

**Appointments, Promotion, and Tenure
Criteria and Procedures
The Ohio State University
School of Music**

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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 School of Music and its faculty are subject.

Should those rules and policies change, the School of Music 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 school director.

The Dean of the College of Arts and Sciences and the Office of Academic Affairs must approve this document before it may be implemented. It sets forth the school'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 school and delegate to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to school 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 college and its units; 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 affirmative action and equal employment opportunity](#).

II. School of Music Mission

The Ohio State University School of Music educates students for creative lives and professional fields in education, performance, musicology and music theory, music industry, composition, technology, and the health sector. As an integral part of a major public, land-grant university with a strong commitment to teaching, research, and service, the school builds upon the relationship that binds music to other academic, artistic, and entrepreneurial disciplines. The school aims to provide instruction in the study and practice of music at the highest level, and in so doing, to promote an awareness of music as a humanistic study.

The school encourages musical research in all its dimensions by providing students and faculty opportunities for performance, creative activity, and scholarly inquiry. The school is dedicated to sustaining and advancing musical culture in the academy and in society at large, and it endeavors to be present and actively engaged with communities within the university, its urban setting, the state of Ohio, and beyond. Recognizing the dynamic and evolving character of music in contemporary life, the school acknowledges an ongoing responsibility to regularly evaluate its programs and procedures, and to explore a reimagining of its mission. In keeping with the university's broader mission, the school is committed to nurturing the best of Ohio's students, while maintaining inclusive excellence by fostering national and international recruitment

pathways.

III. Definitions

A. Committee of the Eligible Faculty

The eligible faculty for appointment (hiring), reappointment, promotion, and promotion with tenure reviews must have their primary appointment in the School of Music.

The school director, 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, or promotion and tenure.

1. Tenure-track Faculty

Initial Appointment Reviews

Appointment Review. For an initial appointment (hiring) review of an assistant professor, the recommendation to the school director is the responsibility of the search committee.

Rank Review. For an initial appointment review at senior rank (associate professor or professor), the eligible faculty consists of all tenured faculty of equal or higher rank than the position requested.

Reappointment, Promotion, or Promotion & 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. Teaching Faculty

Initial Appointment Reviews

Appointment Review. For an initial appointment (hiring or appointment change from another faculty type) review of an assistant teaching professor, the recommendation to the school director is the responsibility of the search committee.

Rank Review. For an initial appointment review at senior rank (associate teaching professor or teaching professor), the eligible faculty consists of all tenured faculty of equal or higher rank than the position requested, and all 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. Nonprobationary teaching faculty are those who have been renewed beyond their first employment contract.

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

3. Associated Faculty

Initial Appointment, Reappointment

Initial appointment (hiring or appointment change from another faculty type) of compensated associated faculty members follows a job posting in Workday (see Section IV.B), a formal search, and candidate interviews. The recommendation to the school director is the responsibility of the search committee. The reappointment of associated faculty members is decided by the school director in consultation with the respective area head and/or Executive Committee (the school director, the associate director of undergraduate studies, the associate director of graduate studies, and any additional designees).

Initial appointments at senior rank, which likewise follow a job posting in Workday, a formal search, and candidate interviews, 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 divisional dean.

Promotion Reviews

Associated faculty are eligible for promotion but not tenure if they have adjunct titles 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 above.

The promotion of a lecturer to senior lecturer is decided by the school director in consultation with the respective area head and/or Executive 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 school does not have at least three eligible faculty members who can undertake a review, the school director, after consulting with the divisional dean, will appoint a faculty member from another tenure-initiating unit within the college.

B. Promotion & Tenure Committee

The School of Music has a Promotion & Tenure Committee that assists the eligible faculty in managing personnel and promotion and tenure reviews. The committee normally consists of:

- At least two professors; term of service is three years.
- At least one associate professor; term of service is two years.

When considering cases involving teaching faculty the Promotion and Tenure Committee may be augmented with nonprobationary teaching faculty members at the rank of associate professor or professor.

The membership of the committee is elected by the eligible faculty for both tenure-track and teaching faculty through a nomination process and an electronic ballot. Reappointment of a committee member for a subsequent term is possible. The committee will appoint its own chair-elect, maintain a chair, and thus have a past-chair, each on a one-year term, and must be held by a tenured faculty member. In the event the committee is unable to determine a chair-elect, the school director will appoint one.

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 school director 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. Abstentions are not votes. Faculty members are strongly encouraged to consider whether they are participating fully in the review process when abstaining from a vote on a personnel matter.

Absentee ballots and proxy votes are not permitted, but participating fully in discussions and voting via remote two-way electronic connection are allowed.

1. Appointment

Concerning the initial appointment of a faculty member at senior rank, a positive recommendation from the eligible faculty for appointment is secured when two-thirds of the votes cast are positive. Should a negative recommendation take place and the appointment at senior rank be finalized, all faculty will support the incoming faculty member with the same collegiality as would normally take place.

In the case of a joint appointment, the School of Music must seek input from a candidate’s joint-appointment tenure-initiating unit prior to their appointment.

2. Reappointment, Promotion & Tenure, and Promotion

A positive recommendation from the eligible faculty for reappointment, promotion & tenure, and promotion is secured when a two-thirds of the votes cast are positive. Should a negative recommendation take place and the reappointment, promotion & tenure, promotion, and/or contract renewal be finalized, all faculty will support the respective faculty member with the same collegiality as would normally take place.

In the case of a joint appointment, the School of Music must seek input from a candidate’s joint-appointment tenure-initiating unit prior to their reappointment, promotion and/or tenure.

IV. Appointments

Types of faculty appointments in the School of Music include tenure-track faculty, teaching faculty, and associated faculty, which can include visiting faculty, lecturers, and adjunct faculty.

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, as stipulated in the college guideline [Appointments, Promotion, and Tenure document](#), Section IV. B.

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.

A. Criteria

1. Tenure-track Faculty

The School of Music (hereafter SOM) is committed to making strategic faculty appointments which enhance or have strong potential to enhance the quality, inclusive excellence, and productivity of the SOM. Significant considerations include the prospective faculty member's academic and professional record in teaching, scholarship/creative activity, and service; the potential for professional growth in each of these three areas; and the potential for collaborating and interacting with colleagues and students in a way that will enhance academic work to further attract other outstanding faculty and students to the SOM. If a search process does not yield one or more candidates who would enhance the quality of the SOM, the recommendation for no offer will be extended.

2. Instructor

Appointment at the rank of instructor is to be made only when the offered appointment is that of assistant professor, but requirements for the terminal degree, as advertised on the job posting, have not been completed by the candidate at the time of appointment. Procedures for appointment are identical to that of assistant professor. The SOM will make every effort to avoid such appointments and 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 beginning of the third year of appointment, the third year is the terminal year of employment.

Upon promotion to assistant professor, the respective faculty member may request prior service credit for time spent as an instructor. This request must be approved by the SOM eligible faculty, the school director, the divisional 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.

3. Assistant Professor

It is expected that any individual who is appointed as an assistant professor will have earned a terminal degree or commensurate experience in an appropriate field of study. They will show potential to become a nationally recognized scholar, researcher, or performer, as an effective teacher at both the undergraduate and graduate levels, and demonstrate willingness to provide high-quality service to their field and institution. At the time of appointment to the rank of assistant professor, the individual must have a strong potential to attain tenure and advance through the ranks in a timely fashion.

An appointment at the rank of assistant professor is always probationary and may not exceed six years, including prior service credit. Mandatory review for promotion and tenure occurs no later than the sixth year of appointment as an assistant professor. For individuals not recommended for promotion and tenure after the mandatory review, the seventh year will be the final year of employment. Similarly a probationary appointment may be terminated at any time subject to the notice provisions of Faculty Rule [3335-6-08](#) and the provisions of paragraphs (G) and (H) of Faculty Rule [3335-6-03](#). Review for tenure prior to the mandatory review year is possible when the Promotion & 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.

4. Associate Professor

It is expected that an individual appointed as an associate professor with or without tenure is a nationally and/or internationally recognized scholar or performer with a high-quality portfolio of research or creative activity, has demonstrated excellence in teaching undergraduate and graduate students, and demonstrated inclusive excellence in service/outreach to the profession and field as well as locally to the university. It is expected at the time of appointment to the rank of associate professor that the individual has strong potential to advance to the rank of professor in a timely fashion.

A probationary appointment at the rank of associate professor without tenure 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 or the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

Appointment offers at the rank of Associate Professor and offers of prior service credit require prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Affairs.

5. Professor

It is expected that an individual appointed to the SOM faculty as a professor with tenure has established a national or international reputation as a leading scholar or performer in their field with an outstanding body of scholarship or other creative activity, has demonstrated excellence in teaching at graduate and undergraduate levels and has demonstrated a record of high-quality service to their field and institution.

Appointment offers at the rank of Professor and offers of prior service credit require prior approval of the Office of Academic Affairs. Appointments at the rank of professor without tenure should not occur. Offers to foreign nationals require prior consultation with the Office of International Affairs.

6. Teaching Faculty

The SOM is committed to making strategic faculty appointments which enhance or have strong potential to enhance the quality, inclusive excellence, and productivity of the SOM. The significant considerations include the prospective faculty member's academic and professional record in teaching, scholarship/creative activity, and service; the potential for professional growth in each of these three areas; and the potential for collaborating and interacting with colleagues and students in a way that will enhance their academic work to further attract other outstanding faculty and students to the SOM. If a search process does not yield one or more candidates who would enhance the quality of the SOM, the recommendation for no offer will be extended.

The following are distinctions unique to teaching faculty:

Except for those appointed at the rank of instructor, for whom a contract is limited to three years, the initial contract for all 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.

Teaching appointments exist for faculty members who focus principally on the education needs of students in the School of Music. Teaching faculty members are expected to contribute to the SOM's education and research mission as reflected in undergraduate and graduate program development and teaching. Teaching 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 SOM.

Tenure is not granted to teaching faculty. There is no presumption that subsequent contracts will be offered, regardless of performance.

7. Teaching Instructor

Similar to instructors under the tenure-track, appointment at the rank of teaching instructor is to be made only when the offered appointment is that of assistant teaching professor, but requirements for the terminal degree, as advertised on the job posting, have not been completed by the candidate at the time of appointment. Procedures for appointment are identical to that of assistant teaching professor. The SOM will make every effort to avoid such appointments and an appointment at the instructor level is limited to three years. Promotion to assistant teaching professor occurs without review the semester following completion of the required credentialing. When a teaching instructor has not completed requirements for promotion to the rank of assistant teaching professor by the beginning of the third year of appointment, the third year is the terminal year of employment.

8. Assistant Teaching Professor

It is expected that any individual who is appointed as an assistant teaching professor will have earned a terminal degree or commensurate experience in an appropriate field of study. They will show potential as an effective and leading teacher at both the undergraduate and graduate levels. Depending on the composition of their workload agreement, they will demonstrate willingness to provide high-quality service to their field and institution and/or to the potential to contribute as a nationally recognized scholar, researcher, or performer.

9. Associate Teaching Professor

Appointment at the rank of associate teaching professor requires that the individual have earned a terminal degree or commensurate experience in an appropriate field of study, and meet, at a minimum, the SOM's criteria in teaching for promotion to this rank. Depending on the composition of their workload agreement, they will demonstrate willingness to provide high-quality service to their field and institution and/or to the potential to contribute as a nationally recognized scholar, researcher, or performer.

10. Teaching Professor

Appointment at the rank of teaching professor requires that the individual have earned a terminal degree or commensurate experience in an appropriate field of study, and meet, at a minimum, the SOM's criteria in teaching for promotion to this rank. Depending on the composition of their workload agreement, they will demonstrate willingness to provide high-quality service to their field and institution and/or to the potential to contribute as a nationally recognized scholar, researcher, or performer.

11. Associated Faculty

Associated faculty appointments may be as short as a few weeks to assist with a focused project (e.g., a residency), 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 school, such as teaching a course or serving on graduate student committees, for which a faculty title is appropriate. 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 requires that the individual have, at a minimum, a Master's degree in a field appropriate to the subject matter to be taught. 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 a terminal degree 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 appointment for a senior lecturer should generally not exceed one year.

Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor. Visiting faculty appointments may either be compensated or uncompensated. Visiting faculty members on leave from 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. Visiting faculty appointments may be renewed annually for only three consecutive years.

12. Regional Campus Faculty

As the missions of the regional campuses emphasize undergraduate instruction, regional campus criteria for appointment at the tenure-track ranks of assistant professor, associate professor, and professor are similar to those of the 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.

13. 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, and 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 school director (regional campus

dean/director 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) will review the application and make a recommendation to the school director. The school director will decide upon the request, and if appropriate submit it to the divisional dean. 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 [3335-5-04](#), 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.

14. Courtesy Appointments for Faculty

The active academic involvement in the School of Music by a faculty member from another unit at Ohio State sometimes warrants the offer of a courtesy (0% FTE) appointment. Appropriate active involvement includes research collaboration, graduate student advising, teaching some or all of a course, 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.

The School of Music's procedures for appointing new faculty are consistent with the [OAA Policy on Faculty Recruitment and Selection](#) and the [Policy on Faculty Appointments](#) which provide 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 on the Columbus Campus

A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. This includes all external candidates for all faculty 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 provides approval for the SOM 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 school director appoints a search committee consisting of four or more faculty who reflect the field of expertise that is the focus of the search and at least one other field within the SOM. In some cases, where the position may be interdisciplinary in nature, it is expected that members of the search committee will be drawn from other departments as well.

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 AA/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 and diverse 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 outreach. This section also includes ideas and resources for developing qualified, diverse talent pools to ensure alignment with Affirmative Action/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, fairness, and equity 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.

After the interviews, the faculty of the SOM have an opportunity through email and direct discussion to express their perceptions and preferences to the search committee members. The search committee reports a recommendation on each candidate to the director. The report may include a summary of votes for each candidate as *acceptable*, *acceptable with reservations*, or *unacceptable*. A formal ranking of the candidates should be avoided. In the event that more than one candidate achieves the level of support required to extend an offer, the director establishes a ranking based on the committee’s report and the needs and shared vision of the SOM. At that time, terms of the hire, including salary, teaching load, and other features of the position will be discussed and determined in consultation with the divisional dean.

If an offer involves senior rank, the eligible faculty members vote on the appropriateness of the proposed rank. If an 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 director. All offers at the associate professor (with or without tenure) and professor ranks and all offers of prior service credit require the prior approval of the College of Arts and Sciences and the Office of Academic Affairs. After deliberations have been concluded within the SOM, the director will then contact the divisional dean to provide a summary of the interviews and recommendation for hiring.

The school is advised to 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. Teaching Faculty on the Columbus Campus

Searches for teaching faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate’s presentation during the interview is primarily on teaching 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 school director, 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 on the 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) and candidate interviews. The appointment is then decided by the school director based on recommendation from the search committee. The review and reappointment of all compensated associated faculty are decided by the school director in consultation with the respective area head and/or the Executive Committee.

Compensated associated appointments are generally made for a period of one to three years, unless a shorter or longer period is appropriate to the circumstances.

Appointment and reappointment of visiting faculty may be proposed by any faculty member in the SOM and are decided by the school director in consultation with the respective area head and/or the Executive Committee.

Associated faculty appointments are generally made for a period of one to three years, unless a shorter period is appropriate to the circumstances. All associated faculty appointments expire at the end of the appointment term and must be formally renewed to be continued. Associated faculty appointments may be renewed only when the academic service for which the appointment was made continues.

Visiting appointments are limited to three years at 100% FTE. Lecturer appointments are usually made on a semester-by-semester basis, although renewable annual contracts are possible.

Lecturer and senior lecturer appointments are made on an annual basis and occasionally semester by semester. After the initial appointment, and if the school'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. For the hiring of regional campus-based faculty, the dean/director of the regional campus, in consultation with the college dean and the school director, will authorize a search. 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 school director to reach agreement on the description before the search begins. The regional campus search committee must include at least one representative from the SOM in the respective area of the search.

Candidates are interviewed by, at a minimum, the regional campus dean, the dean of the College of Arts and Sciences, divisional dean or their designee, the school director, and regional campus search committee. 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 school director and regional campus dean. Until agreement is reached, negotiations with the candidate may not begin. Letters of offer must be signed by the school director and the regional campus dean.

6. Courtesy Appointments for Faculty

Any SOM faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track or teaching faculty member from another Ohio State unit. A proposal that describes the uncompensated academic service to the SOM justifying the appointment is considered at a regular faculty meeting. If the proposal is approved by the eligible faculty, the school director

extends an offer of appointment. The school director reviews all courtesy appointments every three years to determine whether they continue to be justified, and takes recommendations for non-renewal to the faculty for a vote at a regular faculty meeting.

V. Annual Performance and Merit Review Procedures

The School of Music follows the requirements for annual performance and merit review as set forth in the [Policy on Faculty Annual Review and Reappointment](#) which stipulates that such reviews much 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 and review the goals of which a faculty member's performance will be assessed in the future; and
- Document faculty performance in the achievement of stated goals in order to determine salary increase and other resource allocations, progress towards promotion, and, in the event of poor performance, the need for remedial steps.

Depending on their appointment type, the annual performance and merit reviews of every faculty member are based on expected performance in teaching, scholarship, and/or service as set forth in the SOM'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 school director is required (per Faculty Rule [3335-3-35](#)) to include a reminder in the annual performance and merit 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, all faculty members (50% FTE and higher) must submit the following documents to the school director no later than March 15. For Assistant Professors, Assistant Teaching Professors, and full-time (100% FTE) Lecturers, the following documents should be submitted to the faculty member's mentors for feedback no later than March 1.

- The faculty member's completed Annual Workload Report (AWR) document applicable to the cycle, the previous calendar year (January 1 – December 31), under review.
- The Office of Academic Affairs dossier outline, the Annual Activity Report (AAR), from the [Policies and Procedures Handbook](#), Volume 3 (*required for probationary faculty*) or updated documentation of performance and accomplishments (*non-probationary faculty*) from the previous calendar year (January 1 – December 31),
- Current and updated CV, which will be made available to all faculty in an accessible place.

These three required documents – the AWR, AAR, and a CV – combine form to the Annual Evaluation File (AEF).

Other documentation for the annual performance and merit review will be the same as that for consideration for promotion and/or tenure. Such 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 on the Columbus Campus

Every probationary tenure-track faculty member's AEF is reviewed annually by their respective area head and by the school director. The school director meets with the faculty member to discuss their performance and future plans and goals; and prepares a written performance evaluation on whether to renew the probationary appointment.

In cases where an area head may have more than ten (10) probationary tenure-track faculty dossiers to review, the school director may appoint the faculty member's area coordinator to review their dossier (e.g., the area coordinator of Woodwinds in place of the area head of Performance). In cases where the area head or appointed area coordinator to review are teaching faculty, an alternative tenured faculty member in the area will be appointed by the school director to review the dossier.

If the school director recommends renewal of the appointment, this recommendation is final. The school director'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 school director's letter (along with the faculty member's comments, if received) is forwarded to the divisional dean. In addition, the annual review letter becomes part of the cumulative dossier for promotion and tenure (along with the faculty member's comments, if provided).

If the school director recommends non-renewal, 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 divisional dean makes the final decision on renewal or non-renewal of the probationary appointment.

1. Fourth-Year Review

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

External evaluations are solicited only when either the school director 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 emerging 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. During the review meeting by the eligible faculty, the area head provides a verbal summary of the candidate to be discussed. The chair of the Promotion & Tenure Committee then conducts the discussion of the case, after which a non-binding straw vote is conducted by secret ballot. The purpose of the straw vote is to ensure congruence between the case discussion and the vote. In the event the straw

vote is not reflective of previous discussion, further discussion of the case is warranted. At the conclusion of this discussion a final vote (binding) will be taken by secret ballot. A positive vote is 67% (two-thirds). Only those fully in attendance, either in-person or via remote two-way electronic connection, may participate in the discussion or the vote. Abstentions are removed from the total voting contingent.

The Promotion & Tenure Committee Chair forwards a record of the vote and a written performance review to the school director. The school director 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 SOM 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 school director recommends renewal or non-renewal.

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.

C. Tenured Faculty on the Columbus Campus

Associate professors' AEFs (Annual Evaluation Files) are reviewed annually by area coordinators, who submit a written performance review to the school director along with comments on the faculty member's progress towards promotion.

The school director conducts an independent assessment; meets with the faculty member to discuss their performance and future plans and goals; and prepares a written performance evaluation on these topics. The faculty member may provide written comments on the review. These comments will be included in the faculty member's SOM personnel file.

Professors are reviewed annually by the school director, who 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 SOM, 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 SOM, the college, the university, the state of Ohio, 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, mentoring, 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 school director prepares a written evaluation of performance of these expectations. The faculty member may provide written comments on the review.

D. Teaching Faculty on the Columbus Campus

The annual performance and merit review process for teaching faculty is identical to that for probationary tenure-track faculty and tenured faculty, 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 school director music determines 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. There is no presumption of renewal of appointment.

E. Associated Faculty on the Columbus Campus

Compensated associated faculty in their initial appointment shall be reviewed before reappointment. The faculty member's area head prepares a preliminary written performance evaluation. The school director's recommendation on renewal of the appointment is final. If the decision is to renew, the school director may extend a multiple year appointment.

Compensated associated faculty members on a multiple year appointment are reviewed annually by the faculty member's area head, who prepares a written evaluation and meets with the faculty member to discuss their performance, future plans, and goals. No later than October 15 of the final year of the appointment, the school director will decide whether or not to reappoint. The school director's decision on reappointment is final.

F. Regional Campus Faculty

Regional campus tenure-track faculty are reviewed according to the process established on that campus, with the review focusing on teaching and service. Following the review by the regional campus, the regional campus dean meets with the school director 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 SOM, the school director 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 regional campus dean will provide the school director 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

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

Meritorious performance in teaching, scholarship, and service are assessed in accordance with the same criteria that form the basis for promotion decisions.

The school director recommends annual salary increases and other performance rewards to the divisional dean, who may modify these recommendations. In formulating recommendations, the school director consults with the SOM Executive Committee. The recommendations are based on the current annual performance and merit review as well as on the performance and merit review of the preceding 24 months. As a general approach to formulating salary recommendations, the school director divides faculty into at least four groups based on continuing productivity (high, average, low, and unsatisfactory) and considers market and internal equity issues as appropriate.

The school director should proactively engage in equity audits of faculty salary to ensure faculty salaries are commensurate both within the SOM and across the field of music. Salary increases should be based upon these considerations.

Faculty members who wish to discuss dissatisfaction with their salary increase with the school director 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 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 & Tenure and Promotion Reviews

Faculty Rule [3335-6-02](#) provides the following context for promotion with 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.

A. Criteria and Evidence that Support Promotion

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.

The essential basis for promotion to the rank of associate professor with tenure is a preponderance of convincing evidence provided in the AEF that the candidate has achieved excellence as a teacher, as a performing artist, composer, and/or scholar, and as a citizen of effective academic and professional service. Decisions will compare the entire body of work across the cumulative review period to the standards of excellence enumerated in the criteria. Moreover, this evidence should justify the expectation that the candidate will continue to make such valuable contributions relevant to the mission of the SOM in all of these categories.

The SOM considers music performance (which may include improvisation and new technologies), music composition and their allied fields of study and activity as research and scholarship, equivalent in stature to research- and scholarly activities in the academic areas of the SOM.

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 the SOM's academic mission at a high level for the duration of their time at the university.

Every candidate is to be held to a high standard of excellence in all aspects of their responsibilities. 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.

Excellence in research/creative activity is evidenced by national or international recognition based on an appropriate amount and rate of production of research and/or other creative/artistic endeavors. A successful candidate will have an emerging national or international reputation in their field. Work that is peer reviewed and/or invitational is given the greatest significance.

Excellence in teaching entails successfully conveying knowledge and skills to students. It can be measured by documentation and evidence which may include: student evaluations of instruction (SEI), teaching observation or portfolio review by peers, recognition and awards, successes of current and former students, significant course and/or program development or revision, invitational off-campus teaching, and continuing education and professional development. Excellence in teaching aligns with and supports the mission of the SOM.

Excellence in service entails participation and leadership in national and international professional organizations, in university and SOM faculty governance and committees, and in other service activities at the national, state, and local level. The service contribution during the probationary period of assistant professors may be limited by design. The candidate's dossier should contain indicators of commitment to future service.

In all areas of responsibility, activity should be conducted according to high standards of professional ethical conduct, consistent with the [American Association of University Professors' Statement on Professional Ethics](#).

Criteria for promotion to the rank of associate professor specific to each discipline are as follows:

a) Music Education

Creative and scholarly contributions in music education may take various forms. Accomplishment may be evidenced through published books, articles in journals, scholarly presentations, musical performances, and published compositions and arrangements. Products which receive dissemination nationally or internationally are expected, and products that are peer reviewed are given the most credit. Quality is valued more than quantity, though a record of steady productivity is important. Consideration is given to work in progress.

A significant record of service, including outreach, to the profession at the local, state, and national level is important, as is service to the music education area, the SOM, college, and university. Leadership at the national level is preferred. Conducting professional development workshops and clinics, consulting, and adjudicating events are considered service activities.

b) Musicology and Music Theory

Scholarly research is an essential purpose of these disciplines. Research leads to better teaching, to innovation in curricula, and to professional growth of the faculty, in addition to the development and application of scholarly knowledge. In the evaluation of research, special emphasis is placed on quality and originality. Consideration is given to work in progress. Evidence must indicate that the research accomplishments of the candidate are significant contributions to scholarship, recognized nationally or internationally.

Such evidence may include:

Publications: The kind, scope, and quality of publications are considered. Publications based on original research have primary importance as evidence of scholarly achievement. These typically consist of books, monographs, critical editions, articles, distributed digital resources and in some cases, reviews. Articles and reviews appearing in refereed publications receive greater weight than those appearing elsewhere.

Textbooks and other instructional tools are judged as scholarly works to the extent that they present new ideas or incorporate the results of scholarly research.

Presentations and performance activities: presentation of papers and participation in sections, panels, and symposia at professional meetings are considered in the evaluation of the candidate's scholarly achievement, as are musical performance activities informed by the candidate's scholarly research.

Invited presentations to academic or professional organizations receive special consideration.

Consideration is given to the candidate's role in group-research projects at the local, national, and international level.

c) Composition (Contemporary Music)

Candidates' work in composition is evaluated with respect to its originality, quality, and quantity.

Quality indicators include commissions and performances from noted artists and ensembles; public performances in important venues; radio and television broadcasts; performances at juried conferences and festivals; artist residencies; election to national office in important professional organizations; grants from state, national and international arts organizations; and publication of books and articles about the candidate's works.

d) Performance (Applied, Conducting & Ensembles, Jazz, Commercial Industry)

Music performance and its allied fields of study and activity are considered as research and scholarship by the School of Music, equivalent in stature to research and scholarly activities in the academic areas of the school.

Members of the performance, conducting & ensembles, and jazz faculty are expected to maintain an active creative/scholarly profile. Most of this activity will take the form of public performance, both at Ohio State and in other significant venues. Faculty members are expected to present a range of repertoire that highlights their personal musical strengths while enhancing exposure to diverse musical works.

Examples of creative activity and scholarship in the Performance; Conducting & Ensembles; and Jazz, Contemporary Music, and Commercial Music areas might involve various combinations of the following, listed without hierarchy:

- Performances in solo recital and/or chamber music
- Professional engagements with orchestras, wind bands, opera companies, choral and/or vocal ensembles, or jazz ensembles
- Professional engagements as an ensemble performer with orchestras, wind bands, opera companies, choral and/or vocal ensembles, or jazz ensembles
- Solo performances that are recorded, reviewed, and/or broadcast
- Scholarly writing that leads to publication of books and/or articles related to pedagogy, literature, history, theory, performance practice, acoustics, anatomy and physiology, performer wellness, etc.
- Lecture/demonstrations, adjudications, master classes
- Engagements as conductor, opera director, or other musical preparation staff

The quality of work accomplished, the stature of venues, and the significance of collaborating artists and professional music organizations are essential factors in evaluating a candidate's creative activity and scholarship.

Faculty members in conducting are expected to engage in sustained creative activity and/or scholarship that may include, but is not limited to, various combinations of the following (listed without hierarchy):

- Invited performance by an Ohio State ensemble at a regional, national, or international venue
- Performance or recording with a regional, national or international organization
- Conducting, guest-conducting, or performance in collaboration with a national large ensemble or chamber group
- Presentation or performance at a significant national or international conference
- Conducting an ensemble or collaborative performance for a recording on a label with high visibility and reviews
- Administration and/or artistic direction of a symposium, music festival, or other significant event
- Invited clinics, master classes, adjudications, or workshops at a significant regional, national or international venue
- Publication of a book
- Publication of an article in a journal
- A college or university or professional award for scholarship, creative research, or performance excellence
- A regional, national, or international competition prize or award
- Receipt of a School of Music or University award
- Well documented evidence of the continuing impact of creative and scholarly works, e.g., reviews, citations, reports etc.

Criteria for the evaluation of teaching in performance may include: student performance in juries, solo, and ensemble performances; notable achievements of current and former students in performance and employment; the candidate's accomplishments in recruiting, retention, and career development of outstanding students; teaching observation by peers, and student evaluations of instruction (SEI).

The SOM recognizes that the evaluation of teaching should take into account both the variability of teaching loads in the studio and classroom, as well as the distribution of graduate and undergraduate students in the candidate's teaching load.

2. Promotion to Professor

Faculty Rule [3335-6-02](#) establishes 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.

Specific criteria in teaching, artistic achievement and/or scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure, with added emphasis on sustained accomplishment and quality of contributions, a record of continuing professional growth, before and after tenure, and evidence of an established national and/or international reputation as a leader in the field.

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. Promotion should reflect the reality that (a) not all faculty members have the same distribution of assignments (b) not all faculty members will be able to contribute excellence equally in all evaluation dimensions; and (c) there is a multi-faceted institutional responsibility that must be achieved by the skills of the faculty collectively. Promotion to professor should be awarded not only to those faculty who have demonstrated impact in their scholarship of research and creative inquiry, teaching and learning, and service, but also to those who have exhibited excellence in leadership to make visible and demonstrable impact upon the mission of the school, college, and university.

External hires at the associate professor or professor level with tenure will demonstrate the same accomplishments in scholarship, teaching and service as persons promoted within the university.

3. Promotion to Associate Teaching Professor

For promotion to associate teaching professor, a faculty member must show convincing evidence of excellence as a teacher, and effective activity in research/creative activity and/or service. Additionally, the candidate must display the potential for continuing a program of high-quality teaching relevant to the mission of the School of Music. Specific criteria in teaching are similar to those for promotion to associate professor with tenure but with a focus on a higher proportion of time allocation. Criteria for promotion in research/creative activity and/or service area adjusted to recognize the candidate's predominant time allocation to teaching responsibilities.

Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

4. 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 the SOM and to the profession; and production and dissemination of scholarly/creative activity pertinent to the faculty member's teaching and pedagogy.

Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

5. 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 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.11.

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

6. 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. The essential basis for promotion and tenure for regional campus tenure-track faculty is convincing evidence that the candidate has achieved excellence as a teacher, as an artist and/or scholar, and as a provider of effective academic and professional service. Moreover, this evidence should make it reasonable to anticipate that valuable contributions will continue to be made in all these areas relevant to the missions of the SOM and the university. This expectation is balanced by the understanding that the relative weight of teaching and service is ordinarily greater on regional campuses because the mission of the regional campuses is to provide quality instruction and serve the academic needs of their communities. For that reason, the SOM recognizes that the greater teaching and service commitments of regional campus faculty require different expectations for scholarly and creative output. Nevertheless, the SOM expects regional campus tenure-track faculty members to establish a program of quality scholarship and creative activity. The judgment of whether a particular level of productivity meets the SOM's standards for tenure and/or promotion will take into consideration the regional campuses' different mission, higher teaching and service expectations, and more limited access to research resources. With this consideration in mind, the SOM will use the same criteria as described above for the promotion of tenure-track faculty.

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

B. Procedures

The SOM's procedures for promotion & 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 Teaching Faculty on the Columbus Campus

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 school'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 SOM guidelines. Each of these elements is described in detail below.

1) **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. The candidate should consult the area head, members of the Promotion & Tenure Committee, and area colleagues during dossier preparation. 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 they are to complete.

The time period for **teaching** documentation to be included in the dossier for probationary faculty is the start date to present. For tenured or non-probationary 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 tenured or non-probationary 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.

Excellence in teaching is documented in part by formal peer-review and through the use of the SEI protocol required by the SOM. Valuable activities include the institution of new courses and the advising and mentoring of undergraduate and graduate students. Because the recruitment and retention of outstanding students is essential for the overall excellence of the SOM, performance in this area is another criterion to be addressed in the teaching component.

For **scholarship/creative activity** 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 demonstrated scholarly independence. Information about scholarship produced prior to the start date (for probationary faculty) or date of last promotion or reappointment 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.

The spectrum of scholarship and creative activity across the school reflects the breadth and richness of the discipline of music. The definition and standards for “superior attainment” in scholarship and/or creative/artistic endeavor notwithstanding, the faculty member must demonstrate a record of sustained growth and distinction in their area of specialization.

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.

Excellence in faculty service involves contributions directed to both the institution and the profession. Such contributions are exemplified by, but not limited to:

Membership on school, college, and university committees.

Membership and offices held in professional organizations.

Service on editorial boards, committees of professional organizations, and as evaluator of performances, composition, and scholarship.

Service to university, student, and community organizations through musicianship or musical scholarship.

Service to university, student, and community organizations in extra-musical ways.

Service as an administrator at area, school, college, or university levels.

While the particular variety of service contributions will differ from one faculty member to the next, the effective governance of the school requires that all faculty members accept responsibility for an equitable share of the service load.

The complete dossier is forwarded when the review moves beyond the SOM. The documentation of teaching is forwarded along with the dossier. The documentation of scholarship and service is for use during the school review only, unless reviewers at the college and university levels specifically request it.

2) **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 School of Music's current APT document; or, alternatively, they may elect to be reviewed under (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 SOM.

3) **External Evaluations**

If external evaluations are required, candidates are responsible for reviewing the list of potential external evaluators developed by the school director and the Promotion & 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 school director decides whether removal is justified. (Also see External Evaluations below.)

b) Promotion & Tenure Committee Responsibilities

The responsibilities of the Promotion & 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 two-thirds majority of those eligible to vote on a request must vote affirmatively for the review to proceed.
 - The committee bases its decision on assessment of the record as presented in the faculty member's CV and on a determination of the availability of all required documentation for a full review (student and peer evaluations of teaching). Lack of the required documentation is necessary and sufficient grounds on which to deny a non-mandatory review.
 - A tenured faculty member may be denied a formal promotion review under Faculty Rule [3335-6-04](#) for only 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 school director, or any other party to the review to making a positive recommendation during the review itself.
- Annually, in late spring through early autumn semester, to provide administrative support for the promotion and tenure review process as described below.
 - **Late Spring:** Select from among its members a Procedures Oversight Designee (POD) who will serve in this role for the following year. The POD cannot be the same individual who chairs the committee. The POD's responsibilities are described in the Office of Academic Affairs [annual procedural guidelines](#).
 - **Late Spring:** Suggest names of external evaluators to the school director. The external evaluators will be drawn predominantly from the lists of peer and aspirational peer programs (see Section VI.B.4). Justification will be provided in cases when a suggested evaluator is from a program not included on these lists.
 - **Early Autumn:** Review candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with candidates to assure that needed revisions are made in the dossier before the formal review process begins.
 - Meet with each candidate for clarification as necessary and to provide the candidate an opportunity to comment on 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.

- 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 perspective expressed during the meeting; and forward the completed written evaluation and a recommendation to the school director.
- 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 school director in the case of joint appointed from another tenure-initiating unit. The full eligible faculty does not vote on these cases since the school director's recommendation must be provided to the other tenure-initiating unit substantially real right that's the committee being meeting on the SOM's cases.

c) Committee of the Eligible Faculty Responsibilities

The responsibilities of the members of the Eligible Faculty Committee 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. This evaluation is to be based on the core dossier and supporting material, as well as on *direct* knowledge of the candidate's teaching, service, and research or performance.
- 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) School Director Responsibilities

The responsibilities of the school director are as follows:

- 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 SOM must ensure that such questions are asked of all candidates in a non-discriminatory manner.) For tenure-track assistant professors, the school director will 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 & Tenure Committee, the school director, and the candidate. (Also see External Evaluations below.)
- To solicit an evaluation from a TIU head of any TIU in which the candidate has a joint appointment. This evaluation should be shared at the school-level of the review and incorporated with the review by the school director.
- To make each candidate's dossier available in an accessible place for review by the eligible faculty at least two weeks before the meeting at which specific cases are to be discussed and voted.

- To charge each member of the Eligible Faculty Committee to conduct reviews free of bias and based on criteria.
- 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 school director 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 SOM review process:
 - of the recommendations by the eligible faculty and school director;
 - of the availability for review of the written evaluations by the eligible faculty and school director; and
 - of the opportunity to submit written comments on the above material, within ten calendar days from receipt of the letter from the school director, for inclusion in the dossier. The letter is accompanied by a form that the candidate returns to the school director, indicating whether or not they will submit comments.
- To provide a written response to any candidate comments that warrant 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 TIU head's independent written evaluation and recommendation, to the TIU head of the other tenure-initiating unit by the date requested.

e) Area Head Responsibilities

For probationary faculty, the area head shall thoroughly examine the candidate's dossier, including faculty activity reports, statements of goals, updated curriculum vitae, peer reviews, and previous letters of evaluation. During the promotion and tenure meeting, the area head provides a verbal summary of the candidate to be discussed.

The candidate should consult the area head, members of the FEC, and area colleagues during dossier

preparation.

2 Procedures for Associated Faculty on the Columbus Campus

Adjunct faculty 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 school director's recommendation is negative (a negative recommendation by the director 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

Tenure-track 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 school director, 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 school director.

Teaching Faculty: 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/director. Following the review, the dean/director consults with the school director. 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

The SOM will seek external evaluations predominately from evaluators in the following programs:

Peer Institutions

Michigan State University
North Carolina Chapel Hill
Penn State University
Rutgers University
University of Illinois at Urbana-Champaign
University of Iowa
University of Kansas
University of Minnesota
University of North Texas
University of Wisconsin Madison

Near- Peer Institutions

Florida State University

Indiana University
University of Colorado Boulder
University of Michigan
University of Texas-Austin

Justification will be provided in each case when a suggested evaluator is from a program not included on these lists.

External evaluations of scholarly/creative research activity and are obtained for all tenure-track promotion & tenure or promotion reviews. External evaluations of research activity are not obtained for teaching faculty.

External evaluations of teaching activity are obtained for all teaching promotion reviews. External evaluations of teaching activity are not obtained for tenure-track faculty.

A conflict of interest for external reviewers exists if the reviewer is or has been to the candidate: a) a thesis, dissertation, or postdoctoral advisee/advisor; b) a research collaborator, which includes someone who has been a coauthor on a publication within the past 3 years, including pending publications and submissions; c) a collaborator on a project within the past 3 years, including current and planned collaborations; d) in a consulting/financial arrangement with the candidate within the past 3 years, including receiving compensation of any type (e.g., 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 reviewers just above). Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. The SOM will solicit evaluations only from professors with institutional affiliations predominately in the programs listed above. In the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from associate professors.
- Provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will "usefulness" be defined by the perspective taken by an evaluator on the merits of the case.

Since the SOM cannot control who agrees to write and or the usefulness of the letters received, more letters are sought than 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 school director, 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 the person(s) suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor the SOM requires that the dossier contain letters from evaluators suggested by the candidate.

The SOM 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 school director, 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 SOM'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 teaching faculty, for securing a reappointment.

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 Instruction (SEI)

Annual evaluation of teaching for all faculty members in the School of Music is an important element of formal evaluative processes, including promotion and tenure and merit pay determinations. To this end, all areas of the SOM employ the university's online Student

Evaluation of Instruction (SEI) instrument. Alternative surveying methods must be approved annually by the school director. The SOM does not rely solely on SEI responses to courses and instruction in their assessment of the quality of a faculty member's teaching. Formal student feedback represents only one among several categories of teaching evaluation in the SOM.

Other evaluative tools and categories include:

Syllabi, web pages, and other course materials

Self-assessment and statement of plans and goals

Peer evaluation of classroom and studio teaching

Customized evaluation instruments such as *Feedback on Your Instruction*, offered by the [Michael V. Drake Institute for Teaching and Learning](#)

The success of current and former graduate students and post-docs

Pedagogical materials adopted by other faculty

Demonstration of teaching expertise at other venues

Teaching awards or other recognitions

The SOM recognizes that all of these tools and modes of assessment may not apply to every faculty member in any given year. Inclusion of several evaluative criteria does indicate, however, that no single form of evaluation will take precedence over another. In addition, OAA recommends faculty members choose a day late in the semester when attendance is likely to be high if they are going to provide in-class time for students to complete the evaluation using a mobile application. The faculty member must leave the classroom during the time allotted for completing the evaluation. The faculty member should reiterate to students that the feedback provided in the evaluations is used both for performance reviews and to provide feedback that can be taken into account in future teaching.

B. Peer Evaluation of Teaching

To facilitate the peer-review process, two-member teams conduct formal reviews of teaching by evaluating a broad range of evidence associated with the teaching assignment of the candidate. This evidence must include direct observation, and may involve juries, student recitals, studio or classroom visits, and the evaluation of syllabi and other teaching materials. These visits may be pre-arranged or spontaneous. The resulting written evaluation of teaching is addressed to the area head, copied to the candidate, and placed in the candidate's file in the director's office for use by the area head, promotion & tenure committee, and the director in drafting review letters. This formal evaluation must be included and considered in the promotion and/or tenure review of the dossier.

The two-member teams are chosen by the area head, in consultation with the director and may include the area head, and if need be, one member from another area. If an area head is a candidate, the director participates in the choice. The candidate may review their personnel file and may place in that file a response to the peer evaluation.

For probationary faculty, formal peer-review of teaching is required at least once per year, and more often if deemed necessary by the area head and director. For tenured faculty seeking promotion, at least two formal peer-evaluations of teaching are required before making application. These formal evaluations are to date from separate academic years, not including the year of the review for promotion. Tenured faculty requesting formative peer-evaluation of teaching must notify the director, in writing, by the announced deadline early in autumn semester.

Informal peer-reviews of teaching by area heads are encouraged as part of the mentoring process. These evaluations are not required but can be included in annual and promotion/tenure dossiers at the discretion of the faculty member under review.

X. APPENDICES

APPENDIX A: Statement of Diversity

The Ohio State University School of Music recognizes that excellence is inseparable from Diversity, Equity, Inclusion, Access, and Belonging. We seek to enrich the educational experience of the students we serve and the community at large by acknowledging, respecting, and engaging with the ideas, perspectives, and music from diverse populations. We strive to be a place of mutual trust, inclusive excellence, safe dialogue, and understanding. We acknowledge the inequities that have permeated our performance spaces and the academy at large. We understand that we have a responsibility to develop opportunities for students and community members to engage in music making in a contemporary context. We aspire to be a pioneer in this work; a place where all voices are valued and heard. These efforts are ongoing and part of our mission to create a more equitable and diverse School of Music.

Search Initiatives to Enhance Diversity

At least one of the candidates invited to campus for the interview or audition should contribute to increasing the diversity of the SOM faculty. If the search committee judges that in the pool of candidates there is no qualified person who can contribute to the diversity of the SOM, it will explain its efforts to attract a diverse pool of applicants and will describe the pool of applicants and the pool of finalists before asking the director and dean to invite the finalists to campus for an interview. Vigorous efforts to ensure a diverse pool of highly qualified candidates are required. The SOM should encourage collaboration with other hiring agencies, such as Centers and Institutes, and wherever appointments may be interdisciplinary to ensure a diversity action plan is in place to recruit new faculty.

APPENDIX B: Mentoring of Assistant Professors, Assistant Teaching Professors, and Full-Time Lecturers

Mentoring in the School of Music has a single purpose: to provide a supportive, nurturing, and safe environment for discussion and informal advice.

Each faculty member who begins employment at the rank of tenure-track Assistant Professor, Assistant Teaching Professor, or full-time (100% FTE) Lecturer will be assigned two or three mentors by the school director. At least one of the mentors shall be the faculty member's respective area coordinator and/or area head. The mentor relationship shall be formally maintained through the new faculty member's promotion and/or tenure decision. New faculty hired with tenure shall be assigned a mentor who will serve for a period of two years. Assigned mentors will be documented in the AWR (Annual Workload Report).

During the first month of the new faculty member's appointment, the director will assign one colleague outside the new faculty member's home area to serve as mentor. This mentor will arrange for regular meetings with the new faculty member (the suggested minimum is one meeting per month during the academic year, and continuing through the tenure and/or promotion decision). The mentor's role will be to listen and advise regarding issues and concerns that arise. Mentors are reminded to maintain confidentiality with sensitive issues. The mentor must also keep in mind that faculty members are mandated reporters of sexual misconduct (Office of Human Resources, Non-Discrimination, Harassment, and Sexual Misconduct Policy [1.15](#), and encouraged to report other instances of misconduct (Office of Human Resources, Whistleblower Policy [1.40](#)).

At any point, either party may request that the director assign a new mentor.