# Appointments, Promotion, and Tenure Criteria and Procedures for The Ohio State University Department of French and Italian

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## I. Preamble

This document is a supplement to Chapters 6 and 7 of the Rules of the University Faculty; the annually updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic Affairs Policies and Procedures Handbook; 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 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 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 employment opportunity.

## II. Mission of The Department of French and Italian

We are a multicultural and international department whose faculty, staff, and graduate students all aim to manifest the utility and indispensable nature of world languages to a vibrant university ecosystem, fostering plurilingualism and interculturalism in Ohio and beyond. We are engaged in groundbreaking research, multi- and cross- disciplinary endeavors, curricular innovation, and service and engagement efforts with the aim of adding to the well-being of members of the department, Ohio State students and staff, the university more broadly, the Columbus community, and the many disciplines with which we enter in dialogue. Therefore, the department values innovation in scholarship, pedagogy, and engagement efforts.

Our faculty have national and international reputations and are at the forefront of research in second language acquisition, language change and development, world language pedagogy, African diaspora and postcolonial studies, transatlantic and migration studies, identity politics and ethnic minorities in France, Medieval and Renaissance Studies, eighteenth-century Studies, literary and critical theory, study of the novel or narrative prose, history of the body, screen studies, fashion studies, comics studies, creative writing, popular music, theatre and performance, ecocritical studies,

medical humanities, gender, sexuality, and queer studies, and the influence of French, Francophone, and Italian heritage in the state of Ohio. We are committed to stimulating the development of new ideas and scholarly innovation, and we write, think, and teach about global issues, such as: migration; contending with coloniality; ethnocentrism; empathy; new strategies of transnational connection; global health and wellness; and the ethics of consumption.

Our teaching staff is comprised of valued pedagogical and curricular innovators who demonstrate the value of the Humanities by guiding students throughout the university and beyond to think about and participate in transforming the world. For undergraduate students, we aim to convey our research in an accessible and broadly applicable fashion, and we emphasize the development of critical thinking and writing skills that are transferable to many professional contexts. We offer students in our language courses a unique curriculum that is informed by faculty research and is committed to an interactive and purposeful methodology and culture-based learning. Additionally, for our majors and minors, we are committed to honing linguistic, analytic, and critical thinking skills which they will carry with them and apply to all their future endeavors. Our graduate mission is to develop excellent researchers and teachers who are prepared for a variety of careers. To this end, students participate in the research of the department, and we urge students to find and refine their own academic voices as writers and educators. We encourage all graduate and undergraduate students to incorporate study abroad into their course of study to contribute to their development of language skills and intercultural competence.

We are committed to outreach and engagement efforts in the university, in the community, and globally. We seek to work with area schools, immigrant populations, the Wexner Medical Center, the Wexner Center for the Arts, and local arts initiatives and institutions with the aim of cultivating important connections and joining in lively dialogues surrounding the value of interacting in and understanding cultural diversity through world languages.

FRIT also serves as the tenure initiating unit for the American Sign Language (ASL) program administered by the Center for Languages, Literatures, and Cultures (CLLC). In providing an institutional home for this program, we express a commitment to the broader mission of World Language instruction. We support accessible language acquisition training for many types of learners and learning styles and to training university-level instructors in this growing field.

We strive to have our voices heard on campus, in our professional societies, and globally. We are committed to enriching the intellectual and cultural life of the university, the community, and the profession through, for example, engaging in collaborative exchanges; holding leadership roles on university committees and in international professional organizations; and serving as journal editors and officers of learned societies.

In pursuing our commitments to department members, to students, to community partners, and to our profession, we aim to bring our department local, national, and international distinction in French, Francophone, and Italian studies.

## III. Definitions

### A. Committee of the Eligible Faculty

The eligible faculty for all appointment (hiring), reappointment, promotion, or promotion and tenure reviews must have their tenure home or primary appointment in the department.

The department chair, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president may not participate as eligible faculty members in reviews for appointment, reappointment, promotion, promotion and tenure, or contract renewal.

**1. Tenure-track Faculty**

**Initial Appointment Reviews**

- **Appointment Review**. For an appointment (hiring) review of an assistant professor, associate professor, or professor, the eligible faculty consists of all tenure-track faculty in the department, including teaching faculty.

- **Rank Review**. A vote on the appropriateness of the proposed rank must be cast by all tenured faculty of equal or higher rank than the position requested.

**Reappointment, Promotion, or Promotion and Tenure Reviews**

- For the reappointment and promotion and tenure reviews of assistant professors, the eligible faculty consists of all tenured associate professors and professors.

- For the promotion reviews of associate professors, the eligible faculty consists of all tenured professors.

**2. French and Italian Teaching Faculty** (procedures for the appointment, reappointment, and promotion of American Sign Language Teaching Faculty are described in the Appendix to this document)

**Initial Appointment Reviews**

- **Appointment Review**. For an appointment (hiring or appointment change from another faculty type) review of an assistant teaching professor, an associate teaching professor, or a teaching professor, the eligible faculty consists of all tenure-track faculty and all teaching faculty in the department.

- **Rank Review.** A vote on the appropriateness of the proposed rank must be cast by all tenured faculty of equal or higher rank than the position requested, and all nonprobationary teaching faculty of equal or higher rank than the position requested.

**Reappointment and Promotion Reviews**

- For the reappointment and promotion reviews of assistant teaching professors, the eligible faculty consists of all tenured associate professors and professors, all nonprobationary associate teaching professors, and all nonprobationary teaching professors.

- For the reappointment and promotion reviews of associate teaching professors, and the reappointment of teaching professors, the eligible faculty consists of all tenured professors and all nonprobationary teaching professors.

**3. Associated Faculty**

Initial Appointment and Reappointment

- For the initial appointment (hiring or appointment change from another faculty type) of compensated associated faculty members, the eligible faculty consists of all tenure-track faculty and all teaching faculty in the department.

- Initial appointments at senior rank require a vote by the eligible faculty (all non-probationary teaching faculty and tenured faculty of equal or higher rank than the position requested) and prior approval of the college dean.

- Reappointments are decided by the department chair in consultation with the Associated Faculty Committee.

**Promotion Reviews**

- Associated faculty are eligible for promotion but not tenure if they have adjunct titles, tenure-track titles with service at 49% FTE or below, and lecturer titles.

  For the promotion reviews of associated faculty with adjunct titles, the eligible faculty shall be the same as for tenure-track or teaching faculty, as appropriate to the appointment, as described in Sections III.A.1 or 2.

  For the promotion reviews of associated faculty with tenure-track titles, the eligible faculty shall be the same as for tenure-track faculty as described in Section III.A.1.

  The promotion of a lecturer to senior lecturer is decided by the department chair in consultation with the Associated Faculty Committee.

**4. Conflict of Interest**

**Search Committee Conflict of Interest**

A member of a search committee must disclose to the committee and refrain from participation in any of the interviews, meetings, or votes that comprise the search process if the member:

- decides to apply for the position;
- is related to or has a close interpersonal relationship with a candidate;
- 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 (e.g., dissertation advisor); or
- has collaborated extensively with the candidate or is currently collaborating with the candidate.

**Eligible Faculty Conflict of Interest**

A member of the eligible faculty has a conflict of interest when he/she/they are or have been to the candidate:

- a thesis, dissertation, or postdoctoral advisee/advisor;
- a co-author on more than 50% of the candidate's publications since appointment or last promotion, including pending publications and submissions;
- a collaborator on more than 25% of projects since appointment or last promotion, including current and planned collaborations;
- in a consulting/financial arrangement with the candidate since appointment or last promotion, including receiving compensation of any type (e.g., money, goods, or services) or is dependent in some way on the candidate's services; or
- in a family relationship such as a spouse, child, sibling, or parent, or other relationship, such as a close personal friendship, that might affect one's judgment or be seen as doing so by a reasonable person familiar with the relationship.

Such faculty members 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 so that the minimum number of three can be reached.

**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 normally consists of two professors and one associate professor. The committee's chair and membership are appointed by the department chair. The term of service is one year, with reappointment possible.

When considering cases involving teaching faculty the Promotion and Tenure Committee may be augmented by one nonprobationary French and Italian teaching faculty member at the rank of associate professor or professor, as appropriate to the case.

**C. Quorum**

The quorum required to discuss and vote on all personnel decisions is two-thirds of the eligible

faculty not on an approved leave of absence. Faculty on approved leave are not considered for quorum unless they declare, in advance and in writing, their intent to participate in all proceedings for which they are eligible during the leave. 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. 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. Faculty members may not abstain in votes for promotion and/or tenure. Absentee ballots and proxy votes are not permitted.

#### 1. Appointment

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

In the case of a joint appointment, the department must seek input from a candidate's joint-appointment TIU prior to his/her/their appointment.

#### 2. Reappointment, Promotion and Tenure, and Promotion

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

In the case of a joint appointment, the department must seek input from a candidate's joint-appointment TIU prior to his/her/their reappointment, promotion and/or tenure, or contract renewal.

## 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 scholarship, teaching, 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.

The appointment of all compensated tenure-track, teaching, and associated faculty, irrespective of rank, must be based on a formal search process following the SHIFT Framework for faculty recruitment.

All faculty positions must be posted in Workday, the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in Workday to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

**1. Tenure-track Faculty – Columbus Campus**

**Instructor**. Appointment at the rank of instructor is made only when the offered appointment is that of assistant professor, but requirements for the terminal degree have not been completed by the candidate at the time of appointment. Procedures for appointment are identical to those for an assistant professor. The department will make every effort to avoid such appointments. An appointment at the instructor level is limited to three years. Promotion to assistant professor occurs without review the semester following completion of the required credentialing. When an instructor has not completed requirements for promotion to the rank of assistant professor by the end 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 once granted except through an approved request to exclude time from the probationary period. In addition, all probationary faculty members have the option to be considered for early promotion.

**Assistant Professor.** An earned terminal degree 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. For individuals not recommended for promotion and tenure after the mandatory review, the 7th year will be the final year of employment.

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 except through an approved request to exclude time from the probationary period.

**Associate Professor and Professor.** Appointment offers at the rank of Associate Professor or Professor and offers of prior service credit require prior approval of the Office of Academic Affairs. 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 the rank of associate professor normally entails tenure. A probationary appointment at the rank of associate professor 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.

Appointments at the rank of professor without tenure should not occur.

Offers to foreign nationals require prior consultation with the Office of International Affairs.

**2. French and Italian Teaching Faculty** (information on the appointment of American Sign Language Teaching Faculty appears in the appendix to this document)

Teaching faculty are fixed-term contract appointments that do not entail tenure but provide a career path for our best non-tenure track faculty that enhances the ability of the college to attract and retain the most qualified individuals for these positions. Teaching faculty may apply for M status to serve on MA exam committees when a relevant situation arises. However, they should not be asked to serve regularly on exam committees as this is not part of their appointment work load. Teaching faculty will not serve as advisors to doctoral students.

Except for those appointed at the rank of instructor, for whom a contract is limited to three years, the initial contract for all other teaching faculty members must be for a period of five years. The initial contract is probationary, with reappointment considered annually. Second and subsequent contracts for assistant and associate teaching professors must be for a period of at least three years and for no more than five years. Second and subsequent contracts for teaching professors must be for a period of at least three years and no more than eight years. Tenure is not granted to teaching faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance.

The FRIT department supports Teaching Faculty. These appointments exist for faculty members who focus principally on the education needs of students in FRIT. Teaching Faculty members are expected to contribute to the department's research and education mission as reflected in undergraduate and graduate program development and teaching. Teaching Faculty appointments are made in accordance with Faculty Rule 3335-7. Each new appointment must enhance, or have strong potential to enhance, the quality of the department.

**Teaching Instructor**. Appointment is normally made at the rank of teaching instructor when the appointee has not completed the requirements for the terminal degree. The department will make every effort to avoid such appointments. As noted above, an appointment at the instructor level is limited to a three-year contract. In such cases, if the instructor has not completed requirements for promotion to the rank of assistant professor by the end of the penultimate year of the three-year contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

**Assistant Teaching Professor.** An earned doctorate is the minimum requirement for appointment at the rank of assistant teaching professor, with the exception of ASL teaching

faculty as noted in the addendum. Evidence of ability to teach is highly desirable.

**Associate Teaching Professor and Teaching Professor**. Appointment at the rank of associate teaching professor or teaching professor requires that the individual have an earned doctorate, and meet, at a minimum, the department's criteria—in teaching and other service, and scholarship (as appropriate)—for promotion to these ranks.

### 3. Associated Faculty

Associated faculty appointments may be as short as a few weeks to assist with a focused project, a semester to teach one or more courses, or for up to three years when a longer contract is useful for long-term planning and retention. Associated faculty may be reappointed.

**Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor.** Adjunct appointments may be compensated or uncompensated. 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 or teaching faculty, as appropriate to the appointment. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track or teaching faculty, as appropriate to the appointment.

**Lecturer.** Appointment as lecturer normally requires that the individual have, at a minimum, a Master's degree in a field appropriate to the subject matter to be taught. However, occasional appointments of native French or Italian speakers as lecturers for introductory language courses can be made with the approval of the Office of Academic Affairs. Evidence of ability to provide high-quality instruction is desirable. Lecturers are not eligible for tenure, but may be promoted to senior lecturer if they meet the criteria for appointment at that rank. The initial appointment for a lecturer should generally not exceed one year.

**Senior Lecturer.** Appointment as senior lecturer requires that the individual have, at a minimum, a doctorate in a field appropriate to the subject matter to be taught, along with evidence of ability to provide high-quality instruction; or a Master's degree and at least five years of teaching experience with documentation of high quality. Senior lecturers are not eligible for tenure or promotion. The initial and continued appointments for a senior lecturer range between one and three years.

**Assistant Professor, Associate Professor, Professor with FTE below 50%.** Appointment at tenure-track titles is for individuals at 49% FTE or below, either compensated (1 – 49% FTE) or uncompensated (0% FTE). 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 years.

**4. Faculty—Regional Campus**

As the mission of the regional campuses emphasizes undergraduate instruction, regional campus criteria for appointment at the rank of assistant professor, associate professor, or professor are similar to those for Columbus campus faculty, but give relatively greater emphasis at each rank to teaching experience and quality.

Regional campus criteria for the appointment of teaching faculty and associated faculty are the same as those for Columbus campus faculty in each of these categories.

**5. Emeritus Faculty**

Emeritus faculty status is an honor given in recognition of sustained academic contributions to the university as described in Faculty Rule 3335-5-36. Full-time tenure track, teaching, or associated faculty may request emeritus status upon retirement or resignation at the age of sixty or older with ten or more years of service or at any age with twenty-five or more years of service.

Faculty will send a request for emeritus faculty status to the department chair (regional campus dean for associated faculty on regional campuses) outlining academic performance and citizenship. The faculty eligible to conduct promotion reviews within the requestor's appointment type (see Section III.A.1-3 above) will review the application and make a recommendation to the department chair. The department chair will decide upon the request, and if appropriate submit it to the dean or designee. If the faculty member requesting emeritus status has in the 10 years prior to the application engaged in serious dishonorable conduct in violation of law, rule, or policy and/or caused harm to the university's reputation or is retiring pending a procedure according to Faculty Rule 3335-05-04, emeritus status will not be considered.

See the OAA *Policies and Procedures Handbook* Volume 1, Chapter 1, for information about the types of perquisites that may be offered to emeritus faculty, provided resources are available.

Emeritus faculty may not vote at any level of governance and may not participate in promotion and tenure matters.

**6. Courtesy Appointments for Faculty**

Occasionally the active academic involvement in this department by a tenure-track 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.

**B. Procedures**

The appointment of all compensated tenure-track, teaching and associated faculty, irrespective of rank, must be based on a formal search process following the SHIFT Framework for faculty recruitment. All faculty positions must be posted in Workday, the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in workday to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

In addition, see the Policy on Faculty Recruitment and Selection and the Policy on Faculty Appointments for information on the following topics:

- recruitment of tenure-track, teaching, and associated 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 – Columbus Campus**

A national search is required to ensure a pool of highly qualified candidates for all tenure-track positions. The only exception is for dual career partners, as described in Volume 1, Chapter 4, section 5.1 of the *Policies and Procedures Handbook*. Exceptions to this policy must be approved by the college and the Office of Academic Affairs in advance. Search procedures must entail substantial faculty involvement and be consistent with the OAA Policy on Faculty Recruitment and Selection.

Searches for tenure-track faculty proceed as follows:

The dean of the college or designee 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.

Prior to any search, members of all search committees must undergo the trainings identified in the SHIFT Framework for faculty recruitment. In addition, all employees/faculty involved in the hiring and selection process must review and acknowledge the EEO Recruitment and Selection Guidelines in the BuckeyeLearn system.

The SHIFT Framework serves as a centrally coordinated guideline and toolkit to support the

entire process of faculty recruitment with clear engagement from all participating stakeholders involved in the faculty hiring process. This framework is intended to provide faculty engaged in search committees and staff providing support services with the tools and support needed to attract excellent applicant pools, conduct consistent and equitable evaluations, and successfully hire and properly onboard new faculty members who will continue our tradition of academic excellence. This framework consists of six phases, each targeting a specific stage of the recruitment process:

- "Phase 1 | Search Preparation & Proactive Recruitment" is the earliest stage in the search process. Key steps during this phase include determining faculty needs for the unit, creating a search strategy (including timeline), establishing a budget, and identifying additional partners to include in the process. The steps in this phase provide guidance on forming committees, detail training requirements for search committee members, and innovative approaches to advertising and engagement. This section also includes ideas and resources for developing qualified talent pools to ensure alignment with Equal Employment Opportunity requirements and advance the eminence of the institution.
- "Phase 2 | Preliminary Review of Applicants" focuses on best practices for the application review and candidate screening processes. The guidelines and resources in this section support consistency and fairness in the review, assessment, and selection of candidates moving forward in the recruitment process. This section also outlines how to select a list of candidates for on-campus interviews.
- "Phase 3 | Finalists Interviews & Evaluations" provides guidance and tools for conducting interviews and campus visits, requesting reference letters (if not requested earlier in the application stage), and collecting feedback from everyone who interacted with the candidates. Adherence to the guidelines outlined in this section has a direct impact on enhancing the candidate experience and ensuring a consistent evaluation process. This phase concludes with the submission of a letter from the search committee to the TIU chair/director.
- "Phase 4 | Extend Offer" provides guidance and resources related to effectively selecting the most qualified candidate(s) for the position(s) and successfully negotiating to result in an accepted offer.
- "Phase 5 | Preboard and Onboard" offers resources to help prepare and support new faculty as they transition to Ohio State. The suggestions in this phase focus on creating a seamless transition for incoming faculty and their partners/families, if applicable.
- "Phase 6 | Reflect and Assess the Search" is a process supported by OAA to reflect on the hiring cycle each year and evaluate areas that may need improvement and additional support.

The search committee then presents its recommendation concerning which of the viable candidates (assuming there are more than one) should be offered the position first; which, second; and so on. The faculty then votes on whether it would like to offer the position to the search committee's first choice. A simple majority decides the question. If a majority of the faculty supports this first candidate, the faculty then votes on whether it would like to extend the offer to the search committee's second choice if the first candidate declines; and so on.

If a majority of the faculty does not support offering the position first to the search

committee's first choice, it then votes on whether it would like to extend the offer first to the second viable candidate (if there is one) instead. The procedure is repeated a third time if a majority does not support making the offer to the second candidate and there is a third viable candidate. The eligible faculty then reports the results of each of these votes to the department chair. If the offer involves senior rank, the eligible faculty members vote also on the appropriateness of the proposed rank for each viable candidate. If the offer may involve prior service credit, the eligible faculty members vote on the appropriateness of such credit. The eligible faculty reports a recommendation on the appropriateness of the proposed rank or the appropriateness of prior service credit to the department chair.

The details of the offer, including compensation, are determined by the department chair.

The Department will discuss potential appointment of a candidate requiring sponsorship for permanent residence or nonimmigrant work-authorized status with the Office of International Affairs. An MOU must be signed by faculty eligible for tenured positions who are not U.S. citizens or nationals, permanent residents, asylees, or refugees.

**2. French and Italian Teaching Faculty -- Columbus Campus** (information about searches for American Sign Language Teaching Faculty appears in the Appendix to this document)

Searches for teaching faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the interview is on teaching practice, rather than scholarship.

**3. Transfer from the Tenure Track**

Tenure-track faculty may transfer to a teaching appointment if appropriate circumstances exist. Tenure or tenure eligibility is lost upon transfer, and transfers must be approved by the department chair, the college dean, and the executive vice president and provost.

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 teaching appointment to the tenure track are not permitted. Teaching faculty members may apply for tenure-track positions and compete in regular national searches for such positions.

**4. Associated Faculty – Columbus Campus**

The appointment of compensated associated faculty members follows a formal search following the SHIFT Framework, which includes a job posting in Workday (see Section IV.B above) and candidate interviews. The appointment is then decided by the department chair based on recommendation from the search committee. The reappointment of all compensated associated faculty members is decided by the department chair in consultation with the Associated Faculty Committee.

Appointment and reappointment of uncompensated adjunct or visiting faculty may be

proposed by any faculty member in the department and are decided by the department chair in consultation with the associated faculty committee.

Compensated associated appointments are generally made for a period of one year, unless a shorter or longer period is appropriate to the circumstances. 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 years. After the initial appointment, and if the department's curricular needs warrant it, recurring appointments may be offered between one to three years.

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

**5. Regional Campus Faculty**

The appointment of all compensated regional campus faculty follows a formal search following the SHIFT Framework, which includes a job posting in Workday and candidate interviews.

The regional campus has primary responsibility for determining the position description for a tenure-track faculty search, but the dean/director or designee consults with the department chair to reach agreement on the description before the search begins. The regional campus search committee must include at least one representative from the department.

Candidates are interviewed by, at a minimum, the regional campus dean, department chair, and either the regional campus search committee or broader representation of the regional and Columbus faculties. The regional campus may have additional requirements for the search not specified in this document. A decision to make an offer requires agreement by the department chair and regional campus dean. Until agreement is reached, negotiations with the candidate may not begin, and the letter of offer must be signed by the department chair and the regional campus dean.

Search procedures for regional campus French and Italian teaching faculty are the same as those described above for tenure-track faculty.

Associated faculty are appointed by the regional campus associate dean, in consultation with the dean, department chair, program coordinators, and other relevant faculty members.

**6. Courtesy Appointments for Faculty**

Any department faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track, faculty member from another Ohio State department. A proposal that describes the uncompensated academic service to this department justifying the appointment is considered at a regular faculty meeting. If the proposal is approved by the eligible faculty, the department chair extends an offer of appointment. The department chair reviews all courtesy

appointments every three years to determine whether they continue to be justified, and takes recommendations for nonrenewal before the faculty for a vote at a regular meeting.

**7. Chair**

A departmental chair search committee will exclude the sitting chair and will include a Dean's representative, and from the department, a staff member, an associated faculty member, graduate student, and at least two faculty members. The search committee will present the Dean or designee an unranked list of candidates. The Search committee recommendations are advisory to the Dean. The Dean makes the final decision.

The Dean or designee in consultation with the Department appoints an Acting Chair as needed.

## V. Annual Performance and Merit Review Procedures

The department follows the requirements for annual reviews as set forth in the Faculty Annual Review and Reappointment Policy which stipulates that such reviews must include a scheduled opportunity for a face-to-face meeting as well as a written assessment. According to the policy, the purposes of the review are to:

- Assist faculty in improving professional productivity through candid and constructive feedback and through the establishment of professional development plans;
- Establish the goals against which a faculty member's performance will be assessed in the foreseeable future; and
- Document faculty performance in the achievement of stated goals in order to determine salary increases and other resource allocations, progress toward promotion, and, in the event of poor performance, the need for remedial steps.

Depending on a faculty member's appointment type, the annual performance and merit review is based on expected performance in teaching, scholarship, and service as set forth in the department's guidelines on faculty duties, responsibilities, and workload; on any additional assignments and goals specific to the individual; and on progress toward promotion where relevant. Meritorious performance in teaching, scholarship, and service is assessed in accordance with the same criteria that form the basis for promotion decisions. The review of faculty with budgeted joint appointments must include input from the joint appointment TIU head for every annual evaluation cycle. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on goals specific to the individual in the joint unit.

The department chair is required (per Faculty Rule 3335-3-35) to include a reminder in the annual review letter that all faculty have the right (per Faculty Rule 3335-5-04) to view their primary personnel file and to provide written comment on any material therein for inclusion in the file.

**A. Documentation**

For their annual performance and merit review, faculty members must submit the following documents to the department chair no later than March 1:

- Office of Academic Affairs dossier outline, *Policies and Procedures Handbook*, Volume 3 (*required for probationary faculty and recommended for associate professors*) or updated documentation of performance and accomplishments (*non-probationary faculty*)
- updated CV, which will be made available to all faculty in an accessible place (*all faculty*)

Other documentation for the annual performance and merit review will be the same as that for consideration for promotion and/or tenure. That documentation is described in Section VI of this document.

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

**B. Probationary Tenure-track Faculty – Columbus Campus**

Every probationary tenure-track faculty member is reviewed annually by the eligible faculty and the chair. The Promotion and Tenure Committee prepares and presents to the eligible tenure-track faculty a summary of each probationary tenure-track faculty member's activities in teaching, research, and service over the previous calendar year. The chair of the P&T Committee then writes a letter to the chair that reflects the faculty's assessment of the probationary faculty member's activities. The chair then writes a letter to the probationary faculty member containing their assessment of the latter's activities and performance and a recommendation on whether to renew the probationary appointment. The chairs of the department and of the P&T Committee then meet with the faculty member to discuss the two letters, in particular the candidate's performance, future plans, and goals.

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 or designee. In addition, the annual review letter and comments made on the letters becomes part of the cumulative dossier for promotion and tenure.

If the department chair recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule 3335-6-03) 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 exceptions 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 eligible faculty conducts a review of the candidate. On completion of the review, the eligible faculty votes by written ballot on whether to renew the probationary appointment.

The eligible faculty 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) is followed and the case is forwarded to the college for review, regardless of whether the department chair recommends renewal or nonrenewal.

**2. Extension of the Tenure Clock**

Faculty Rule 3335-6-03 (D) sets forth the conditions under which a probationary tenure-track faculty member may extend the probationary period. . Faculty Rule 3335-6-03 (E) does likewise for reducing the probationary period. A faculty member remains on duty regardless of extensions or reductions to the probationary period, and annual reviews are conducted in every probationary year regardless of time extended or reduced. Approved extensions or reductions do not limit the department's right to recommend nonrenewal of an appointment during an annual review.

## C. Tenured Faculty – Columbus Campus

Associate professors are reviewed annually by the professors, who submit a written performance review to the department chair along with comments on the faculty member's progress toward promotion. The department chair conducts an independent assessment; meets with the faculty member to discuss their performance and future plans and goals; and prepares a written evaluation on these topics. The faculty member may provide written comments on the review.

Professors are reviewed annually by the department chair. The department chair meets with the faculty member to discuss their performance and future plans and goals. The annual review of professors is based on their having achieved sustained excellence in the discovery and dissemination of new knowledge relevant to the mission of the tenure initiating unit, as demonstrated by national and international recognition of their scholarship; ongoing excellence in teaching, including their leadership in graduate education in both teaching and mentoring students; and outstanding service to the department, the college, the university, and their profession, including their support for the professional development of assistant and associate professors. Professors are expected to be role models in their academic work, interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest

ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other members of the faculty.

If a professor has an administrative role, the impact of that role and other assignments will be considered in the annual review. The department chair prepares a written evaluation of performance against these expectations. The faculty member may provide written comments on the review.

**D. French and Italian Teaching Faculty on the Columbus Campus** (information on the annual review of American Sign Language Teaching Faculty appears in the Appendix to this document)

The annual performance and merit review process for teaching probationary and nonprobationary faculty is identical to that for tenure-track probationary and tenured faculty respectively, except that non-probationary teaching faculty may participate in the review of teaching faculty of lower rank.

In the penultimate contract year of a teaching 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 must be observed.

**E. Associated Faculty on the Columbus Campus**

Compensated associated faculty members in their initial appointment must be reviewed before reappointment. The Associated Faculty Committee prepares a written evaluation and meets with the faculty member to discuss their performance, future plans, and goals. The Associated Faculty Committee then recommends for or against renewal of the appointment. This recommendation is sent to the department chair. The department chair's decision on renewal of the appointment is final. If the recommendation is to renew, and the department chair concurs, they may extend a multiple year appointment. Compensated associated faculty members on a multiple year appointment are reviewed annually by the Associated Faculty Committee, or designee. The Associated Faculty Committee, or designee, prepares a written evaluation and meets with the faculty member to discuss their performance, future plans, and goals. No later than January 15 of the final year of the appointment, the chair, after receiving the recommendation from the Associated Faculty Committee, will decide whether or not to reappoint. The department chair's recommendation on reappointment is final.

**F. Regional Campus Faculty**

The annual review of regional campus tenure-track faculty is first conducted on the regional campus, with a focus on teaching and service. Following the review by the regional campus, the regional campus dean meets with the department chair for each regional campus faculty member for evaluation of the faculty member's research and creative activity during the review period. The regional campus dean provides an annual performance and merit review letter. In the event of divergence in performance assessment between the regional campus and the department, the department chair discusses the matter with the regional campus dean/director in an effort to

clarify and reconcile the divergence, so that the faculty member receives consistent assessment and advice.

Regional campus teaching faculty are reviewed according to the process established on that campus, with the review focusing on teaching and service. The dean will provide the department chair a copy of a teaching faculty member's annual performance and merit review letter.

Regional campus associated faculty are reviewed according to the process established on that campus, with the review focusing on teaching and service, as applicable.

### G. Salary Recommendations

The department chair makes annual salary recommendations to the dean or designee, who may modify them. The recommendations are based on the current annual performance and merit review as well as on the performance and merit reviews of the preceding 24 months.

In formulating recommendations, the department chair consults with the department Salary Advisory Committee. The department chair should proactively engage in an annual equity audit of faculty salaries to ensure that they are commensurate both within the department and across the field or fields represented in the department. Salary increases should be based upon these considerations.

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.

Faculty who fail to submit the required documentation (see Section V-A above) for an annual performance and merit 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.

## VI. Promotion and Tenure and Promotion Reviews

### A. Criteria and Evidence that Support Promotion

Faculty Rule 3335-6-02 provides the following context for promotion and tenure and promotion reviews:

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

*accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions. Clearly, insistence upon this standard for continuing members of the faculty is necessary for maintenance and enhancement of the quality of the university as an institution dedicated to the discovery and transmission of knowledge.*

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

Faculty Rule 3335-6-02 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.*

Tenure is not awarded below the rank of associate professor at The Ohio State University.

The award of tenure is an acknowledgement of excellence and future potential for preeminence. It is therefore essential to evaluate and judge the probability that faculty, once tenured, will continue to develop professionally and contribute to FRIT'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. Above all, candidates are held to a very high standard of excellence in the areas central to their responsibilities. For example, 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.

Promotion to associate professor with tenure in the College of Arts and Sciences requires excellence in both scholarship and teaching, where scholarship is defined as research, scholarly and/or creative work. The promise of excellence in service is desirable.

Excellence in scholarship means attainment of measurable national or international recognition based on an appropriate amount and rate of high quality published research and/or other relevant creative endeavors. A successful candidate will have an emerging national reputation as a scholar or creative artist. Excellence in teaching means the provision to all students of the opportunity to realize their full capabilities for learning and, to the most capable and motivated students, an enhanced learning experience. Excellence in service means the provision of a high level of professional expertise and experience to one or more publics – including the university, the Columbus community, the state of Ohio, the nation, and professional organizations. The service contribution during the probationary period of assistant professors is limited by design. The most important judgment is that the candidate will achieve excellence in service in the future. The substantial probability that a high rate of quality scholarship and/or creative activity and excellence in teaching and service will

continue needs to be established. The claim that retention of the candidate will improve the overall quality and standing of the unit needs to be supported. Excellence in teaching, research and/or creative activity, and service is moreover defined to include professional ethical conduct in each area of responsibility, consistent with the American Association of University Professors' Statement on Professional Ethics.

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.

After promotion, all faculty at all levels shall be expected to continue to uphold these standards in their teaching, scholarship, and service.

| TEACHING | |
|---|---|
| For promotion to associate professor with tenure, a faculty member is expected to have: | Candidates may be asked to submit: |
| • provided up-to-date content at an appropriate level in every instructional situation and demonstrated continuing growth in subject matter knowledge;<br>• improved curriculum through revision or new development of courses and/or academic programs;<br>• demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm;<br>• demonstrated creativity in the use of various modes of instruction, classroom technology, online learning platforms, and other teaching strategies to create an optimal learning environment;<br>• engaged students actively in the learning process and encouraged independent thought, creativity, and appreciation of the knowledge creation process; | • New or updated syllabi to demonstrate up-to-date, creative thought on subject content, which detail modes of instruction used in a course, and which include clear course goals and learning outcomes (ELOs) that outline how active student engagement, independent thought, and critical skills will be solicited<br>• Summary of class comments (SETs and SEIs) that demonstrate instructional content is up-to-date, level-appropriate, proceeds logically, and that testify to candidate's enthusiasm<br>• Reviews of syllabi by internal faculty experienced in course design |
| • provided appropriate and timely feedback to students throughout the instructional process;<br>• treated students with respect and courtesy; | • Summary of class comments (SETs and SEIs) that demonstrate instructor's organization, student satisfaction with punctuality of feedback, and respectful attitude<br>• Syllabi showing policies and expected turnaround time for feedback |
| • 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;<br>• mentored students to foster professional success in academic or alternative careers; | • List of graduate students advised and role (thesis advisor, committee chair or member)<br>• List of job placement and accomplishments of alumni |
| • engaged in documentable efforts to improve teaching | • Attendance at continuing education on topic or focus area and adopted new materials in class<br>• Completion of Foundations, Impact Teaching through the Drake Institute for Teaching and Learning<br>• Completion of Teaching at Ohio State through the Drake Institute for Teaching and Learning<br>• "Endorsement" from Drake Institute of Teaching and Learning |

| SCHOLARSHIP/ CREATIVE WORK | |
|---|---|
| **Criteria. For promotion to associate professor with tenure, a faculty member is expected to have:** | **Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met** |
| A developing national/international reputation in the candidate's field | • positive external evaluations of scholarly publications/ creative production<br>• invitations to present at recognized prestigious forums (note: 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).<br>• invitations to review research papers and grant proposals<br>• editorship of a journal or book series<br>• positive citations in other researchers' publications (expected to be in the nascent stages) |
| Demonstrated unique contribution to a line of inquiry in the form of a major publication in the candidate's subfield | • Typically, the expectation is to present to reviewers a book published (or a finished manuscript under final, board-approved contract and in production) by a scholarly press with a strong reputation<br>• For candidates in pedagogy, evidence of an active research program may also include textbooks and refereed articles and book chapters that incorporate or present theoretical ideas or advances in pedagogy; it may also include innovative instructional software and other technology-based instructional materials and systems.<br>• In certain sub-disciplines such as linguistics, the publication of several substantial articles may represent effort and achievement comparable to the publication of a book in other disciplines.<br>• Recognition should also be given to works of translation<br>• The primary forms of scholarship noted in the paragraph above may be supplemented by creative contributions, such as public performance and published creative writing. |
| Provided ongoing quantity of research/scholarship outcomes | • a number of articles in refereed journals and chapters in edited volumes that demonstrate original and important scholarship in the field, on the order of one per year (on average over the probationary period) |
| 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. | |

**Service**

| SERVICE | |
|---|---|
| **Expectations** | **Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met** |
| filled all assigned service duties in a proactive, thorough, and timely manner; made substantive contributions to the governance of the department in a manner that facilitates positive contributions by others | • Annual evaluations documenting excellence in service to the department on assigned committees<br>• letters from committee chairs or chairs of other departments of the quality of service that enhances the list of service activities in the dossier |
| demonstrated the potential for useful contributions to the profession | • Involvement with professional journals (journal editorships, reviewer) and professional societies (offices or committees)<br>• Professional conference organization |
| demonstrated efforts for engagement efforts in the regional and local community | • Quality indicators of activities within the Community Setting<br>• Service as a mentor to a STEP cohort, Drake Institute cohort, internship advisor, or as an advisor to a student organization<br>• Organize initiatives for K-12 and community members that bring groups to campus or serve them in outside settings |

**2. Promotion to Professor**

Faculty Rule 3335-6-02 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.*

The criteria in teaching, scholarship, and service for promotion to professor are the same as those for promotion to associate professor with tenure (see the charts in Section VI.A.1). The following paragraphs are supplemental to those guidelines.

Candidates for promotion to Professor will have established a reputation of meaningful and sustained accomplishments beyond what is required for promotion to Associate Professor, and provide evidence of established national and international reputation in the field(s). For all, the record should demonstrate a substantial probability that a high rate of quality scholarship and/or creative activity and excellence in teaching and service will continue. External hires at the associate professor or professor level with tenure will demonstrate the same accomplishments in scholarship and/or creative activity, teaching and service as persons promoted within the university.

The candidate for promotion to the rank of professor is expected to present to reviewing committee(s) substantial publication beyond that which earned promotion to the rank of associate professor. Typically, this will consist of one or more additional books (or a finished

manuscript under final, board-approved contract and in production) and regular publication in refereed journals, and edited volumes. Edited and co-edited volumes and co-authored books, translations, and critical/scholarly editions also demonstrate excellence in scholarship. The candidate will also be expected to demonstrate a continuous record of participation at conferences where they will have presented papers. For candidates in pedagogy, evidence of an active research program may also include instructional software or online platforms, as well as textbooks and refereed articles beyond that which earned promotion to the rank of associate professor. For candidates in sub-disciplines in the Department such as linguistics, more weight may be attributed to a second series of substantive articles. Candidates must continue to show other evidence of additional scholarly productivity in the form of articles in major refereed journals, presentations at scholarly meetings, and the gaining of or efforts to gain outside funding for research.

When assessing a candidate's national and international reputation in the field, a national and international reputation for the scholarship of teaching may be counted as either teaching or scholarship. 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.

A typical case for promotion to Professor emphasizes a candidate's accomplishments in scholarship as tied to national and international reputation. Faculty Rule 3335-6-02 provides the following context for promotion and tenure and promotion reviews:

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

The Department of French and Italian honors this principal whereby some faculty members' research and creative activity may depart from established academic patterns. All such contributions must be documentable so that they can be reviewed by the eligible faculty and the external evaluators. In addition to the established research portfolio described above, the Department of French and Italian also considers Creative Scholarship as a criterion for Promotion to Professor, as laid out below. In all cases for promotion to Professor, candidates must display "superior academic attainment" in the research agenda since the previous promotion.

Creative Scholarship includes invited or juried group or solo exhibitions or performances in

respected venues; joint or collaborative curatorial projects; novels; creative nonfiction books; collections of poetry; videographic criticism (video essays); curating multimedia projects, website projects, and online collections; and films.

Evidence of "superior academic attainment" in creative scholarship can be qualified by the publication of creative activities in peer reviewed venues. It can also be qualified by the venues where creative scholarship is performed, published, exhibited, projected, such as a novel in a reputable press or a dance performance in a reputable gallery or studio. When possible, faculty should arrange to visually document exhibits and performances.

To meet the expectation for promotion to Professor in creative scholarship candidates are expected to satisfy any one of these criteria:

- Publish one novel, creative nonfiction book, or collection of poetry
- Produce one feature length film or two shorter films
- Publish video essays (around four or five total)
- Put on productions, performances, exhibitions, or curatorial projects (around three or four total)
- Curate multimedia projects, website projects, and online collections (around three or four total)

Candidates who pursue the path of Creative Scholarship for promotion to Professor are not expected to produce an academic monograph published with a high caliber press. In addition to a consistent record of creative scholarship as laid out above, candidates are expected to regularly produce academic publications (articles peer reviewed journals, chapters in edited volumes). Co-edited volumes, co-authored books, and translations also demonstrate excellence in scholarship.

Due to the nature of creative scholarship, the burden of proof ultimately lies on the candidate to provide sufficient and objective evidence of superior intellectual attainment to meet department expectations. As soon as faculty members have identified creative scholarship as a desirable pathway toward promotion to Professor, they are encouraged to work closely with senior faculty in developing a portfolio and evidence of meeting expectations.

**3. French and Italian Teaching Faculty** (information about the promotion of American Sign Language Teaching Faculty appears in the Appendix to the document)

**Promotion to Assistant Teaching Professor.** For promotion to assistant teaching professor, a faculty member must complete his/her/their doctoral degree and be performing satisfactorily in teaching and service.

**Promotion to Associate Teaching Professor.** For promotion to associate teaching professor, a faculty member must show convincing evidence of excellence as a teacher and a provider of effective service; 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 teaching professor are similar to those for promotion to associate professor with tenure. Research publications will be concentrated on pedagogical practices.

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

**4. Associated Faculty**

**Promotion to Adjunct Associate Professor and Adjunct Professor.** The relevant criteria for the promotion of adjunct faculty members shall be the same as those for the promotion of tenure-track or teaching faculty, as appropriate to the appointment, above.

**Promotion to Associate Professor and Professor with FTE below 50%.** The relevant criteria for the promotion of associated faculty members with tenure-track titles are those for the promotion of tenure-track faculty above.

**Promotion to Senior Lecturer**. Lecturers may be promoted to senior lecturer if they meet the criteria for appointment at that rank as described in Section IV.A.4.

**Promotion of Visiting Faculty.** Visiting faculty members are not eligible for promotion.

**5. Regional Campus Faculty**

The primary function of the regional campuses is to provide high-quality undergraduate instruction and to serve the academic needs of their communities. With this consideration in mind, in evaluating regional campus tenure-track faculty for promotion and tenure or promotion, the department will give greater emphasis to the quality of teaching and service relative to scholarship. Recognizing that the character and quantity of scholarship by regional campus faculty may differ from that of Columbus campus faculty, due to the weight of other responsibilities and lack of access to comparable resources, the department nevertheless expects regional campus faculty to establish a program of high-quality scholarly activity. The Department expects a coherent body of research that will normally consist of several articles published in important refereed journals and a book that has been published or accepted for publication by a scholarly press with a strong reputation. It also expects that the faculty member will have read some papers at national conferences. For promotion to professor, expectations are the same as for Columbus campus faculty, as outlined above. In all cases, quality is more important than quantity.

In evaluating regional campus teaching and associated faculty for promotion, the department will use the same criteria as described above for the promotion of faculty in each of these categories.

**B. Procedures**

The department's procedures for promotion and tenure and promotion reviews are fully consistent with those set forth in Faculty Rule 3335-6-04 and the Office Academic Affairs

annually updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the Policies and Procedures Handbook.

**1. Tenure-Track and French and Italian Teaching Faculty on the Columbus Campus**
(information on procedures for the promotion of American Sign Language Teaching Faculty appears in the Appendix to this document)

**a. Candidate Responsibilities**

Candidates for promotion and tenure or promotion are responsible for submitting a complete, accurate dossier and providing a copy of the APT document under which they wish to be reviewed, if other than the department's current document. If external evaluations are required, candidates are responsible for reviewing the list of potential external evaluators compiled for their case according to departmental guidelines. Each of these elements is described in detail below.

**Dossier**

Every candidate must submit a complete and accurate dossier that follows the Office of Academic Affairs dossier outline. 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.

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 him/her/them.

**Teaching**

The time period for teaching documentation to be included in the dossier for probationary faculty is the start date to present. For tenured or nonprobationary faculty it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to present. The eligible faculty may allow a candidate to include information prior to the date of last promotion if it believes such information would be relevant to the review. Any such material should be clearly indicated. Examples of documentation include:

- cumulative SEI reports (Student Evaluation of Instruction computer-generated summaries prepared by the Office of the University Registrar) for every class
- summaries of departmental Student Evaluation of Teaching reports
- peer observation of teaching reports as required by the department (details provided in the Appendix to this document)
- Copies of pedagogical papers, books or other materials published, or accepted for publication. Material accepted for publication but not yet published must be accompanied by a letter from the publisher stating that the work has been unequivocally accepted and is in final form with no further revisions needed.

- teaching activities as listed in the core dossier including
- involvement in graduate/professional exams, theses, and dissertations, and undergraduate research
    - mentoring postdoctoral scholars and researchers
    - extension and continuing education instruction
    - involvement in curriculum development
    - awards and formal recognition of teaching
    - presentations on pedagogy and teaching at national and international conferences
    - adoption of teaching materials at other colleges or universities
- other relevant documentation of teaching as appropriate

**Research**

For scholarship documentation, a full history of publications and creative work should be included, as this information provides context to the more recent and relevant research record and/or demonstrates scholarly independence. Information about scholarship produced prior to the start date (for probationary faculty) or date of last promotion (for tenured or nonprobationary faculty) may be provided. Any such material should be clearly indicated. However, it is the scholarship performance since the start date or date of last promotion that is to be the focus of the evaluating parties. Examples of documentation include:

- Copies of all books, articles, 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)
- research activities as listed in the core dossier including
    - documentation of creative works pertinent to the candidate’s professional focus including artwork, choreography, collections, compositions, curated exhibits, moving images, multimedia, performances, radio, recitals, recordings, television, and websites
    - documentation of inventions, patents, disclosures, options and commercial licenses
    - list of prizes and awards for research, scholarly, or creative work

**Service**

The time period for service documentation to be included in the dossier for probationary faculty is the start date to present. For tenured or nonprobationary faculty it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to present. The eligible faculty may allow a candidate to include information prior to the date of last promotion if it believes such information would be relevant to the review. Any such material should be clearly indicated. Examples of documentation include:

- service activities as listed in the core dossier including

- involvement with professional journals and professional societies
- consultation activity with industry, education, or government
- administrative service to department
- administrative service to college
- administrative service to university and Student Life
- advising to student groups and organizations
- awards and prizes for service to profession, university, or department
- community engagement leadership and involvement

- any available documentation (e.g. letters from committee chairs) of the quality of service that enhances the list of service activities in the dossier

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.

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

**Appointments, Promotion, and Tenure (APT) Document**

Candidates must indicate the APT document under which they wish to be reviewed. Candidates may be reviewed using the department's current APT document; or, alternatively, they may elect to be reviewed under either (a) the APT document that was in effect on their start date, or (b) the APT document that was in effect on the date of their last promotion (or last reappointment in the case of teaching faculty), whichever of these two latter documents is the more recent. However, for tenure track faculty the current APT document must be used if the letter of offer or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year.

If a candidate wishes to be reviewed under an APT other than the current approved version available here, a copy of the APT document under which the candidate has elected to be reviewed must be submitted when the dossier is submitted to the department.

**External Evaluations (see also External Evaluations below)**

If external evaluations are required candidates are responsible for reviewing 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.

**b. Promotion and Tenure Committee Responsibilities**

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

- To review this APT document annually and to recommend proposed revisions to the faculty.
- 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 simple 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 for one year. Faculty Rule 3335-7-08 makes the same provision for nonprobationary teaching faculty. 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.
  - 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.
  - **March 1 (deadline):** 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.
  - **March 15 (deadline)**: Suggest names of external evaluators to the department chair. The external evaluators will be drawn predominantly from the lists of peer and aspirational peer programs (see Section VI.B.4 below). Justification will be provided in cases when a suggested evaluator is from a program not included on these lists
  - **September 20 (suggested deadline, dependent on receipt of external letters):** 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 their 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 meeting of the full eligible faculty, 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.
- 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.

**c. 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.

**d. Department Chair Responsibilities**

The responsibilities of the department chair are as follows:

- To charge each member of the Eligible Faculty Committee to conduct reviews free of bias and based on criteria.

- To determine whether a candidate is authorized to work in the United States and whether a candidate now, or in the future, will require sponsorship for an employment visa or immigration status. The chair must ensure that such questions are asked of all candidates in a non-discriminatory manner. For tenure-track assistant professors, the department chair is to confirm that candidates are eligible to work in the U.S. Candidates who are not U.S. citizens or nationals, permanent residents, asylees, or refugees will be required to sign an MOU at the time of promotion with tenure.
- **Late Spring Semester**: To solicit external evaluations from a list including names suggested by the Promotion and Tenure Committee, the chair and the candidate. (Also see External Evaluations below.)
- To review faculty with budgeted joint appointments. The TIU head from the joint appointment unit must provide a letter of evaluation to the primary TIU head. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on impact of the work of the individual in the field of the joint unit.
- To make available in an online share file and in an accessible place in the department the candidate's dossier 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 raised during the meeting. At the request of the eligible faculty, a department chair will leave the meeting to allow open discussion among the eligible faculty members.
- **Mid-Autumn Semester:** To provide an independent written evaluation and recommendation for each candidate, following receipt 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 they expect 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 that office's deadline.
- 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.

**2. Procedures for Associated Faculty on the Columbus Campus**

Adjunct faculty and associated faculty with tenure-track titles for whom promotion is a possibility follow the promotion guidelines and procedures detailed in Section VI.B above, with the exception that the review does not proceed to the college level if the department chair's recommendation is negative (a negative recommendation by the chair is final in such cases), and does not proceed to the executive vice president and provost if the dean's recommendation is negative.

**3. Procedures for Regional Campus Faculty**

Regional campus tenure-track faculty are first reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean/director. The regional campus review focuses on teaching and service.

The regional campus dean/director forwards the written evaluation and recommendation of the regional campus review to the department chair, from which point the review follows the procedures described for the Columbus campus faculty. A request to promote requires agreement by the dean/director and the department chair.

Regional campus teaching faculty are reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean. Following the review, the dean consults with the department chair. A request to promote follows the same procedures as tenure-track faculty except that external letters are not needed unless scholarship is a component of the assigned role.

Associated faculty are reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean. The decision of the regional campus dean is final.

**4. External Evaluations**

In keeping with college guidelines, the department will generally obtain evaluations from faculty at R1 institutions that are members of the Association of American Universities (AAU) and the Big Ten Academic Alliance (BTAA).

Justification will be provided in each case when a suggested evaluator is from a program not included on these lists. Peer reviewers from other institutions, including universities outside of North America and liberal arts colleges, may be suggested in cases where the external reviewer is 1) a distinguished expert in the field, as indicated by publications; national and international awards; prominence in professional organizations; and presence on editorial boards of major journals; 2) is nationally or 36 internationally known in a field outside of French and Italian or Romantic Studies related to a candidate's interdisciplinary or transdisciplinary projects; 3) meets the standards for a peer reviewer in a TIU in which the candidate is joint-appointed; and/or 4) where relevant, is a distinguished, award winning (e.g., Pulitzer Prize or Guggenheim Fellowship) creative writer or artist who is not affiliated with an academic institution.

External evaluations of scholarly activity and research are obtained for all promotion reviews in which scholarship must be assessed. These include all tenure-track faculty promotion and tenure or promotion reviews. External evaluations of scholarly activity and research are not obtained for teaching or associated faculty unless the faculty member has been involved in a significant amount of scholarship. The decision to seek external evaluations for a French and Italian teaching or associated faculty member will be made by the department chair after consulting with the candidate and the chair of the Promotion and Tenure Committee.

money, goods, or services); e) a relative or close personal friend; or f) in any relationship, personal or professional, that could reduce the reviewer's objectivity. Also excluded are reviewers from the same institution, or those who had previous employment in the same institution within the past 12 months, or those who are being considered for employment at that institution.

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 (or other performance, if relevant) who is not a close personal friend, research collaborator, or former academic advisor or post-doctoral mentor of the candidate (see description of conflict of interest for external reviews just above). 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 professors with institutional affiliations predominately in the programs listed above.
- 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 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 none of the people suggested by the candidate agree to write, neither the Office of Academic Affairs nor this TIU requires that the dossier contain letters from evaluators suggested by the candidate. All potential evaluators must be approved by the College of Arts and Sciences through the Associate Dean for Academic Affairs. No written justification is required for tenured professors at peer or near peer institutions as defined above. If the potential evaluator is from an academic institution that is not clearly a peer or aspirational peer for Ohio State, or if the potential evaluator is from a nonacademic institution (e.g., a public policy think tank, a private art academy or music conservatory, a museum, a biomedical company, or a governmental agency), a brief written justification is required. The TIU's justification should be based on the prestige of the institution, the credentials and experience of the evaluator, and/or the specific relevance of the evaluator's expertise to the candidate's activities. International evaluators from strong institutions are allowed. The research credentials of the evaluators should generally mirror those of a professor at the professor rank at 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. The TIU should provide justification if more than a minority of the evaluations are from associate professors (e.g., candidate's work is in a small or new field for which more senior people are not available, evaluators have gained prominence as national or international experts in the field). For reviews of associate professors, all evaluators must be professors (or equivalent). Emeritus professors are acceptable as long as they are active researchers.

The department follows the Office of Academic Affairs suggested format for letters requesting external evaluations. A sample letter for tenure-track faculty can be found here. A sample

letter for teaching faculty can be found here.

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.

## VII. Promotion and Tenure and Reappointment Appeals

Only the candidate may appeal a negative tenure, promotion, or reappointment decision.

Performance that is adequate for annual reappointment may not be adequate for the granting of promotion or tenure with promotion for faculty on the tenure track or, in the case of clinical/teaching/practice or research faculty, for securing a reappointment.

The procedures for appeals are outlined in Faculty Rules 3335-5-05 and 3335-6-05. Faculty Rule 3335-6-05 sets forth general criteria for appeals of negative promotion and tenure decisions. Appeals alleging improper evaluation are described in Faculty Rule 3335-5-05.

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

## VIII. Seventh-Year Reviews

Faculty Rule 3335-6-05 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.

## IX. Procedures for Student and Peer Evaluation of Teaching

### A. Student Evaluation of Teaching

Use of the departmental Student Evaluation of Teaching (SET) is required in every course offered in this department. Faculty should choose a day late in the semester when attendance is likely to be high to distribute the form. Faculty must designate a student in the class who will gather the completed forms and deliver them to the department office staff immediately following the class. Once the forms are distributed, faculty must leave the classroom while students are filling them out.

Use of the university's Student Evaluation of Instruction (SEI) is also required in every course offered in this department. The faculty member should encourage a high completion rate by explaining to the class the significance of the evaluation and by reminding students frequently to fill the evaluation out on line or giving them the opportunity to do so in class through a mobile application. When a small proportion of the class completes the evaluation, the resulting information has little value either for improving instruction or for performance evaluation.

**B. Peer Observation of Teaching** (see the Appendix for information on peer review of American Sign Language Teaching Faculty)

The department chair oversees the department's peer observation of teaching process. At the beginning of each year, the chair draws up a list of faculty for whom the department will need one or more peer observations of teaching that year. They will ask an appropriate faculty member to conduct the observation; if the latter is able to conduct the observation, the chair will ask the faculty member being observed to contact the observer to select a date and to supply them with the course syllabus and other relevant material. The chair will arrange for the observation of:

- probationary tenure-track faculty at least once per semester during the first two years of service, and at least once per year during the remainder of the probationary period, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned in the course of each probationary year
- probationary teaching faculty at least once per semester during the first two years of service, and at least once per year during the remainder of the initial contract, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned over a five-year period
- tenured associate professors and nonprobationary assistant teaching professors and associate teaching professors at least once per year, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned over a three-year period
- professors and nonprobationary teaching professors at least once every three years
- any faculty member not currently scheduled for review at the chair's discretion. Such reviews are normally triggered by low or declining student evaluations or other evidence of the need for providing assistance in improving teaching.
- a faculty member not currently scheduled for review, upon that individual's request, to the extent that time permits. Reviews conducted at the request of the faculty member are considered formative only. The department chair is informed that the review took place, but the report is given only to the faculty member who requested the review. Faculty seeking formative reviews should also seek the services of the Drake Institute for Teaching and Learning.

Reviews conducted at the discretion of the department chair or at the request of a faculty member focus on the specific aspects of instruction requested by the chair or faculty member.

Regularly scheduled peer teaching observations (the first three situations listed above) are comprehensive and should include, in addition to class visitation, review of course syllabi and related instruction materials. In the case of peer observation for the purposes of promotion and tenure reviews, the class observation is conducted by one or more senior peers whom the promotion and tenure chair has identified in consultation with the candidate. The peer observer

should meet with the candidate to establish a time for the visit and to understand the goals of the course and the candidate's teaching philosophy. If possible, the peer observer should attend two different class sessions over the course of the semester.

In observing the course and reviewing the syllabus and other materials, the peer observer 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. At the conclusion of the class visits, the observer meets with the candidate to give feedback and also submits a written report to the department chair, copied to the candidate. The candidate may provide written comments on this report and the observer may respond if he/she wishes. The reports are included in the candidate's promotion and tenure dossier.

## Appendix

### American Sign Language Teaching Faculty

By arrangement with the Ohio State University Center for Languages, Literatures, and Cultures (CLLC), the Department of French and Italian will serve as TIU for American Sign Language (ASL) teaching faculty.

ASL Teaching Faculty members are expected to contribute to the missions of the ASL Program and/or the Center for Teacher Training and Deaf Equity through excellence in teaching and service. Excellence in teaching means the provision to all students of the opportunity to realize their full capabilities for learning through commitment to effective pedagogy and learner needs. Excellence in service means significant engagement with one or more publics, including the ASL Program and the Center for Teacher Training and Deaf Equity, university, the Deaf communities, the state of Ohio, the nation, and professional organizations.

Voting rights

ASL Teaching Faculty at all ranks have no voting rights in the Department of French and Italian. They may, however, vote on teaching faculty appointments, reappointments, and promotions in the ASL program and in the Center for American Sign Language Teacher Training and Deaf Equity. All ASL teaching faculty may vote on the initial appointment of an ASL assistant teaching professor, associate teaching professor, or teaching professor. A vote on the appropriateness of the proposed rank must then be cast by all nonprobationary ASL teaching faculty of equal or higher rank than the position requested. All nonprobationary associate teaching professors and all nonprobationary teaching professors may vote on the reappointment and promotion reviews of assistant teaching professors. All nonprobationary teaching professors may vote on the reappointment and promotion reviews of associate teaching professors, and the reappointment of teaching professors.

Searches

Searches for ASL teaching faculty generally proceed as for French and Italian tenure-track faculty (see Section IV.B. of the Appointments, Promotion, and Tenure document), with the exception that ASL candidates will not make a presentation during their interview. Searches are initiated and conducted by the Director of the Center for Languages Literatures and Cultures.

Appointment

Appointments of ASL Teaching Faculty will generally meet the criteria outlined in the department's Appointments, Promotion, and Tenure document (see Section IV.A.1). Qualifications for ASL Teaching Faculty will be judged on earned degrees, but other factors, including but not limited to equivalent experience, which may be considered by the TIU in determining whether a faculty member is qualified. The minimum requirement for appointment at the rank of ASL assistant teaching professor is an earned Master's degree or other terminal degree or equivalent experience, as well as a strong record of teaching for at least three years. Evidence of ability to teach effectively, such as consistently positive university evaluations of teaching from at least two courses at the elementary level and one or two courses at the intermediate level (if possible), as well as a consistent record of positive peer observation reviews (if available), is required. Presentations or participation at conferences, workshops, and professional development events are highly desired. Appointment at the rank of associate teaching professor requires that the individual minimally have a Master's degree, and meet the criteria for ASL assistant teaching professor. In addition, for appointment at the associate level, the individual must have at least two of the following: presentations or participation at conferences, workshops, professional

development events.

Initial appointments at all levels must be probationary for 5 years; reappointments may be for 3-5 years for assistant and associate positions, and up to 8 years for teaching professors.

The ASL Teaching Faculty follow the guidelines indicated below. Although the Department of French and Italian is their official TIU, they have no duties, responsibilities, or workload in French and Italian. All duties and responsibilities associated with their appointment are in the ASL Program and/or the Center for ASL Teacher Training and Deaf Equity, and will be provided in the job description included in their letter of appointment.

Reappointment

The Director of the Center for Languages Literatures and Cultures must determine in the penultimate year of an ASL teaching faculty member's appointment whether the position will continue. There is no presumption of reappointment at the end of a given appointment period.

If the position will not continue, the faculty member should be so informed, subject to the relevant standards of notice set forth in Faculty Rule 3335-6-08 (typically the notice period is at least one year). In this situation, a review is not appropriate. If the position will continue, the faculty member must undergo a formal review so that the unit and college may determine whether it is appropriate to renew the appointment.

The initial appointment for a teaching faculty member is considered a probationary appointment. Reappointment reviews for probationary ASL teaching faculty will follow the guidelines established in the Department of French and Italian (see the department's Appointments, Tenure, and Promotion document, Section V.D). The Director of the CLLC is responsible for completing the review and providing their recommendation to the chair of the TIU.

Teaching faculty members who have been approved for reappointment are no longer probationary; subsequent reappointment reviews occur in the CLLC. The Director will make a recommendation to the chair of the TIU. Reappointment decisions rest with the chair.

Promotion reviews for teaching faculty are separate from reappointment reviews and occur in the fall of each year under the same schedule as tenure track promotion reviews. Re-appointment contracts may be completed the time of a successful promotion review. Promotion reviews are always non-mandatory and there is no set time in rank.

Annual review

ASL Teaching Faculty will submit the same annual review materials as the rest of the ASL instructional team to the Director of the Center for Languages Literatures and Cultures, which will be advisory to the TIU chair.

Procedures for non-mandatory promotion application and review of ASL teaching faculty

For promotion to associate teaching professor, the individual must have at least two of the following: a presentation or participation at a professional conference, a workshop, or a professional development event. Promotion from associate teaching professor to teaching professor requires a minimum of two of the following: a presentation or participation at a professional conference, a workshop or a professional development event, or a collection of pedagogical materials created for and approved by the ASL Program, the ASL Center for Teacher Training and Deaf Equity, or produced and evaluated as publishable for a wider audience. A record of successful teaching (and service, if applicable) is expected.

The candidate prepares a complete and accurate dossier that follows the Office of Academic Affairs dossier outline that lists activities during the appointment period. The candidate bears full responsibility for all parts of the dossier that they are to complete, though the CLCC director will make reasonable efforts to verify citations. The candidate is also responsible for collecting any copies of scholarship (e.g., articles, books, digital works) submitted for the purposes of verification or for the review by the eligible faculty and director of the CLLC. These supplementary materials are NOT submitted to the college. The CLLC will retain in the faculty member's personnel file all annual review and any peer evaluation of teaching letters that are generated during the appointment period and include them as required in the materials submitted to the eligible faculty and to the college.

The review process for promotion materials for all ASL teaching faculty will follow the Department of French and Italian's current Appointments, Promotion and Tenure document (see section VI.B.1) for Teaching Faculty. The Director of the CLLC is responsible for completing the review and providing their recommendation to the chair of the TIU. The initial cohort of applicants will be reviewed under the Department of French and Italian's current APT document. Subsequent applicants may choose to be reviewed under the APT document that was in effect when they signed their letter of offer, on the date of their most recent reappointment, or on the date of their last promotion, whichever is most recent. An applicant who chooses to use an earlier document will notify the Director of the CLLC of this intent by submitting the APT document that was in effect at the time of offer, on the date of their most recent reappointment, or on the date of last promotion, when submitting their dossier and other materials for review. The deadline for doing so will be the unit's regular deadline for receiving the dossier and other materials for the review in question.

Applicants being considered for reappointment will have the opportunity to comment on the review letters (letter summarizing discussion of the eligible faculty and the letter from the Director of the CLLC), with a ten-day deadline, before sending to the college.

Peer review

ASL Teaching Faculty will have a peer review of their teaching scheduled minimally once per academic year. The review will be completed by a member of the same rank or above. The instructor will have the opportunity to respond to the review. The report and response, if provided, will be submitted with the rest of the annual review information.