chair that they may use to mentor the probationary faculty member. Annual reviews will be conducted starting early in the spring semester and should be completed by the end of spring semester.

The department chair is required (per Faculty Rule 3335-3-35 [<http://trustees.osu.edu/rules/university-rules.html>]) to include a reminder in the annual review letter that all faculty have the right (per Faculty Rule 3335-5-04 [<http://trustees.osu.edu/rules/university-rules.html>]) to view their primary personnel file and to provide written comment on any material therein for inclusion in the file.

### **A Probationary Tenure Track Faculty**

Every probationary tenure-track faculty member is reviewed annually by the chair who meets with the faculty member to discuss his or her performance, future plans, and goals; and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment. 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 Departmental Promotion and Tenure Committee reviews the probationary faculty member's annual report (mandatory college document), dossier, teaching portfolio, annual review letters, and SEIs for the year, and advises the chair on the faculty member's strengths and weaknesses. The committee's assessment is reported to the department chair in a 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 assessment of the committee along with additional input from the faculty. 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 DPTC or chair.

If the department chair recommends renewal of the appointment, this recommendation is final. The department chair's annual review letter to the faculty member renews the probationary appointment for another year and includes content on future plans and goals. The faculty member may provide written comments on the review. The department chair's letter (along with the faculty member's comments, if received) is forwarded to the dean of the college. In addition, the annual review letter becomes part of the cumulative dossier for promotion and tenure (along with the faculty member's comments, if he or she chooses).

If the department chair recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule 3335-6-04 [<http://trustees.osu.edu/rules/university-rules.html>]) is invoked. Following completion of the comments process, the complete dossier is forwarded to the college for review and the dean makes the final decision on renewal or nonrenewal of the probationary appointment.

### **1 Fourth-Year Review**

During the fourth year of the probationary period the annual review follows the same procedures as the mandatory tenure review, with the exception that external evaluations are optional and the dean (not the department chair) makes the final decision regarding renewal or nonrenewal of the probationary appointment.

External evaluations are only solicited when either the department chair or the eligible faculty determine that they are necessary to conduct the Fourth-Year Review. This may occur when the candidate's scholarship is in an emergent field, is interdisciplinary, or the eligible faculty do not feel otherwise capable of evaluating the scholarship without outside input.

The departmental Promotion and Tenure committee conducts a review of the candidate for presentation to the eligible faculty. On completion of the review, the DPTC and eligible faculty votes by secret ballot on whether to recommend renewal of the probationary appointment.

The departmental Promotion and Tenure committee forwards a record of the vote and a written performance review to the department chair. The department chair conducts an independent assessment of performance and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment. At the conclusion of the department review, the formal comments process (per Faculty Rule 3335-6-04 [<http://trustees.osu.edu/rules/university-rules.html>]) is followed and the case is forwarded to the college for review, regardless of whether the department chair recommends renewal or nonrenewal.

### **2 Exclusion of Time from Probationary Period**

Faculty Rule 3335-6-03 (D) (<http://trustees.osu.edu/rules/university-rules.html>) sets forth the conditions under which a probationary tenure-track faculty member may exclude time from the probationary period. Additional procedures and guidelines can be found in the Office of Academic Affairs [Policies and Procedures Handbook](http://oaa.osu.edu/handbook.html) (<http://oaa.osu.edu/handbook.html>).

### **B Tenured Faculty**

Associate Professors and Professors are reviewed annually by the department chair following a similar process as for Assistant Professors. The chair meets with the faculty member to discuss his/her performance and future plans and goals, and prepares a written evaluation on these topics.

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

### **C Clinical Faculty**

The annual review process for clinical probationary and non-probationary clinical faculty is identical to that for tenure-track probationary and tenured faculty, respectively.

In the penultimate contract year of a clinical faculty member's appointment, the department 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/rules/university-rules.html>) must be observed.

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. If the faculty member is being reviewed for reappointment without promotion, then his/her review follows the fourth year review procedures for regular tenure track faculty with 2 exceptions: 1) external letters of evaluation will be solicited at the discretion of the department chair and 2) the college dean’s decision is final. If the clinical track faculty member is being reviewed for reappointment and promotion, then the review must follow the procedures for promotion and tenure of a probationary tenure track faculty. There is no presumption of renewal of contract.

### **D Research Faculty**

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

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

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. This review proceeds identically to the Fourth-Year Review procedures for tenure-track faculty. External letters of evaluation are solicited. There is no presumption of renewal of contract.

### **E Associated Faculty**

Compensated associated faculty members in their initial appointment must be reviewed before reappointment. The department chair, or designee, prepares a written evaluation and meets with the faculty member to discuss his or her performance, future plans, and goals. The department chair’s

recommendation on renewal of the appointment is final. If the recommendation is to renew, the department chair may extend a multiple year appointment.

Compensated associated faculty members on a multiple year appointment are reviewed annually by the department chair, or designee. The department chair, or designee, prepares a written evaluation and meets with the faculty member to discuss his or her performance, future plans, and goals. No later than October 15 of the final year of the appointment, the chair will decide whether or not to reappoint. The department chair's recommendation on reappointment is final.

Non-compensated associated faculty members will be contacted annually by the department chair to determine the appropriateness of continued appointment. The associated faculty member will submit a letter describing their engagement in and contributions to the department (for example, students trained, lectures given, teaching or research collaborations) during the last year as well as their plans for involvement in our program the next year. This will signal the associated faculty member's desire to continue the appointment. The chair will review the letter and consult with the faculty, and the chair will reappoint if appropriate.

## **VI Merit Salary Increases and Other Rewards**

### **A 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 extra travel funds, are made to recognize non-continuing 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, scholarship, and 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 all three areas of endeavor and a pattern of consistent professional growth will necessarily be favored. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

Faculty who fail to submit the required documentation for an annual review at the required time will receive no salary increase in the year for which documentation was not provided, except in extenuating circumstances, and may not expect to recoup the foregone raise at a later time.

The chair assesses the faculty member's performance in the context of responsibilities, expectations and 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 teaching, scholarly activity, and service as documented in the faculty annual report document, appropriate for the individual's appointment. Merit salary increases for clinical faculty will be based on the quality of clinical service with additional consideration of teaching and scholarly activity when appropriate, as documented in the faculty annual report document. Merit salary increases for research faculty will be based on the quality of the research program with additional consideration of teaching activity when appropriate, as documented in the faculty annual report document.

## **B Procedures**

The department chair recommends annual salary increases and other performance rewards to the dean, who may modify these recommendations. Salary increases are formulated in dollar amounts rather than percentage increases, with the goal of distributing available funds in a manner that achieves the optimal distribution of salaries. As a general approach to formulating salary recommendations, the department chair divides faculty into at least four groups based on continuing productivity (high, average, low, and unsatisfactory) and considers market and internal equity issues as appropriate.

Faculty members who wish to discuss dissatisfaction with their salary increase with the department chair should be prepared to explain how their salary (rather than the increase) is inappropriately low, since increases are solely a means to the end of an optimal distribution of salaries.

## **C Documentation**

The annual performance review of every faculty member requires that all documentation described below, including the two summary documents, be submitted to the department chair by the specified deadline.

- College annual faculty report summarizing activities of the previous year.
- updated CV, which will be made available to all faculty in an accessible place
- updated Office of Academic Affairs dossier outline, Volume 3 (<http://oaa.osu.edu/handbook.html>)
- A list of peer reviews of teaching during the previous year, including a summary and reflections on formative peer reviews, and how they were used to improve teaching.
- Copies of student assessment of teaching for the year (summaries provided by Educational Design and Systems), including scores and individual comments.

The time period covered by the documentation described below is the previous 12 months (January 1 to December 31).

## **VII Promotion and Tenure and Promotion Reviews**

### **A Criteria**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.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.*

The university recognizes that a diversity of paths to promotion to professor benefits both the faculty member and the institution.

*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 or promotion to demonstrate a level of scholarly activity 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 documentation of the candidate's accomplishments by his/her peers, and by senior administrators of the department, college and The Office of Academic Affairs. The pattern of past performance should yield a high degree of confidence that the candidate will continue to develop professionally.

The Department of Veterinary Preventive Medicine values and rewards excellence in the performance of assigned responsibilities with regard to teaching, research, and service. All faculty members are expected to demonstrate continued intellectual engagement. The Department recognizes and values a wide spectrum of types of scholarship that are necessary in order to fulfill its mission. The faculty activities of teaching, scholarship, outreach and extension, and service are vital university functions and provide a framework around which individual faculty build their assigned programs. Faculty efforts become a vehicle for demonstrating scholarship when: (1) they create something that did not exist before; (2) they are validated by peers and by external sources, and (3) they exemplify one or more of the forms of discovery, integration, transformation, or application.

The following list (no rank order implied) represents the varying types of scholarship that the Department values (adapted from Boyer, 1994; Kolb, 1980).

- Discovery - the pursuit of the unknown; the investigative advancement of knowledge.
- Integration - the interpretation and synthesis of new insights; extending the knowledge of original research; drawing together across disciplines and fitting specialized knowledge into larger intellectual patterns for broader, more comprehensive understanding.
- Transformation - the transformation of an individual or group through the extension and transmission of knowledge; developing meaning and understanding within the learner.
- Application - the application of knowledge to consequential societal problems; learning from practice.

The assessment of scholarship emphasizes the importance of validation. Evaluators for Promotion and Tenure and for Promotion will assess productivity in the area of scholarship based on evidence of discovery, integration, transformation, and application.

Tenure track faculty with OARDC and OSUE appointments shall be recognized with attendant rights and privileges of tenure, as well as potential for appointment and promotion to assistant professor, associate professor, and professor. The diverse nature and percentages of appointments (i.e. teaching, research and other forms of scholarship, extension and service) within the Department and changes in responsibilities during employment necessitate that evaluations be on an individual basis appropriate for the individual's appointment.

In carrying out responsibilities in teaching, research and other forms of scholarship, extension, and service each faculty member is expected to contribute to the department's role as a community of scholars and to promote collaborative efforts and advances. Each faculty member is expected to contribute to the academic life of the department (participation in seminars, faculty and committee meetings, etc.) and to be responsive to public inquiries so as to project a positive image of the Department, College and University and to demonstrate collegiality toward peers, staff and students.

Furthermore all faculty members are expected to strive for self-improvement and to correct deficiencies identified in their annual reviews in their performance in teaching, scholarship or service. They are encouraged to participate in professional, university and college self-development activities such as seminars, workshops, continuing educational activities and teaching enrichment programs.

The department is committed to academic freedom and its associated responsibilities as described in Faculty Rule 3335-5-01 (<http://trustees.osu.edu/rules/university-rules/rules5/ru5-01.html>) and consistent with the American Council on Education statement on academic rights and responsibilities (<http://www.acenet.edu/AM/Template.cfm?Section=HENA&template=/CM/ContentDisplay.cfm&ContentID=10672>). The department encourages free expression and faculty members should be open to new ideas and respectful of the ideas and opinions of others.

### **1 Promotion to Associate Professor with Tenure**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) provides the following 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 service; and can be expected to continue a program of high-quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university.*

The 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.

Every candidate is held to a high standard of excellence in all aspects of performance. Accepting weakness in any aspect of performance in making a tenure decision is tantamount to deliberately handicapping the department's ability to perform and to progress academically. Above all, candidates are held to a very high standard of excellence in the areas central to their responsibilities. If a candidate's primary teaching role is and will continue to be undergraduate teaching, then excellence in undergraduate teaching is required. A mediocre performance in this area would not be adequately counterbalanced by excellent performance in another aspect of teaching that is a significantly smaller part of the individual's responsibilities.

To be recommended for promotion and tenure in the Department, faculty must demonstrate evidence of excellence in teaching, scholarship and service - with flexibility exercised according to each faculty member's respective major appointment [Faculty Rule 3335-6-02(D)]. The nature and extent of contribution will be commensurate with assigned responsibilities and the amount of time allocated for each activity. There should be a high degree of confidence that the candidate will continue to develop professionally.

Excellence in teaching, scholarship, and service are moreover defined to 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/pubsres/policydocs/contents/statementonprofessionalethics.htm>).

The accomplishments listed below in the areas of teaching, scholarship, and service are expected of faculty for promotion to associate professor with tenure. 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.

### **Teaching**

For promotion to associate professor with tenure, a faculty member is expected to have:

- provided up-to-date content at an appropriate level in every instructional situation and demonstrated continuing growth in subject matter knowledge
- 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
- engaged students actively in the learning process and encouraged independent thought, creativity, and appreciation of the knowledge creation process
- provided appropriate and timely feedback to students throughout the instructional process
- treated students with respect and courtesy
- improved curriculum through revision or new development of courses and/or academic programs
- served as advisor to an appropriate number of graduate students given the department's graduate student/faculty ratio and the faculty member's area(s) of expertise
- engaged in documentable efforts to improve teaching
- demonstrated growth and development as a teacher/educator through formative peer review and reflection that is documented in the annual review process

#### **(a) On-campus instruction for formal academic credit**

The Department has a major commitment to professional and graduate instruction in veterinary preventive medicine and public health and to the advising of graduate students (including MS, MPH and PhD students) and postgraduate trainees. Contributions to the teaching program will be weighted based upon the faculty member's appointment. Examples of activities that are included under the Department teaching mission are (but not limited to): Lecturing (Classroom Instruction), Laboratory/Demonstration, Field Experience/Clinical Rotations, Small Group Instruction, Seminars, Preparation Time (lectures, exams, course implementation), Grading examinations, Office hours for students, Graduate Student Advising (MS, MPH and PhD), Resident Advising, Professional Student Advising, Post-graduate supervision, Team-leader duties, Course Implementation, Teaching Team Duties, Development of Curricula, and Self-improvement. For faculty with a primary research appointment, advising and service on graduate student advisory committees (MS, MPH and PhD), including membership on general examination committees, can serve to fulfill the primary portion of their teaching obligations to the department.

When evaluating quality of teaching the Committee of the Eligible Faculty considers that excellence will be demonstrated by high-level accomplishment for most of the following measures of teaching (both credit generating and outreach instruction): Mastery of the subject matter; Continuous growth in subject matter knowledge (self-improvement); Ability to organize and communicate class material with logic, conviction, and enthusiasm; Objectivity; Contributions to curricula or program development, (e.g. Teaching team duties); Creativity in course or program development, methods of presentation and incorporation of new materials and ideas (e.g. digital media); Capacity to enhance student's awareness of the relationship between subjects studied, important problems, and other fields of knowledge.

Criteria for evaluation of the quality of 'on-campus instruction' will include (but not be limited to) College, University teaching awards; attraction of outstanding professional, graduate or post-doctoral trainees (demonstrated by competitive scholarships awarded) and attainment of notable professional success (awards and honors, post-graduate achievements and recognition) by the trainees of the candidate; student or alumni evaluations of teaching performance; peer and professional evaluation of teaching performance by faculty or other professionals based upon course or seminar visitations and critiques, critical review of syllabi, and critique of examinations. Student evaluations are an important component of the evaluation process and should be administered in a fair and independent manner to effectively evaluate the course. Peer, professional, and student evaluations must be obtained independent of the faculty member.

**(b) Outreach education**

In addition to on-campus instruction in formal courses for credit, the Department values Extension and other activities of outreach education directed toward off-campus students, the animal industry, and other groups as well as to the general public. In particular, faculty with formal academic appointments in OSUE should be involved in planned educational efforts directed in program areas that include plans for implementation and evaluation. Contributions to the Extension and outreach teaching program will be weighted based upon the faculty member's appointment.

The Committee of the Eligible Faculty considers the following when evaluating the quality of Extension and outreach education: a reputation with the public, constituency groups, and among peers as effective disseminators of knowledge; documented demand by off-campus students and groups for continuing education; evidence of identification of high priority Extension and outreach programs complete with plans for implementation; evidence of addressing industry problems or needs; evidence of having established rapport with Extension colleagues, industry leaders, practicing veterinarians and the general public through effective public relations and the dissemination of up-to-date, accurate information; extension teaching awards; Extension specialists must show evidence of communication of subject matter in creative and effective means including but not limited to lectures, meetings, workshops, mass media, ongoing schools, seminars, and published materials; development of teaching materials/aids that can be used by other educators; writing non-peer reviewed popular articles designed primarily to communicate timely subject matter, including results from scientific publications; evidence of consultation with existing and potential individuals and constituent groups (producers, veterinary practitioners, industry and agribusiness personnel, agricultural leaders, public health and regulatory officials, and other researchers and educators) regarding problem identification of ongoing and emerging needs.

Within the department, individual faculty with formal appointments in OSUE have a diverse audience ranging from livestock producers, 4-H youth, practicing veterinarians, regulatory officials, other agricultural industry personnel, and the general public. Thus, evaluation of Extension teaching will require a variety of methods. Based upon the individual faculty member's appointment and program area, peer and student evaluations from a reasonable array of peers and students will be sought on a regular basis. It is not reasonable, nor is it expected, that students evaluate every presentation by every faculty

member. The expectations for formal evaluations by peers and students will be established through discussion with the department chair at the annual review. Periodically the Chair will also solicit evaluations from an array of peers and students. Standardized forms available from OSUE will be used where appropriate.

### **Scholarship**

For promotion to associate professor with tenure, a faculty member is expected to have:

- Published a body of work in high-quality peer-reviewed venues that is thematically focused, contributes substantively to knowledge in the area of focus, and is beginning to be favorably cited or otherwise show evidence of influence on the work of others. The following attributes of the body of work are considered:
  - quality, impact, quantity
  - unique contribution to a line of inquiry or repackaging of earlier work
  - Rigor of the peer-review process and degree of dissemination of publication venues. Archival journal publications and monographs are weighted more heavily than conference proceedings, published scholarship more than unpublished scholarship, and original works more than edited works.
  - empirical work, demonstrating the candidate's ability to conduct such work and to mentor future scholars, is preferred to synthetic work at this stage of career
  - While collaborative work is encouraged, and indeed is essential to some types of inquiry, the candidate's intellectual contributions to collaborative work must be clearly and fairly described to permit accurate assessment.
- A demonstrated ability to obtain and potential to sustain research program funding. Competitive peer-reviewed funding is weighted more favorably than other types, since it serves as a quality indicator of research programs, and grants requiring the exercise of intellectual creativity are weighted more heavily than those that largely dictate the work to be done. Research funding is a means to an end; funding that has not led to research productivity is disregarded in the review.
- A developing national/international reputation 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 positive citations in other researchers' publications. A reputation based on the quality of the research contribution is distinguished from one based mainly on familiarity through the faculty member's frequent attendance at national and international conferences.
- Demonstrated a high degree of ethics in the conduct of research including, but not limited to, full and timely adherence to all regulations relevant to the research program, and ethical treatment of graduate students, postdoctoral fellows, and collaborators.

Scholarship is an essential mission of the Department (see General Criteria). Creative scholarship leads to professional growth and national recognition of faculty and also results in more innovative teaching by keeping the faculty member current in relationship to new knowledge in his/her discipline. It also attracts outstanding graduate and post-graduate students to the Department. Faculty scholarship should support the research mission of the Department which is the discovery of knowledge leading to the development

of methods to prevent disease, maximize sustainability, productivity and efficiency and promote health in human and animal populations.

Scholarship includes (but is not limited to) experimental design, writing of research and training grants, contracts, data analysis; writing for publication (research papers, review articles, book chapters, symposia articles); direction of research centers and central support facilities; research or other scholarly presentations at local, regional, national and international meetings; preparation of annual and final reports on contracts and grants; professional development; and initiating and maintaining collaborative research arrangements. It also includes serving as editor/reviewer for a journal, and serving on federal grant study sections and panels of experts, among others.

Demonstration of scholarship in teaching is not synonymous with evidence of excellent teaching evaluations. The scholarship of teaching should encompass all aspects of teaching (vision, design, enactment, outcomes, and analysis). It should be documented and critically peer reviewed. Publications on teaching methodology in peer-reviewed journals, and peer adoption of new teaching aids (e.g. videos, computerization) or syllabi are examples of scholarship in the field of teaching (Shulman, in *The Course Portfolio*, 1998).

The Department acknowledges that many types of scholarship are important in order to fulfill the mission. Development of an original, independent research program (commensurate with a faculty member's appointment) is expected. Research endeavors should be progressive, cohesive, and focused in specific areas. The value of the scholarship generated from research may be independent of the funding source, or the level of funding. However, the scholarship itself remains as a key factor that is evaluated in the P&T process and is essential for advancement of faculty. There is no intention to discourage or devalue applied, clinical, or minimally funded research and/or creative works. Research productivity is assessed primarily by the quality and quantity of scholarly publications in peer-reviewed scientific journals.

Excellence in scholarship is indicated by the validation of the candidates' work by his/her peers. Criteria for evaluation of the quality of scholarship will include (but not limited to): evidence of scientific competency and achievements by achieving diplomate status in the faculty member's specialty area or field, or receiving local or national awards for scholarly accomplishments; the ability to attract and sustain funding for his/her research and graduate training programs; publication/acceptance in peer-reviewed scientific journals; publication/acceptance of peer-reviewed reviews, proceedings, abstracts, and Extension bulletins; publication/acceptance of books, book chapters, and lay publications; patents and computer software programs. Local, national and international recognition of an individual's scholarly reputation is also demonstrated by invitations to present his/her research findings at local, national and international professional meetings.

Scholarly excellence is also demonstrated by the ability to attract funding for support of research and graduate training programs as assessed by receipt of competitive funding from national research funding agencies (e.g. USDA, NIH, EPA, NSF, etc.), national foundations or associations (e.g. AVMA, ACVS, AAHA, swine, poultry, dairy and beef associations) or state or local funding agencies and commodity groups, and university sources. Also considered is non-competitive funding from industry, breed associations, gifts, contracts, etc.

## **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 manner that facilitates positive contributions by others
- demonstrated the potential for useful contributions to the profession

All faculty members are expected to contribute to the governance of their TIU, the College, and the University. Participation in service by faculty is essential to meet the overall Departmental mission; however, faculty will not be granted tenure and/or promotion based only upon accomplishments in service. When a faculty member shows special ability in service it should be part of the consideration during tenure review, but such ability will not relieve the faculty member of demonstrating excellence in teaching and scholarship. Service will assume different forms including: 1) administrative and committee service to the Department, College, and University; 2) professional and diagnostic support services in support of University teaching and research programs; 3) professional expertise to public and private entities beyond the University in the form of consultation, continuing education, advising student organizations, participation in national committees; 4) serving the profession through such activities as an officer on the board of a professional organization, and/or participation in organizing a symposium; and 5) Extension personnel serving in specific roles in the community, such as commodity groups, community development groups, youth support groups, etc.

Evidence of outstanding service accomplishments include appointments to editorial boards and as referees for professional journals; leadership in major professional societies; appointments to state, local or national or industry task forces and advisory committees; and appointments to grant review bodies or study sections of federal agencies and private foundations or associations.

## **2 Promotion to Professor**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) establishes the following 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; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service.*

To be recommended for promotion to Professor in the Department, faculty must demonstrate evidence of a sustained record of excellence in teaching, scholarship and service. The specific criteria in teaching, scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure, with the added expectation of sustained accomplishment and quality of contributions, a record of continuing professional growth, and evidence of established national or international reputation in the field. In addition, as further specified by Faculty Rule 3335-6-02, assessment is in relation to specific assigned responsibilities with reasonable flexibility being exercised in order to balance, where the case requires, heavier responsibilities and commitment in one area against lighter ones in another. There should be a high degree of confidence that the candidate will continue to develop professionally.

### **Teaching**

A documented record of continued excellence in teaching and advising of professional, graduate (including MS, MPH and PhD) or post-graduate students and the supervision to completion of thesis/dissertation research. For faculty with an Extension appointment, a national reputation in outreach education should be documented by invitations to speak and conduct seminars/workshops at national association or clientele meetings and by development of innovative teaching materials and methods. Achievement of high quality graduate student advisement should be documented by awards and other

recognitions received by the faculty member's graduate students and by the post-graduate success of the faculty member's students.

### **Scholarship**

A sustained significant body of focused, independent or interdisciplinary scholarship that is recognized nationally or internationally as evidenced by publications in national/international peer-reviewed scientific journals, and by an established research program with sustained funding support.

For faculty with appointments in Extension, peer-reviewed, published review articles and extension bulletins having a national impact should also be considered as scholarly activities.

National/International recognition of scholarship should be documented and evaluated.

### **Service**

A leadership role in Department, College or University committees, as well as professional societies and committees is expected. Also important is appointment as editor or reviewer of scientific journals and appointment to review bodies and study sections of government agencies, private foundations or professional associations.

## **3 Clinical Faculty**

### **Criteria**

Faculty Rule 3335- 6- 04 (Office of Academic Affairs) details the Promotion and Tenure review procedures.

It is important to recognize that some aspects of the overall mission of the Department of Veterinary Preventive Medicine may be best served by members of the clinical faculty who have a predominant emphasis on clinical care of animals and associated teaching. As such, these clinical faculty members will have less intense activity in the areas of scholarship and service than would be expected of tenure track faculty.

The primary responsibility of clinical faculty is patient care and teaching. For reappointment or promotion at any rank, candidates must demonstrate excellence in teaching and exemplary performance in the area of patient care and professional practice. Candidates for promotion from Assistant Professor of Clinical VPM to Associate Professor of Clinical VPM must achieve board certification in their area of clinical specialization. In addition, for promotion in rank, it is expected that the candidate will demonstrate scholarly activity related to their clinical and teaching appointment (e.g. curriculum development, conduct and reporting of clinical research, clinically oriented educational publications, development and implementation of new teaching methods, preparation of book or book chapters describing current knowledge in veterinary medicine). Publication of manuscripts in peer-reviewed scientific journals, including as a co-author, is another way to show scholarly activity.

Since clinical track faculty may have variability in their source of funding and in their responsibilities to the university, the evaluation process must take these weighted commitments and responsibilities into consideration. Thus, it is essential that the Chair ensure that a description of the clinical faculty member's specific responsibilities are included as part of the dossier. Activities considered important by the Department of Veterinary Preventive Medicine for promotion of clinical faculty are presented below. Faculty members are strongly encouraged not to view these as set criteria for automatic promotion, but as

activities that are important to the Department, College, and University. A portfolio documenting these activities can then be used by the Departmental Promotion & Tenure Committee and the Department Chair to assess the contribution and merit of a member of the tenure track faculty in the evaluation process for promotion. If the dossier is approved at the Departmental level (Committee of the Eligible Faculty and Chair), the clinical track faculty member being evaluated will receive Departmental support in advancing the application to the College and University promotion and tenure committees. Various criteria (e.g. number of courses taught, extent of animal care responsibilities, service, scholarly activity) used in evaluation for promotion will be based on each individual's responsibilities. These activities should be in the best interest of the Department, College and University.

### **Specific considerations for reappointment and advancement in rank clinical track faculty**

#### **(a) Teaching**

Teaching, in a wide variety of formats, comprises a significant portion of the clinical faculty member's responsibilities. Excellence in teaching is required for advancement in the College of Veterinary Medicine and the University. Promotion in rank within the clinical track is no exception to this principle. The responsibility for quality teaching rests with each faculty member. This component of the career pathway is essential for consideration for reappointment and/or promotion in rank. It is accurate to say that there is no consensus on the list of critical ingredients that make up good teaching. This is particularly true for clinical teaching, i.e., teaching of higher order cognitive and problem-solving skills.

Clinical track faculty may demonstrate excellence in professional and graduate teaching at the pre- and post-doctoral level in a variety of settings. Most clinical faculty have a major teaching commitment, typically working in two or more of the following settings and usually involving teaching combined with animal care responsibilities: active clinical teaching; small-group teaching; didactic teaching; and preparation of educational materials. The following points are considered in evaluation of teaching and its effectiveness: knowledge of subject; maintaining currency of material about subjects taught; ability to develop and organize subject material and present it with logic and conviction; and a capacity to interact effectively with students in order to motivate, stimulate, and inspire them to learn and inquire.

Documentation of such activities should include: leadership role in an instructional unit; peer and student evaluation of teaching abilities and effectiveness; and an active role in Continuing Veterinary Medical Education. Documentation may also include receipt of honors and awards for teaching, or the development of new courses and instructional materials. The administration of assessment tools (student and peer evaluations) must not be under the control of the faculty member being evaluated.

Peer evaluation of teaching is necessary to achieve a reliable, valid, and integrated understanding of the clinical track faculty member's overall performance. Information from students may be useful in judging the coherence and clarity of presentations, acquisition of knowledge and skills, and stimulation of interest. The method of evaluation of teaching may vary according to the type of instructional setting:

- Classroom
- Small-group
- Continuing education
- Clinical practice

A comprehensive formative peer evaluation should include those aspects of clinical teaching that students can't evaluate. Probationary clinical faculty in their initial three, four or five-year term should have a peer review of clinical teaching performed regularly, at the discretion of the Chair and their direct supervisor.

Non-probationary clinical faculty who aspire to promotion should have peer review performed regularly to provide a meaningful body of evidence to support their merit for promotion. Senior clinical faculty should have regular peer review as documentation of teaching excellence in support of promotion and continued reappointment.

Additional documentation of teaching excellence includes nomination or receipt of teaching awards; presentation of teaching methods at national meetings; materials related to development of courses, lectures, workshops; and evidence of acceptance of materials beyond the candidate's own teaching activities (e.g. inclusion of material in books; requests for use by other faculty members; requests for material by practitioners and professional associations). A candidate's self-evaluation of teaching, if provided as evidence of teaching quality, should include a statement of the candidate's approach to and goals for teaching, self-assessment, and interpretation of students' and peers' evaluations. Specific measures taken to improve the clinical track faculty member's teaching effectiveness should also be documented, and appropriately evaluated.

### **(b) Animal Care/Professional Practice**

The development of the clinical faculty member's clinical practice, and subsequent delivery of excellent animal care, is a vital and substantial component of the candidate's responsibilities. Clinical track faculty must demonstrate excellence in professional practice as assessed by their direct supervisor and peer review which may include external evaluation by academic peers or other appropriate professionals. Exemplary clinical practice is required for promotion in rank. Flexible criteria and various approaches for documentation of excellence in animal care by the clinical faculty member are appropriate because of the diverse areas of expertise of clinical faculty. Since the productivity of each clinical faculty member will vary depending on teaching assignments, service responsibilities, and practice type (species focus), the Department Chair must quantify each clinical faculty member's responsibilities before the evaluation process is initiated. Examples of acceptable documentation of the candidate's commitment to excellent animal care could include:

- board certification or recertification
- honors, awards, or formal recognition of excellent clinical service by various professional societies, organizations or corporate bodies at the local, state, national or international level
- review of clinical performance or care
- verification that the clinical track faculty member communicates clearly and effectively with clients and animal care-staff (client satisfaction surveys)
- verification that the clinical track faculty member is punctual, courteous, and conducts themselves in a professional manner (client satisfaction surveys)
- documented positive outcomes (e.g. increased farm productivity; improved animal welfare)
- published clinical case reports detailing excellent animal care

Generally, for promotion in rank, a candidate should provide documentation of quality of animal care in several of the above categories.

### **(c) Scholarly Activity**

Scholarship may be defined to include the possession, application, and advancement of a body of knowledge gained through research, study, and learning. Although scholarly activity comprises a smaller proportion of the clinical faculty member's responsibilities than teaching and clinical practice, it is still

expected that clinical faculty contribute to the existing body of knowledge and its dissemination. Honors and awards for excellence in research or scholarship would be exceptional. Appropriate scholarly contributions that advance the discipline may include facilitating research, providing support or collaboration of other colleagues' research (applied or basic), primary or co-authored publications, invited or peer-reviewed presentations of scholarly activity at local, state or national professional organizations, collaborator on research grants or contracts, industrial and commodity group funding support, original clinical observations and experiences (e.g., case reports), published critical reviews of the scientific literature, documented solutions to clinical problems, book chapters, presentations at state/national/international conferences with an accompanying manuscript in the proceedings, development and publication of educational materials, and course or other curriculum development.

**(d) Professional and Public Service**

This area of professional responsibility reflects the candidate's service to the profession, the public, the community, the College, and the University. The following examples may be considered in evaluating and documenting professional and public service contributions: professional office(s) held (local, state, and national), participation in professional societies and organizations, participation in academic committees, activity and effectiveness as an advisor to students or student organizations, service as an editor or reviewer for publications, consultation activities to other institutions, organizations and industry; program leader or director; public relations activity, fund raising, public and community appearances, articles and columns for lay publications, and other student mentoring activities. Consideration should be given to faculty at practice sites (with animal care responsibilities), and the impact of these responsibilities on their availability for campus-based service. Professional expertise provided as compensated outside professional service alone is insufficient to satisfy the service criterion.

**Promotion or reappointment to Assistant Professor of Clinical Veterinary Preventive Medicine.** For promotion to assistant professor of clinical Veterinary Preventive Medicine, a faculty member must have a DVM degree of equivalent, and be performing satisfactorily in teaching, professional practice, and service.

Promotion from Instructor of Clinical Veterinary Preventive Medicine or reappointment to Assistant Professor of Clinical Veterinary Preventive Medicine can be recommended at any time following the probationary period as an Instructor of Clinical Veterinary Preventive Medicine. Reappointment may be based upon such factors as an assessment of adequate performance and sufficient development consistent with rank of Assistant Professor of Clinical Veterinary Preventive Medicine. Appointees and candidates for promotion to the rank of Assistant Professor of Clinical Veterinary Preventive Medicine should have the appropriate educational background and credentials to perform duties which consist primarily of teaching and patient care, demonstrated excellence in teaching and patient care, and suitable progress toward board certification in an appropriate clinical area or other demonstrable scholarly activities. The Department of Veterinary Preventive Medicine may recommend the promotion of an Instructor of Clinical Veterinary Preventive Medicine to the rank of an Assistant Professor of Clinical Veterinary Preventive Medicine at any time up to the end of the fourth year. All recommendations will be reviewed by the Promotion and Tenure Committee of the Department of Veterinary Preventive Medicine, the College Promotion and Tenure Committee, and the Office of Academic Affairs.

**Promotion or reappointment to Associate Professor of Clinical Veterinary Preventive Medicine.** For promotion to associate professor of clinical Veterinary Preventive Medicine, a faculty member must show convincing evidence of excellence as a teacher and a provider of effective service; must have a documented high level of competence in professional practice; and must display the potential for continuing a program of high-quality teaching and service relevant to the mission of this

department. Specific criteria in teaching and service for promotion to associate professor-clinical are similar to those for promotion to associate professor with tenure.

Promotion from Assistant Professor of Clinical Veterinary Preventive Medicine, or reappointment to Associate Professor of Clinical Veterinary Preventive Medicine can be recommended at any time following the second, third, or fourth-year review of a three, four, or five-year term as an Assistant Professor of Clinical Veterinary Preventive Medicine. Reappointment may be based upon such factors as an assessment of adequate performance and sufficient development consistent with the rank of Associate Professor of Clinical Veterinary Preventive Medicine. Appointees and candidates for promotion to the rank of Associate Professor of Clinical Veterinary Preventive Medicine must have the appropriate educational background and credentials to perform duties which consist primarily of teaching and patient care, demonstrated excellence in teaching and patient care, demonstrated clinical practice maintenance and development, board certification in an appropriate clinical specialty, and demonstrated exemplary performance in professional/public service and scholarship within the constraints imposed by the clinical track faculty member's teaching and clinical duties. The Department of Veterinary Preventive Medicine may recommend the promotion of an Assistant Professor of Clinical Veterinary Preventive Medicine to the rank of Associate Professor of Clinical Veterinary Preventive Medicine at any time up to the end of the ninth year. An individual who is not promoted by the end of nine years will be reviewed by the chair and dean and the Promotion and Tenure Committee of the Department of Veterinary Preventive Medicine to determine if continued employment is warranted. All recommendations will be reviewed by the Promotion and Tenure Committee of the Department of Veterinary Preventive Medicine, the College Promotion and Tenure Committee and the Office of Academic Affairs.

**Promotion or reappointment to Professor of Clinical Veterinary Preventive Medicine.** For promotion to professor of clinical Veterinary Preventive Medicine, a faculty member must have a record of continuing professional growth and increasing quality of contributions, including a sustained record of excellence in teaching and professional practice; leadership in service to this department and to the profession; and production and dissemination of scholarly materials pertinent to pedagogy and/or professional practice.

Promotion from Associate Professor of Clinical Veterinary Preventive Medicine or reappointment to Professor of Clinical Veterinary Preventive Medicine can be recommended at any time. Reappointment may be based upon such factors as an assessment of adequate performance and sufficient development consistent with the rank of Professor of Clinical Veterinary Preventive Medicine. Appointees and candidates for promotion to the rank of Professor of Clinical Veterinary Preventive Medicine must have the appropriate educational background and credentials to perform duties which consist primarily of teaching and patient care, demonstrated excellence in teaching and patient care, demonstrated clinical practice maintenance and development, board certification in an appropriate clinical specialty, and demonstrated exemplary performance and national reputation in both scholarship and professional/public service within the constraints imposed by the clinical track faculty member's teaching and clinical duties. The candidate must have made scholarly contributions to the existing body of knowledge in his or her area of expertise, and these must be recognized by peers as having advanced the discipline. The candidate must have also assumed a leadership role in professional/public service.

#### **4 Research Faculty**

##### **Criteria**

Faculty Rule 3335- 6- 04 (Office of Academic Affairs) details the Promotion and Tenure review procedures.

It is important to recognize that some aspects of the overall mission of the Department of Veterinary Preventive Medicine may be best served by members of the research faculty who have a predominant emphasis on research directly related to the mission and goals of the department. As such, these research track faculty members will have less intense activity in the areas of teaching and service than would be expected of regular tenure track faculty.

The primary responsibility of research faculty is the conduct of research activities directly related to the mission and goals of the department. For reappointment or promotion at any rank, candidates must demonstrate excellence in research. Candidates for promotion from Research Assistant Professor of VPM to Research Associate Professor of VPM must demonstrate scholarly activity related to their appointment that should include obtaining extramural support for their research and the publication of their research results in appropriate peer-reviewed scientific journals.

Since research faculty may have variability in their source of funding and in their responsibilities to the university, the evaluation process must take these weighted commitments and responsibilities into consideration. Thus, it is essential that the Chair ensure that a description of the research faculty member's specific responsibilities are included as part of the dossier. A portfolio documenting activities that can then be used by the Departmental Promotion & Tenure Committee and the Department Chair to assess the contribution and merit of a member of the research track faculty during the evaluation process for promotion should be provided. If the dossier is approved at the Departmental level (Committee of the Eligible Faculty and the Chair), the research track faculty member being evaluated will receive Departmental endorsement in advancing the application to the College and University promotion and tenure committees.

**Promotion to Research Associate Professor.** For promotion to research associate professor, a faculty member must have a substantial record of high-quality focused research consistent with an appointment devoted solely to research. Publications must appear in high-quality peer-reviewed venues and be judged by external evaluators as having substantial positive impact on the field. A record of continuous peer reviewed funding is required along with evidence of a growing national reputation.

**Promotion to Research Professor.** For promotion to research professor, a faculty member must have a national or international reputation built on an extensive body of high-quality publications and with demonstrated impact on the field. A record of continuous peer-reviewed funding is required, along with demonstrated research productivity as a result of such funding.

## **B Procedures for Tenure Track 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/rules/university-rules.html>) and the Office Academic Affairs annually updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the Policies and Procedures Handbook (<http://oaa.osu.edu/handbook.html>). The following sections, which state the responsibilities of each party to the review process, apply to all faculty in the department.

All candidates for promotion and tenure are reviewed by the Departmental Promotion and Tenure committee and eligible faculty, and by the Chair of their tenure-initiating unit. Candidates will also be reviewed at the College and University levels. The tenure-initiating unit Chair is responsible for informing the candidate in writing of the Executive Vice President and Provost's final decision (if negative) or recommendation to the Board of Trustees (if positive).

## **1 Candidate Responsibilities**

Candidates are responsible for submitting a complete, accurate dossier fully consistent with Office of Academic Affairs guidelines. Candidates should not sign the Office of Academic Affairs Candidate Checklist without ascertaining that they have fully met the requirements set forth in the Office of Academic Affairs core dossier outline including, but not limited to, those highlighted on the checklist. It is the candidate's responsibility to maintain all documentation relative to teaching, clinical practice, research, outreach and administrative service referenced in the dossier. The dossier, excluding external letters of evaluation, must be in the department chair's office by September 15th in the year of the review. Candidates should not sign the Office of Academic Affairs 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.

If external evaluations are required, candidates are responsible for reviewing upon request the list of potential external evaluators developed by the department chair and the Promotion and Tenure Committee. 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 department chair decides whether removal is justified.

A faculty member may ask to be considered for non-mandatory promotion and tenure review or for promotion review at any time. However, the Department Chair and Department Promotion and Tenure committee may decline to put forth a faculty member for formal non-mandatory promotion and tenure review or promotion review if the candidate's accomplishments are judged not to warrant such review. The Chair and the Department Promotion and Tenure committee may not deny a tenured faculty member a formal review for promotion more than once.

Only the candidate may stop any review for promotion and tenure once external letters of evaluation have been sought. The candidate may withdraw from review at any stage of the process by so informing the tenure-initiating unit Chair in writing. If the review process has moved beyond the tenure-initiating unit, the tenure-initiating unit Chair shall inform the Dean or the Executive Vice President and Provost, as relevant, of the candidate's withdrawal. Withdrawal from the mandatory tenure review during the final probationary year means that tenure will not be granted.

## **2 Promotion and Tenure Committee Responsibilities**

The Departmental Promotion and Tenure committee members will present the case of a candidate for promotion and tenure to the eligible faculty for consideration and will prepare a report for the department Chair providing the eligible faculty's assessment of quality and effectiveness of teaching, quality and significance of scholarship, and quality and effectiveness of service.

The chair of the Departmental Promotion and Tenure committee shall schedule and chair a meeting of the committee and eligible faculty to evaluate candidates after September 15, but prior to the October 31 report deadline. The meeting will be announced sufficiently in advance to permit faculty to adjust their schedules so they can attend and attendance is expected barring unavoidable conflicts. Evaluations are performed as prescribed by Rules of the University Faculty and in accordance with criteria indicated in this document, at the time of the fourth-year annual review, for promotion and tenure, and for promotion. All decisions and recommendations require a simple majority vote.

The responsibilities of the Promotion and Tenure Committee are as follows:

- To review this document regularly and to recommend proposed revisions to the faculty. The document should be thoroughly reviewed and revised as necessary following appointment or reappointment of the department chair.
- To assist the chair in gathering evidence of the quality and effectiveness of the candidate's teaching, scholarship, and clinical service from students and peers, as appropriate.
- To consider annually, in spring semester, 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. Only professors on the committee may consider promotion review requests to the rank of professor. A two-thirds majority of those eligible to vote on a request must vote affirmatively for the review to proceed.
  - The committee bases its decision on assessment of the record as presented in the faculty member's CV and on a determination of the availability of all required documentation for a full review (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 may only be denied a formal promotion review under Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>) for one year. If the denial is based on lack of required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.
  - Consistent with Office of Academic Affairs policy, only faculty members who are citizens or permanent residents of the United States may be considered for non-mandatory tenure review. The committee must confirm with the department chair that an untenured faculty member seeking non-mandatory tenure review is a U.S. citizen or permanent resident (has a "green card"). Faculty members not eligible for tenure due to lack of citizenship or permanent residency are moreover not considered for promotion by this department.
- A decision by the committee to permit a review to take place in no way commits the eligible faculty, the department chair, or any other party to the review to making a positive recommendation during the review itself.
- Annually, in late spring through early autumn semester, to provide administrative support for the promotion and tenure review process as described below.
  - **Late Spring:** Select from among its members a Procedures Oversight Designee who will serve in this role for the following year. The Procedures Oversight Designee cannot be the same individual who chairs the committee. The Procedures Oversight Designee's responsibilities are described in the Office of Academic Affairs annual procedural guidelines.
  - **Late Spring:** Suggest names of external evaluators to the department chair.
  - **Early Autumn:** Review candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with

candidates to assure that needed revisions are made in the dossier before the formal review process begins.

- Meet with each candidate for clarification 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, scholarship and service to provide to the full eligible faculty with the dossier; and seek to clarify any inconsistent evidence in the case, where possible. The committee neither votes on cases nor takes a position in presenting its analysis of the record.
- Revise the draft analysis of each case following the faculty meeting, to include the faculty vote and a summary of the faculty perspectives expressed during the meeting; and forward the completed written evaluation and recommendation to the department chair. All members of the eligible faculty who participated in the vote will be eligible to sign the report. This report is forwarded to the chair by October 31 and placed in the dossier.
- Provide a written response, on behalf of the eligible faculty, to any candidate comments that warrant response, for inclusion in the dossier.
- Provide a written evaluation and recommendation to the department chair in the case of joint appointees whose tenure initiating unit is another department. The full eligible faculty does not vote on these cases since the department's recommendation must be provided to the other tenure initiating unit substantially earlier than the Committee begins meeting on this department's cases.

### **3 Eligible Faculty Responsibilities**

The responsibilities of the members of the eligible faculty are as follows:

- To review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.
- To attend all eligible faculty meetings except when circumstances beyond one's control prevent attendance; to participate in discussion of every case; and to vote. Only the eligible faculty in attendance at the meeting for the entire period of discussion may participate in a vote by secret ballot on the candidate.
- To recuse themselves from the discussion and voting should a conflict of interest exist

### **4 Department Chair Responsibilities**

The responsibilities of the department chair are as follows:

- Where relevant, to verify the prospective candidate's residency status. Faculty members who are neither citizens nor permanent residents of the United States may not undergo a non-mandatory review for tenure, and tenure will not be awarded as the result of a mandatory review until permanent residency status is established. Faculty members not eligible for tenure due to lack of

citizenship or permanent residency are moreover not considered for promotion by this department.

- To work with the candidate in the preparation and organization of the promotion and tenure dossier according to OAA guidelines. The Departmental Chair will assist the candidate by soliciting peer evaluations of teaching and will verify in writing the publication and grant record in the dossier.
- **Late Spring Semester:** To solicit external evaluations from a list including names suggested by the Promotion and Tenure Committee, the chair and the candidate.
- To make electronic copies of each candidate's dossier, including SEI summaries, peer evaluation summaries, and external letters of evaluation available in an accessible place for review by the eligible faculty at least two weeks before the meeting at which specific cases are to be discussed and voted.
- To remove any member of the eligible faculty from the review of a candidate when the member has a conflict of interest but does not voluntarily withdraw from the review.
- To attend the meetings of the eligible faculty at which promotion and tenure matters are discussed and respond to questions that are raised during the meeting.
- **Mid-Autumn Semester:** To provide an independent written evaluation and recommendation to the Dean for each candidate by November 15 for inclusion in the dossier, following receipt and review of the eligible faculty's completed evaluation and recommendation.
- To meet with the eligible faculty to explain any recommendations contrary to the recommendation of the committee.
- To inform each candidate in writing after completion of the department review process:
  - of the recommendations by the eligible faculty and department chair
  - of the availability for review of the written evaluations by the eligible faculty and department chair
  - Of the opportunity to submit written comments on the above material, within ten days from receipt of the letter from the department chair, for inclusion in the dossier. The letter is accompanied by a form that the candidate returns to the department chair, indicating whether or not he or she expects to submit comments.

To provide a written response to any candidate comments that warrants response for inclusion in the dossier.

To forward the completed dossier to the college office by December 1, except in the case of associated faculty for whom the department chair recommends against promotion. A negative recommendation by the department chair is final in such cases.

To receive the Promotion and Tenure Committee's written evaluation and recommendation of candidates who are joint appointees from other tenure initiating units, and to forward this material, along with the

department chair's independent written evaluation and recommendation, to the department chair of the other tenure initiating unit by the date requested.

## 5 External Evaluations

External evaluations of scholarly activity and research are obtained for all promotion reviews in which scholarship must be assessed. These include all tenure-track promotion and tenure or promotion reviews, and all clinical track and research track promotion reviews. External evaluators are instructed to evaluate the quality and quantity of scholarship in context to the assigned distribution of effort.

The Departmental Chair, in consultation with Departmental Promotion and Tenure Committee members is responsible for requesting external letters of evaluation and letters from supervisors from other units at this University in which the candidate has appointment or substantial professional involvement, whether compensated or not. The choice of the external reviewers should be based on the candidate's focus of scholarship as documented in the dossier. The external reviewers must be Associate Professors or professors at peer academic or scientific research institutions or be individuals who, by the nature of their scholarship, can judge critically the scholarly activities of the candidate. Reviewers for promotion to professors should be of equivalent rank. Scholars external to the University from whom letters of evaluation are requested should include some persons selected from a list submitted by the candidate (not to exceed half the names) and some scholars not included on the list provided by the candidate. Should the faculty member have an Extension appointment ( $\geq 0.3$  FTE), external review letters should also be requested from an appropriate number of Extension professionals at other academic institutions at either the Associate or Professor level. These letters must be received by September 15. Letters received after that date will be placed in the candidate's personnel file but not in the dossier unless agreed to by the DPTC members. A list of the individuals from whom letters were requested and all letters received become part of the dossier. Only external letters of evaluation requested by this procedure are to be included in the dossier.

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 scholarship appropriate to their appointment, and who is not a close personal friend, research collaborator, or former academic advisor or post-doctoral mentor of the candidate. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. This department will only solicit evaluations from full professors at institutions comparable to Ohio State. In the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from associate professors.
- 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. Under no circumstances will usefulness be defined by the perspective taken by an evaluator on the merits of the case.

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 they are solicited no later than the end of the spring semester prior to the review year. This timing allows additional letters to be requested should fewer than five useful letters result from the first round of requests.

As described above, a list of potential evaluators is assembled by the Promotion and Tenure Committee, 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. Faculty Rule 3335-6-04

(<http://trustees.osu.edu/rules/university-rules.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 Office of Academic Affairs suggested format, provided at <http://oaa.osu.edu/sampledocuments.html>, 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 department chair, who will decide what, if any, action is warranted (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 Office of Academic Affairs for advice.

### **C Documentation**

As noted above under Candidate Responsibilities, every candidate must submit a complete and accurate dossier that follows the Office of Academic Affairs dossier outline. While the Promotion and Tenure Committee makes reasonable efforts to check the dossier for accuracy and completeness, **the candidate bears full responsibility for all parts of the dossier that are to be completed by the candidate.**

The complete dossier, including the documentation of teaching noted in bold below, is forwarded when the review moves beyond the department. The documentation of scholarship and service noted below is for use during the department review only, unless reviewers at the college and university levels specifically request it.

- Results of an appropriate search engine (e.g. PubMed) or photocopies of the title page of every peer-reviewed or peer-edited manuscript to document publication. An author's manuscript does not document publication.
- Under no circumstances should faculty solicit evaluations from any party for purposes of the review.

### **1 Teaching**

For the time period since the last promotion or the last five years, whichever is less:

- Undergraduate, graduate, and professional courses taught including the hours of classroom teaching and the number of students for each course
- Clinical teaching including supervised case workup and management with the number of students and time commitment.
- Graduate student supervision including noteworthy accomplishments of graduate students for whom the faculty member is the advisor.

- **Cumulative Student Evaluation of Instruction instructor report summaries prepared by the College of Veterinary Medicine Office of Educational Design and Systems for every professional course in which the faculty member had a significant teaching commitment**
- **Cumulative Student Evaluation of Instruction course report summaries prepared by the College of Veterinary Medicine Office of Educational Design and Systems for every professional course in which the faculty member was teaching team leader**
- **Appropriate Student Evaluation of Instruction teaching and course report summaries for every graduate and undergraduate course in which the faculty member had a significant teaching or leadership role.**
- **Peer evaluation of teaching reports as required by the department's peer evaluation of teaching program**
- Curriculum development describing 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.
- Continuing education instruction including all international, national, regional, state and local veterinary meetings at which the faculty member gave a continuing education lecture.
- Scholarship of teaching including articles in journals, book chapters and proceedings that pertain to the scholarship of teaching. Also, the extent to which the candidate is invited outside of The Ohio State University to provide expertise on teaching should be described when appropriate.
- other relevant documentation 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
- Being the 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

## **2 Scholarship**

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

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 veterinary preventive medicine.

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:

- A detailed listing of all books, articles, extension bulletins, and scholarly papers published or accepted for publication. 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 and is in final form, with no further revisions needed.
- Documentation of grants and contracts received
- Other relevant documentation of research as appropriate (published reviews including publications where one's work is favorably cited, grants and contract proposals that have been submitted but are pending)
- Documentation of inventions, patents, disclosures, options and commercial licenses
- List of prizes and awards for research or other scholarly activities

### **3 Administrative and Professional Service**

Administrative duties and accomplishments since the last promotion should be included in the dossier. Administrative and committee service should be listed in the dossier by category (department, college, or university) with dates, description of responsibility, and quantification of effort. The candidate should note for which committees they served as chair. Note awards for administrative service. Include any available documentation (e.g. letters from committee chair) of the quality of administrative work that enhances the list of service activities in the dossier.

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.

### **D Deadlines for Completion of Activities**

**June 1:** Initiation of the promotion and tenure, promotion, reappointment, or fourth-year review process

**July 15:** Chair request for external letters of evaluation

**August 15:** Complete dossier due to procedural oversight designee for initial review

**September 15:** Completed dossier with external letters submitted

**October 31:** Final evaluation and recommendation from the Departmental Promotion and Tenure committee and eligible faculty

**November 15:** Department Chair's final evaluation and recommendation

**November 25:** Candidate's response option

**November 30:** Department iteration option

**December 1:** Final submission to the College office

**January 21:** Annual report of probationary tenure-track faculty

**April 30:** Completion of annual reviews of tenured faculty

If the required documentation is not provided by a candidate by the September 15 deadline, dossiers of candidates not under mandatory review will be considered incomplete and will be returned to the faculty member without being considered further within the review period. If an incomplete dossier is from a candidate for mandatory review for promotion and tenure or reappointment, it will be reviewed but missing documentation will be considered as a deficiency.

### **VIII Appeals**

Faculty Rule 3335-6-05 (<http://trustees.osu.edu/rules/university-rules.html>) sets forth general criteria for appeals of negative promotion and tenure decisions. Appeals alleging improper evaluation are described in Faculty Rule 3335-5-05 (<http://trustees.osu.edu/rules/university-rules.html>).

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.

### **IX Seventh-Year Reviews**

Faculty Rule 3335-6-05 (<http://trustees.osu.edu/rules/university-rules.html>) 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.

Every effort should be made to consider new information about a candidate's performance before a final decision is made. In rare instances, a tenure-initiating unit may petition the Dean to conduct a seventh-year review for an Assistant Professor who has been denied promotion and tenure. Both the eligible faculty of the unit and the chair must approve proceeding with a petition for a seventh-year review. The petition must provide documentation of substantial new information regarding the candidate's performance that is germane to the reasons for the original negative decision. Petitions for seventh-year reviews must be initiated before the beginning of the last year of employment because the seventh-year

review, if approved, would take place during the regular University review cycle of the Assistant Professor's seventh and last year of employment.

If the Dean concurs with the tenure-initiating unit's petition, the Dean shall in turn petition the Executive Vice President and Provost for permission to conduct a seventh-year review. If the Executive Vice President and Provost approve the request, a new review will be conducted equivalent to the one that resulted in the nonrenewal of the appointment. The conduct of a seventh-year review does not presume a positive outcome. In addition, should the new review result in a negative decision, the faculty member's last day of employment is that stated in the letter of nonrenewal issued following the original negative decision.

A faculty member may not request a seventh-year review, appeal the denial of the seventh-year review petition initiated by his or her tenure-initiating unit, or appeal a negative decision following a seventh-year review, since the faculty member has already been notified that tenure has been denied at the conclusion of the sixth-year review.

## **X Procedures for Student and Peer Evaluation of Teaching**

### **A Student Evaluation of Teaching**

Use of the Student Evaluation of Instruction (SEI) is required in every course offered in this department. The SEI process for courses offered in the professional DVM curriculum will be administered by the College's Office of Educational Systems and Design (EDS). The SEI process for undergraduate and graduate courses offered in the department will be administered through the University's centralized SEI system, or by the course instructor following other standardized procedures that ensure student anonymity and third-party summarization.

### **B Peer Evaluation of Teaching**

The department chair oversees the department's peer evaluation of teaching process, and to ensure that appropriate peer evaluation of teaching of probationary faculty are conducted. The chair works directly with the probationary faculty and the mentoring committee in the development of their personal plan for peer evaluation of teaching. The chair also ensures that faculty members with teaching experience participate in the peer evaluation of teaching of probationary faculty appropriately.

It is the responsibility of the departmental faculty to provide peer evaluation of teaching of individual instructors in the Department of Veterinary Preventive Medicine. However, it is the responsibility of the individual faculty member to develop, implement, administer, and document a personal plan for the peer evaluation of their own teaching program. The plan should be developed and implemented following consultation with the mentoring committee and approval of the chair. The individual faculty member should document each activity that contributes to their peer evaluation of teaching plan including the type of activity, the date it occurred, a narrative summary of the activity, and a narrative describing the impact on the faculty member's teaching program. This documentation by the faculty member will serve to satisfy the Departmental and University requirements for peer evaluation of teaching as described in OAA guidelines for promotion and tenure. Examples of activities that are considered appropriate forms of peer evaluation include, but are not limited to the following:

- Observe the teaching methods of a more experienced faculty member, including discussion of observed teaching methods.
- Invite a more experienced faculty member to observe and comment on teaching methods, and then discuss possible improvements in teaching methods.

- Obtain independent review of teaching materials from experienced instructors, and use that review to modify and improve course teaching materials.
- Invite personnel from the OSU Center for Advancement of Teaching to observe and comment on teaching methods then incorporate recommendations into teaching.
- Attend a workshop or training session intended to improve or develop new teaching methods that can be applied to teaching.

This is not considered a complete list of appropriate peer evaluation of teaching activities, and these are not required activities. However, regular documentation of these or similar activities beginning in the first year following appointment are expected for reappointment, promotion, or tenure.

In observing the course and reviewing the syllabus and other course materials, the peer reviewer should focus on such issues as the appropriateness of the course design given the goals and level of the course, the quality and effectiveness of the instructional materials and assessment tools, and the appropriateness of the approach relative to current disciplinary knowledge. The faculty member's documentation of their individual peer evaluation of teaching plan is included in the dossier.