

1 **APPOINTMENTS, PROMOTION, AND TENURE**
2 **CRITERIA AND PROCEDURES**
3

4 **The Ohio State University College of Public Health**

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**APPOINTMENTS, PROMOTION, AND TENURE
CRITERIA AND PROCEDURES FOR THE COLLEGE OF PUBLIC HEALTH**

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Table of Contents

20
21 **I. PREAMBLE** 4
22 **II. COLLEGE MISSION**..... 4
23 **III. DEFINITIONS** 6
24 A. Committee of the Eligible Faculty 6
25 1. Tenure-Track Faculty..... 6
26 2. Clinical/Teaching Faculty 7
27 3. Research Faculty 7
28 4. Associated Faculty 8
29 B. Conflict of Interest..... 8
30 C. Minimum Composition 9
31 D. Appointment, Promotion, and Tenure (APT) Committee 9
32 E. Division Appointment, Promotion and Tenure Subcommittees (DAPTSC)..... 9
33 F. Quorum 10
34 G. Recommendation from the Committee of the Eligible Faculty 10
35 1. Appointment, Reappointment, Promotion and Tenure, Promotion, and Contract Renewal..... 10
36 H. Cultural Statement of Appointment, Promotion and Tenure 10
37 **IV. APPOINTMENTS** 11
38 A. Appointment Criteria..... 11
39 1. Tenure-Track Faculty..... 11
40 2. Clinical/Teaching Faculty 12
41 3. Research Faculty 13
42 4. Associated Faculty Appointments 14
43 5. Emeritus Faculty..... 15
44 6. Courtesy and Joint Appointments 15
45 B. Appointment Procedures..... 16
46 1. Tenure-Track Faculty..... 16
47 2. Clinical/Teaching Faculty 18
48 3. Research Faculty 18
49 4. Transfer from the Tenure-track..... 18
50 5. Associated Faculty 19
51 6. Courtesy and Joint Appointments 19
52 7. Emeritus Faculty 19
53 C. Withdrawal of Appointments 20
54 **V. ANNUAL PERFORMANCE AND MERIT REVIEW** 20
55 A. Documentation 21
56 B. Annual Review of Probationary Tenure-Track Faculty 21
57 1. Probationary Tenure-Track Faculty: Fourth Year Annual Review..... 22
58 2. Exclusion of Time from Probationary Period..... 23
59 C. Annual Review of Tenured Faculty 23
60 D. Annual Review of Clinical/Teaching Faculty 24
61 E. Annual Review of Research Faculty 24
62 F. Associated, Courtesy, and Joint Faculty 24
63 G. Salary Recommendations 25
64 **VI. PROMOTION AND TENURE REVIEWS** 25
65 A. Criteria and Documentation that Support Promotion 26
66 1. Tenure-Track Faculty: Promotion to Associate Professor with Tenure 26

67	2. Tenure-Track Faculty: Promotion to Professor with Tenure	26
68	3. Clinical/Teaching Faculty: Promotion to Associate Professor of Clinical/Teaching Public Health	27
69	4. Clinical/Teaching Faculty: Promotion to Professor of Clinical/Teaching Public Health	27
70	5. Research Faculty: Promotion to Research Associate Professor	27
71	6. Research Faculty: Promotion to Research Professor	27
72	7. Associated Faculty	27
73	B. Procedures.....	28
74	1. Tenure-Track, Clinical/Teaching, and Research Faculty	28
75	2. The DAPTSC Responsibilities (substantive review for candidates in the division)	40
76	3. Appointment, Promotion, and Tenure Committee Responsibilities	41
77	4. Eligible Faculty Responsibilities	42
78	5. Dean Responsibilities.....	42
79	6. Procedures for Associated Faculty.....	43
80	7. External Evaluations	43
81	VII. APPEALS	44
82	VIII. SEVENTH-YEAR REVIEWS	44
83	IX. PROCEDURES FOR STUDENT AND PEER EVALUATION OF TEACHING	44
84	A. Student Evaluation of Teaching	45
85	B. Peer Evaluation of Teaching.....	45
86		
87		

88 **I. PREAMBLE**

89
90 These policies and procedures for the College of Public Health are a supplement to several University
91 documents, including:

- 92
93 • Chapters 5, 6 and 7 of the *Rules of the University Faculty*. These contain the additional rules of the
94 University faculty concerning tenure-track faculty appointments, reappointments, promotion, and tenure;
95 clinical/teaching faculty appointment, reappointment and non-reappointment, and promotion; and
96 research faculty appointment, reappointment and non-reappointment, and promotion. They also contain
97 the additional rules of the University faculty concerning associate faculty appointments, reappointments,
98 and promotion.
- 99
100 • Office of Academic Affairs [Policies and Procedures Handbook](#), especially the dossier outline in Volume
101 3, Section 4.1.

102
103 Should university rules and policies change, the college shall follow the new rules and policies until such time as
104 it can update this document to reflect the changes. In addition, this document must be reviewed, and either
105 reaffirmed or revised, at least every five years by the college Appointments, Promotions, and Tenure (APT)
106 Committee and on appointment or reappointment of the dean.

107
108 This document has been approved by the faculty, by the dean of the college, and by the executive vice president
109 and provost of the university. Within the context of the college’s mission and the mission of the university, this
110 document sets forth the criteria and procedures for faculty appointment, and criteria and procedures for faculty
111 promotion, tenure, and incentives, including salary increases. In approving this document, the dean and
112 executive vice president and provost accept the mission and criteria of the college and delegate to the faculty the
113 responsibility to apply high standards in evaluating faculty and candidates for positions in relation to its mission
114 and criteria.

115
116 The faculty and the administration are bound by the principles articulated in Faculty Rule [3335-6-01](#). In
117 particular, all faculty members accept the responsibility to participate fully and knowledgeably in review
118 processes; to exercise the standards established in Faculty Rule [3335-6-02](#) and other standards specific to this
119 college; and to make negative recommendations when these are warranted in order to maintain and improve the
120 quality of the faculty.

121
122 Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in
123 accordance with the university’s policy on equal opportunity.

124
125 The college supports the goals of The Ohio State University for cultural diversity. With regard to faculty, the
126 goal is achievement of equality of opportunity and enhanced excellence through diversity of faculty.

127
128 **II. COLLEGE MISSION**

129
130 We protect and champion the health of the people of Ohio, the nation and the world. Through education,
131 influential research and community engagement, The Ohio State University College of Public Health shapes and
132 enhances public health, advances equity and impacts the delivery and effectiveness of health care. We prepare
133 the next generation of public health practitioners, health care administrators and academic scholars. We work
134 collaboratively to make discoveries that help address existing and emerging public health threats. We advance
135 the public health conversation and foster a culture of engagement for our students, faculty, staff, alumni and the
136 broader community.

137
138

139 *Values*

140

141 We believe in **equity for all people**, that everyone should live in an environment that optimizes health and have
142 access to affordable, high-quality health care and evidence-based knowledge of how individual behavior
143 contributes to health.

144

145 We maintain high levels of academic and scientific **integrity**, pursuing innovative research that is **scientifically**
146 **rigorous and relevant**.

147

148 We value **dedicated service and leadership** and seek partnerships that provide opportunities to stand
149 in **solidarity** with communities, helping them to flourish.

150

151 We believe that **diversity is excellence**, that inclusivity promotes innovation and enriches our college and our
152 society. We respect and embrace all forms of diversity. We are committed to increasing the diversity of our
153 students, faculty and staff and to preparing graduates to bring their wide array of voices and experiences to the
154 public health workforce.

155

156 *Inclusive Excellence*

157 Promoting inclusive excellence requires deliberate, intentional, and sustained engagement with diversity in ways
158 that achieve and maintain a respectful, participatory, and emotionally and intellectually safe climate for faculty
159 staff and students, that deepen our understanding of and ability to work successfully with a diversity of
160 populations and perspectives, and that promote faculty, staff, and student involvement and success in the
161 institution.

162

163 *Impact*

164 Our publications and citations represent our contributions to the academic debate, grants fund our activities, but
165 our most important achievement is for our scholarship, teaching, and service to lead to change and improved
166 public health. Impact in public health often involves shaping not only broad scholarly understandings of our
167 approaches to the field, but also public health practice. Impact on the field may take the form of scholarship that
168 advances or develops conceptual or theoretical frames, methodology, or relevant questions and lines of inquiry.
169 Impact may take the form of either research or service commitments that develop community or private sector
170 partnerships that promote health; contribute to solving critical problems; contribute to policy analysis,
171 development, or change; shape the public conversation; or generate evidence that transforms or has the potential
172 to transform practice. As faculty progress through their careers and faculty ranks, they must document their
173 increasing impact and contributions to change and improved public health. Promotion to associate professor and
174 professor recognizes this demonstrated and increasing impact on the science of public health and a broader
175 impact on the health of the people of Ohio, the nation, and world.

176

177 *Inclusive Excellence in Evaluation of Impact*

178 The college is committed to principles that are core to the fair evaluation of all faculty. First, we are committed
179 to ensuring that clearly articulated criteria are applied consistently and are grounded in evidence of impact. This
180 commitment, however, demands flexibility if we are to overcome tendencies to prioritize evidence that confirms
181 preexisting ideas. Because faculty members in public health often cross disciplinary boundaries, work can depart
182 markedly from established patterns in our different disciplinary areas. Flexibility also requires explicit
183 recognition that workloads, both formal and informal, are not always equitable and not always reflected in a
184 candidate's dossier. This is particularly true for women and individuals of color. While flexibility does not mean
185 a relaxation of high standards, it does require care in avoiding a rigid approach to evaluation. Second, we are
186 committed to a transparent review process in which all faculty are aware of the steps involved, criteria applied,
187 and evidence considered. Both positive and negative assessments must be clearly linked to criteria and evidence
188 and explained in writing as part of all evaluations. Transparency also requires a commitment to strict

189 confidentiality when it comes to searches and the thoughtful and respectful discussion of candidates. Respect for
190 candidates should be evident in both confidential discussions and written feedback. Finally, we understand the
191 evaluation of faculty as both a responsibility and a privilege that requires not only academic knowledge and
192 skill, but knowledge and skill regarding best practices for equitable evaluation. Accordingly, it requires ongoing
193 training to make us aware of sources of bias and best practices in candidate evaluation in recruitment, retention,
194 and promotion.

195 **III. DEFINITIONS**

196 **A. Committee of the Eligible Faculty**

197
198 The Eligible Faculty for all appointment (hiring), reappointment, contract renewal, promotion, or
199 promotion and tenure reviews must have their tenure home or primary appointment in the
200 college. The dean and assistant and associate deans of the college, the executive vice president and
201 provost, and the president may not vote as Eligible Faculty members in reviews for appointment,
202 reappointment, promotion, tenure, or contract renewal.
203

204
205 All faculty in the college will undergo training on inclusive excellence as it relates to appointments,
206 annual faculty reviews, and reviews for tenure and promotion. The training options and tracking will be
207 determined by the Diversity, Equity and Inclusive Excellence Committee and the College Executive
208 Committee. The goal will be to train faculty on best practices for ensuring a fair and unbiased review of
209 scholarly output, teaching, and service contributions of the faculty member who is being reviewed.
210 Training will also include effective ways people can intervene when they believe bias is interfering with a
211 fair discussion of a faculty member's contributions. Training will be required on a regular basis. If a
212 faculty member does not complete the training, they have not demonstrated the knowledge required to
213 serve. Although faculty nonetheless retain the right to participate and vote in appointment, promotion, and
214 tenure cases regardless of completion of training, a commitment to understanding and checking cognitive
215 biases is the most basic pillar of inclusive excellence. Annual reviews and tenure and promotion reviews
216 are part of a faculty member's duties. Training is an expected part of fulfilling this requirement in an
217 effective and unbiased way. Faculty members who elect not participate in the training will not be eligible
218 for annual merit increases that are at the discretion of the dean in consultation with the vice dean,
219 associate deans, and the division chair.
220

221 **1. Tenure-track Faculty**

222 **Initial Appointment Reviews**

- 223 • The first vote is for the appropriateness of an appointment (hiring or appointment change
224 from another faculty type) at any rank. All tenure-track faculty whose primary appointment
225 is in the college may cast a vote on the appropriateness of the hire, regardless of rank.
- 226 • The second vote is for the appropriateness of the proposed rank (determined by the search
227 committee and/or division). This vote must be cast by all tenure-track faculty of equal or
228 higher rank than the position requested and whose primary appointment is in the college.
- 229 • The votes will occur during the one meeting and the result from the first will be known
230 before the second occurs.
231

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

- 233 • For the reappointment and promotion and tenure reviews of assistant professors, the Eligible
234 Faculty consists of all tenured associate professors and professors.
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- For the promotion reviews of associate professors, the Eligible Faculty consists of all tenured professors.

242 **2. Clinical/Teaching Faculty**

243 **Initial Appointment Reviews**

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- The first vote is for the appropriateness of an appointment (hiring or appointment change from another faculty type) at any rank. All tenure-track and clinical/teaching faculty whose primary appointment is in the college may cast a vote on the appropriateness of the hire, regardless of rank.
 - The second vote is for the appropriateness of the proposed rank (determined by the search committee and/or division). This vote must be cast by all tenure-track faculty and all non-probationary clinical/teaching faculty of equal or higher rank than the position requested and whose primary appointment is in the college.
 - The votes will occur during the one meeting and the result from the first will be known before the second occurs.

257 **Reappointment, Contract Renewal, and Promotion Reviews**

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- For the reappointment, contract renewal, and promotion reviews of clinical/teaching assistant professors, the Eligible Faculty consists of all tenured associate professors and professors, and all non-probationary clinical/teaching associate professors and professors.
 - For the reappointment, contract renewal, and promotion reviews of clinical/teaching associate professors, and the reappointment and contract renewal reviews of clinical/teaching professors, the Eligible Faculty consists of all tenured professors, and all non-probationary clinical/teaching professors.

267 **3. Research Faculty**

268 **Initial Appointment Reviews**

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- The first vote is for the appropriateness of an appointment (hiring or appointment change from another faculty type) at any rank. All tenure-track and research faculty whose primary appointment is in the college may cast a vote on the appropriateness of the hire, regardless of rank.
 - The second vote is for the appropriateness of the proposed rank (determined by the search committee and/or division). This vote must be cast by all tenure-track faculty and all non-probationary research faculty of equal or higher rank than the position requested and whose primary appointment is in the college.
 - The votes will occur during the one meeting and the result from the first will be known before the second occurs.

282 **Reappointment, Contract Renewal, and Promotion Reviews**

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288
- For the reappointment, contract renewal, and promotion reviews of research assistant professors, the Eligible Faculty consists of all tenured associate professors and professors and all non-probationary research associate professors and professors.
 - For the reappointment, contract renewal, and promotion reviews of research associate professors and the reappointment and contract renewal reviews of research professors, the

289 Eligible Faculty consists of all tenured professors and all non-probationary research
290 professors.
291

292 **4. Associated Faculty**

293 **Initial Appointment, Reappointment, and Contract Renewal**

- 294 • Initial appointment (hiring or appointment change from another faculty type),
295 reappointment, and contract renewal of associated faculty members are decided by the dean,
296 in consultation with the division chair.
- 297 • Initial appointments at senior rank require a vote by the majority of Eligible Faculty in the
298 division (all non-probationary clinical/teaching faculty and tenured faculty of equal or
299 higher rank than the position requested) and prior approval of the college dean and the
300 Office of Academic Affairs.
- 301 • The votes will occur during the one meeting and the result from the first will be known
302 before the second occurs.

303 **Promotion Reviews**

- 304 • Associated faculty are eligible for promotion but not tenure if they have adjunct titles,
305 tenure-track titles with service at 49% FTE or below, practice titles, and lecturer titles.
- 306 • For the promotion reviews of associated faculty, the Eligible Faculty shall be the eligible
307 division faculty (all non-probationary clinical/teaching faculty and tenured faculty of equal
308 or higher rank than the position requested).
- 309 • The promotion of a lecturer to senior lecturer is decided by the division chair, in consultation
310 with the dean and division faculty.

311 **B. Conflict of Interest**

312 A conflict of interest exists when an Eligible Faculty member is related to a candidate or has a comparable
313 close interpersonal relationship, has substantive financial ties with the candidate, is dependent in some
314 way on the candidate's services, has a close professional relationship with the candidate (e.g., dissertation
315 advisor), or has collaborated so extensively with the candidate that an objective review of the candidate's
316 work is not possible. Generally, faculty members who have collaborated with a candidate on at least 50%
317 of the candidate's published work since the last promotion will be expected to withdraw from a promotion
318 review of that candidate.

319 When there is a question about potential conflicts that arise from the faculty member being reviewed or an
320 Eligible Faculty member, the issue should be brought to the Division Appointment, Promotion and Tenure
321 Subcommittee (in the unit where the faculty member being reviewed is appointed) at least one week in
322 advance of the review to allow for an assessment. This assessment will include an examination of the
323 history of collaborative funding and scholarly output and the nature of the relationships (e.g., role of each
324 faculty member in the grants, on the publications, etc.). Open discussion among the committee members
325 and professional judgment are required in determining whether it is appropriate for the faculty member to
326 withdraw from a particular review. However, in situations without consensus, it is the responsibility of the
327 division chair (of the unit where the faculty member being reviewed is appointed) with consultation from
328 the APT Committee chair and/or Procedural Oversight Designee (POD) to remove any member of the
329 Eligible Faculty from the review of a candidate when the member has a conflict of interest but does not
330 voluntarily withdraw from the review.

331 Additional information regarding conflict of interest is found in Volume 3, section 3.9 of the Office of
332 Academic Affairs [Policies and Procedures Handbook](#).
333
334

341 **C. Minimum Composition**

342
343 In the event that the college does not have at least three Eligible Faculty members who can undertake a
344 review, the dean, in consultation with probationary faculty in the division and the division chair, will
345 appoint a faculty member from another college within the university.
346

347 **D. Appointment, Promotion, and Tenure (APT) Committee**

348
349 The college has an Appointments, Promotion, and Tenure (APT) Committee that assists the Committee of
350 the Eligible Faculty in managing personnel and promotion and tenure issues. The committee consists of
351 one tenured faculty member from each division. In instances where a division does not have a tenured
352 professor, a tenured associate professor may be elected. This member will not be present for hiring and
353 promotion discussions related to professors. Each division shall elect its APT Committee representative
354 from among those eligible. The term of service shall be for three years, with some of the committee
355 elected each year. When considering cases involving clinical/teaching faculty the APT Committee may be
356 augmented by two non-probationary clinical/teaching faculty members. When considering cases involving
357 research faculty the APT Committee may be augmented by two non-probationary research faculty
358 members.
359

360 **E. Division Appointment, Promotion and Tenure Subcommittees (DAPTSC)**

361
362 The DAPTSC assists the Eligible Faculty in managing appointments, annual reviews, promotion, and
363 tenure issues. The DAPTSC consists of a chair (who also serves on the college APT Committee), all
364 faculty members (including the division chair) who are eligible to vote in any given appointment,
365 tenure, or promotion case, and one faculty member from outside the division selected by the APT
366 Committee in consultation with the division chair and dean. In the event that a division does not have at
367 least three Eligible Faculty members who can undertake a review, the dean, in consultation with the
368 Eligible Faculty in the division and the division chair, will appoint a faculty member from another
369 division within the college. The DAPTSC will follow similar procedures across divisions.
370

371 The DAPTSC will select a Procedural Oversight Designee (POD) from among the subcommittee's
372 members for oversight of the meetings. The DAPTSC may also select additional PODs to serve as
373 dossier coaches and for oversight of dossier materials. The responsibilities of the POD are described in
374 Volume 3 of the Office of Academic Affairs [Policies and Procedures Handbook](#).
375

376 The DAPTSC is responsible for an analysis of each dossier that provides a meaningful validation of the
377 case for appointments, promotion, and tenure. A descriptive summary of the candidate's work is
378 insufficient. The DAPTSC is responsible for identifying external reviewers and providing the list to the
379 dean, who will solicit the letters. The DAPTSC will also determine the existence of conflicts of interest
380 among the Eligible Faculty. Any faculty member who believes there may be a conflict of interest will
381 be required to notify the DAPTSC at least one week in advance to allow for a review and determination
382 to be made.
383

384 Prior to any review (annual, fourth year, promotion, tenure), the DAPTSC will judge scholarly impact
385 in the context of the mission of the college and the expectations for the distribution of effort as reflected
386 in the offer letter and subsequent annual review letters or other documents. The analyses, to be
387 summarized in a written letter by the DAPTSC chair, should explain in a substantive, evidence-based
388 fashion, the scholarship, service, and teaching contributions of the faculty member. The DAPTSC will
389 also vote on all reviews, promotion, and tenure cases.
390

391 The DAPTSC will also have a formal role in faculty appointments, as described in Section IV, part B.

392 **F. Quorum**
393

394 The quorum required to discuss and vote on all personnel decisions is two-thirds of the Eligible Faculty.
395 The Eligible Faculty includes those not on an approved leave of absence. Faculty on approved leave are
396 not considered for quorum unless they declare, in advance and in writing, their intent to participate in all
397 proceedings for which they are eligible during the leave. A member of the Eligible Faculty on Special
398 Assignment may be excluded from the count for the purposes of determining quorum only if the dean has
399 approved an off-campus assignment.

400 Faculty members who recuse themselves because of a conflict of interest are not counted when
401 determining quorum. These individuals will be asked to leave the meeting during the discussion of the
402 faculty member.
403
404

405 **G. Recommendation from the Committee of the Eligible Faculty**
406

407 In all votes taken on personnel matters, only “yes” and “no” votes are counted. Abstentions are not votes
408 and are strongly discouraged. Faculty members are strongly encouraged to consider whether they are
409 participating fully in the review process when abstaining from a vote on a personnel matter.
410

411 The eligible faculty’s summary of the vote must include rationale for the vote, including both the majority
412 and minority vote. This summary must allow the reader to understand the rationale for both positive and
413 negative votes.
414

415 Absentee ballots and proxy votes are not permitted but participating fully in discussions and voting via
416 remote two-way electronic connection are allowed.
417

418 **a. Appointment, Reappointment, Promotion and Tenure, Promotion, and Contract Renewal**
419

420 A positive recommendation from the Eligible Faculty for reappointment, promotion and tenure,
421 promotion, and contract renewal is secured when a simple majority of the votes cast are positive. In the
422 case of joint appointments, the college must seek input from the joint-appointment tenure-initiating
423 unit (TIU) prior to the appointment, reappointment, promotion and/or tenure, or contract renewal of
424 that candidate.
425

426 **H. Cultural Statement of Appointment, Promotion, and Tenure**
427

428 Collegiality, courtesy, and respect for others are strongly promoted values in the College of Public Health.
429 The college supports diverse beliefs and the free exchange of ideas and expects that faculty promote these
430 values and apply them in a professional manner in all academic endeavors.
431

432 Both personal accomplishments and involvement as a team member are essential for excellence in
433 teaching and mentoring, research, outreach, and/or administrative service. Each faculty member
434 contributes indirectly to college productivity by positively influencing the productivity of other faculty.
435 This synergism may include positive interactions in team teaching, research collaboration, mentoring, co-
436 authorship of publications, sharing of innovative ideas in committee meetings, community and industry
437 outreach, and other cooperative efforts that advance the missions of the division, college, and university.
438 It is important that all faculty work toward establishing and maintaining a team culture along with an
439 enriching and diverse intellectual working and learning environment. Faculty members are expected to
440 contribute to the quality of academic life by participation in college governance and administrative service
441 activities.
442

443 **IV. APPOINTMENTS**

444
445 **A. Appointment Criteria**

446
447 **Faculty Appointments:** There are three types of faculty appointments: *tenure-track faculty*,
448 *clinical/teaching faculty*, and *research faculty*. A tenure-track appointment is intended for faculty who
449 assume the full range of faculty responsibility including scholarship, teaching, and service.
450 Clinical/teaching and research faculty appointments are intended for faculty who assume a narrower range
451 of responsibility than tenure-track faculty. Clinical/teaching faculty responsibility may be focused in one
452 of three areas: teaching, professional practice, and service with a lesser expectation of scholarship.
453 Research faculty responsibility is focused on scholarship with little expectation for teaching or service.
454 Tenure-track appointments are for 50-100% FTE while clinical/teaching and research faculty
455 appointments are for 1-100% FTE.

456
457 All tenure-track, clinical/teaching faculty, and research faculty are expected to meet the college's goals
458 for inclusive excellence in scholarship, teaching, or service (depending on the expectation of the position).
459

460 Joint and courtesy appointments are available for tenure-track, clinical/teaching, or research faculty whose
461 primary appointment is outside of the College of Public Health. Joint appointments split salary among two
462 or more units. Courtesy appointments do not provide salary. Any joint or courtesy appointment in the
463 College of Public Health shall be at the same rank as the primary appointment.
464

465 **Associated Faculty Appointments:** There are various types of associated faculty appointments, including
466 *tenure-track titles <50% FTE*, *clinical practice faculty*, *visiting faculty*, *adjunct faculty*, and *lecturer*.
467 Associated tenure-track appointments are for faculty assuming the same range of responsibility as tenure-
468 track faculty but whose appointment is less than 50% FTE. Associated clinical practice appointments are
469 for individuals who either provide significant, uncompensated service for which a faculty title is needed or
470 compensated service to the clinical instructional programs in the health sciences colleges. Clinical practice
471 appointments are made for the period in which the service is provided. Associated adjunct appointments are
472 for persons who provide significant, compensated or uncompensated service to the University such as
473 teaching, advising, or as a co-investigator. Such individuals may be either non-University employees or
474 University employees compensated on a non-instructional budget.
475

476 The University definitions of tenure-track, clinical/teaching, and research faculty, and of associated faculty,
477 are stated in the *Rules of the University Faculty* [3335-5-19](#). The University criteria for appointment of
478 tenure-track faculty are stated in the *Rules of the University Faculty* [3335-6-02](#). The University criteria for
479 appointment of clinical/teaching faculty are stated in the *Rules of the University Faculty* [3335-7-05](#). The
480 University criteria for appointment of research faculty are stated in the *Rules of the University Faculty*
481 [3335-7-32](#).
482

483 **1. Tenure-Track Faculty**

484
485 Tenure-track faculty hold appointments at 50% FTE or higher. They are appointed with the
486 expectation that they will focus on scholarship, teaching, and service (Faculty Rule [3335-6-02](#)).
487 Faculty must demonstrate a commitment to the inclusive excellence goals of the college.
488

489 **Instructor.** Appointments at the rank of instructor should normally only be made when the offered
490 appointment is that of assistant professor but the appointee has not completed the required terminal
491 degree at the onset of the appointment. (Faculty Rule [3335-6-02](#)). Procedures for appointment are
492 identical to that of assistant professor. The college will make every effort to avoid such
493 appointments. An appointment at the instructor level is limited to three years. Promotion to

494 assistant professor occurs without review the semester following completion of the required
495 credentialing. When an instructor has not completed requirements for promotion to the rank of
496 assistant professor by the end of the third year of appointment, the third year is a terminal year of
497 employment.

498
499 Upon promotion to assistant professor, the faculty member may request prior service credit for time
500 spent as an instructor. This request must be approved by the college's Eligible Faculty, the dean,
501 and the Office of Academic Affairs. Faculty members should carefully consider whether prior
502 service credit is desirable since prior service credit cannot be revoked without a formal request for
503 an extension of the probationary period. In addition, all probationary faculty members have the
504 option to be considered for early promotion.

505
506 **Assistant Professor.** Appointment as an assistant professor is based on having a doctoral degree
507 and evidence that the individual can perform effectively in scholarship, teaching, and service.
508 Appointment at the rank of assistant professor is always probationary, with mandatory tenure
509 review occurring in the sixth year of service. Review for tenure prior to the mandatory review year
510 is possible when the DAPTSC determines such a review to be appropriate. The granting of prior
511 service credit, which requires approval of the Office of Academic Affairs, may reduce the length of
512 the probationary period, but is strongly discouraged as it cannot be revoked once granted except
513 through an approved request to exclude time from the probationary period.

514
515 *Teaching potential:* The faculty member will be assessed for their potential to contribute to the
516 teaching mission of the college. Evidence will include the formal presentation at the time of the
517 interview.

518
519 *Research potential:* The faculty member's research potential will be assessed based on the quality
520 of the dissertation, working papers, published and in press, record of funded research, achievements
521 from a post-doctoral appointment and from their formal presentation.

522
523 *Professional Service potential:* The faculty member's potential to provide professional practice
524 and/or service to professional organizations will be considered.

525
526 **Associate Professor and Professor.** Appointment offers at the rank of Associate Professor or
527 Professor and offers of prior service credit require prior approval of the Office of Academic
528 Affairs. Appointment at senior rank requires that the individual, at a minimum, meet the college's
529 criteria in teaching, scholarship, and service for promotion to these ranks.

530
531 Appointment at the rank of associate professor normally entails tenure. A probationary appointment
532 at the rank of associate professor is appropriate only under unusual circumstances, such as when the
533 candidate has limited prior teaching experience or has taught only in a foreign country. A
534 probationary period of up to four years is possible, on approval of the Office of Academic Affairs,
535 with review for tenure occurring in the final year of the probationary appointment. If tenure is not
536 granted, an additional (terminal) year of employment is offered.

537
538 Appointments at the rank of professor without tenure should not occur.

539
540 The university will not grant tenure unless the candidate is a (1) U.S. citizen or national; (2)
541 permanent resident ("green card" holder); (3) asylee or refugee; or (4) an individual otherwise
542 described as a "protected individual" pursuant to Title 8 U.S. Code Section 1324b(a)(3)(b). Offers
543 to foreign nationals require prior consultation with the Office of International Affairs.

544 545 **2. Clinical/Teaching Faculty**

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The initial probationary contract for all clinical/teaching faculty members must be for a period of five (5) years. Reappointment is considered annually. Second and subsequent contracts for clinical/teaching assistant and associate professors must be for a period of at least three (3) years and for no more than five (5) years. Second and subsequent contracts for clinical/teaching professors must be for a period of at least three (3) years and no more than eight (8) years.

Tenure is not granted to clinical/teaching faculty. There is also no presumption that subsequent appointments will be offered, regardless of performance. The titles of clinical/teaching faculty in the College of Public Health are: Clinical Assistant Professor of Public Health, Teaching Assistant Professor of Public Health, Clinical Associate Professor of Public Health, Teaching Associate Professor of Public Health, Clinical Professor of Public Health, and Teaching Professor of Public Health. Clinical/teaching faculty have responsibility primarily for teaching and service activities. They are encouraged to participate in research and other scholarly activities, though not with the effort expected of tenure-track or research faculty.

Criteria for appointment for clinical/teaching faculty (Faculty Rule [3335-7-05](#)) will be similar to those for the tenure-track faculty, but with the emphasis on inclusive excellence in teaching and practice, and with potential for scholarship in a broad sense. Appointments or transfers to the clinical/teaching faculty position will be made for individuals with the following experience or credentials:

1. Individuals engaged in activities that consist primarily of teaching and public health practice, but may also include administration, service, and scholarship.
2. An earned doctorate in a field related to public health.

Instructor of Clinical/Teaching Public Health. Appointment is normally made at the rank of Instructor of Clinical/Teaching Public Health when the appointee has not completed the requirements for the terminal degree. The college will make every effort to avoid such appointments. An appointment at the instructor level is limited to a four-year contract. In such cases, if the instructor has not completed requirements for promotion to the rank of assistant professor by the end of the penultimate year of the contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

Assistant Professor of Clinical/Teaching Public Health. An earned doctorate or the required licensure/certification in his or her specialty are the minimum requirements for appointment at the rank of assistant professor of clinical/teaching public health. Evidence of ability to teach is highly desirable.

Associate Professor of Clinical/Teaching Public Health and Professor of Clinical/Teaching Public Health. Appointment at the rank of Associate Professor of Clinical/Teaching Public Health or Professor of Clinical/Teaching Public Health requires that the individual meets, at a minimum, the college's criteria in teaching, professional practice and other service, and scholarship for promotion to these ranks.

3. Research Faculty

Appointment of research faculty entails one (1) to five (5) year appointments. The initial appointment is probationary, with reappointment considered annually. Tenure is not granted to research faculty. There is also no presumption that subsequent appointments will be offered, regardless of performance. The titles of research faculty in the College of Public Health are: Research Assistant Professor of Public Health, Research Associate Professor of Public Health, and Research Professor of Public Health. Research faculty have responsibilities primarily in research

597 related to the mission and goals of the college.
598

599 Criteria for appointment for research faculty (Faculty Rule [3335-7-32](#)) emphasize accomplishments
600 and potential for scholarship. Research faculty may engage in limited educational activities, but
601 classroom teaching cannot be a required part of the workload. In addition, research faculty must not
602 be engaged repeatedly in the same instructional activities as tenure-track faculty.
603

604 **Research Assistant Professor.** Appointments or transfers to the research faculty position require
605 an earned doctorate in a field related to public health, and will be subject to these additional
606 criteria:
607

608 *Research:* At the time of the appointment, the individual should already have demonstrated
609 significant experience and/or potential for a productive research career, as shown by the quality of
610 funded research, the dissertation, working papers, published and in-press work, research
611 presentations, and evidence from postdoctoral work (if any).
612

613 *Funding:* Persons appointed to the research faculty position are expected to develop extramural
614 support for their salary or have other (e.g., non-general funds) support. The specific time frame
615 within which this must be accomplished, and the degree to which failure to attain that support may
616 affect either the renewal of the appointment or the individual's salary, will be stated clearly in the
617 contract for the position.
618

619 **Research Associate Professor and Research Professor.** Appointment at the rank of research
620 associate professor or research professor requires that the individual have a doctorate and meet, at a
621 minimum, the college's criteria for promotion to these ranks.
622

623 4. Associated Faculty Appointments 624

625 Associated faculty appointments may be as short as a couple of weeks to assist with a focused
626 project, a semester to teach one or more courses, or for up to three (3) years when a longer contract
627 is useful for long-term planning and retention. Associated faculty may be reappointed.
628

629 Associated faculty appointments in the College of Public Health are in five different categories:
630 *tenure-track titles* <50% FTE, *clinical practice faculty*, *visiting faculty*, *adjunct faculty* and
631 *lecturer*.
632

633 **Tenure-Track Titles <50% FTE:** Associated tenure-track appointments are for faculty assuming
634 the same range of responsibility as tenure-track faculty but whose appointment is less than 50%
635 FTE. The rank of associated faculty with tenure-track titles is determined by applying the criteria
636 for appointment of tenure-track faculty. Associated faculty members with tenure-track titles are
637 eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-
638 track faculty.
639

640 **Clinical Practice Faculty** (Clinical Instructor of Practice, Clinical Assistant Professor of Practice,
641 Clinical Associate Professor of Practice, Clinical Professor of Practice): Associated clinical rank is
642 determined by applying the criteria for appointment of clinical/teaching faculty. Clinical practice
643 faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for
644 promotion of clinical/teaching faculty.
645

646 **Visiting Faculty** (Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor):
647 Visiting faculty appointments may either be compensated or uncompensated. Visiting faculty

648 members on leave from an academic appointment at another institution are appointed at the rank
649 held in that position. The rank at which other (non-faculty) individuals are appointed is determined
650 by applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not
651 eligible for tenure or promotion. Visiting faculty appointments may be renewed annually for only
652 three consecutive years.

653
654 **Adjunct Faculty** (Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor):
655 Adjunct appointments may be compensated or uncompensated. Adjunct faculty appointments are
656 given to individuals who give academic service to the college, such as teaching a course or serving
657 on graduate student committees, for which a faculty title is appropriate. Typically, the adjunct
658 faculty rank is determined by applying the criteria for appointment of tenure-track faculty. Adjunct
659 faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for
660 promotion of tenure-track faculty.

661
662 **Lecturer and Senior Lecturer:** Lecturers and senior lecturers are not eligible for tenure. Lecturers
663 may be promoted to senior lecturer if they meet the criteria for appointment at that rank. Senior
664 lecturers are not eligible for promotion. The initial appointment for lecturers and senior lecturers
665 should generally not exceed one year.

666
667 At a minimum, criteria for appointment of lecturers are:

668 At Lecturer level:

- 669 1. Master's degree or equivalent professional degree
- 670 2. Professional experience and scholarly endeavors congruent with the anticipated contribution
671 to the mission of the college

672
673 At the Senior Lecturer level:

- 674 1. Doctoral degree or equivalent professional degree
- 675 2. Contribution to a specific, identified aspect of the college's programs of instruction and/or
676 research

677 678 **5. Emeritus Faculty**

679
680 Emeritus faculty status is an honor given in recognition of sustained academic contributions to the
681 university as described in Faculty Rule [3335-5-36](#). Full-time tenure track, clinical/teaching, research,
682 or associated faculty may request emeritus status upon retirement or resignation at the age of sixty
683 (60) or older with ten (10) or more years of service or at any age with twenty-five (25) or more years
684 of service.

685
686 See the OAA [Policies and Procedures Handbook](#) Volume 1, Chapter 1, for information about the
687 types of perquisites that may be offered to emeritus faculty, provided resources are available.

688
689 Emeritus faculty may not vote at any level of governance and may not participate in promotion and
690 tenure matters.

691 692 **6. Courtesy and Joint Appointments**

693
694 Occasionally the active academic involvement in this college by a tenure-track, clinical/teaching, or
695 research faculty member from another department at the university warrants the offer of a 0% FTE
696 (courtesy) appointment or a partial FTE (joint) appointment in the college. Appropriate active
697 involvement includes research collaboration, graduate student advising, teaching some or all of a
698 course from time to time, or a combination of these. Courtesy and joint appointments are made at

699 the individual's current rank, with promotion in rank recognized.

700 **B. Appointment Procedures**

701 The College of Public Health is committed to the creation and maintenance of a faculty that is diverse
702 along many dimensions. Vigorous efforts will be made to ensure a diverse pool of highly qualified
703 candidates, consistent with university policy.

704 See the [Policy on Faculty Recruitment and Selection](#) and the [Policy on Faculty Appointments](#) for
705 information on the following topics:

- 706 • Recruitment of tenure-track, clinical/teaching, research, and associated faculty
- 707 • Appointments at senior rank or with prior service credit
- 708 • Hiring faculty from other institutions after April 30
- 709 • Appointment of foreign nationals
- 710 • Letters of offer

711 **1. Tenure-Track Faculty**

712 A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-
713 track positions. Exceptions to this policy must be approved by the dean and the Office of Academic
714 Affairs in advance. Search procedures must entail substantial faculty involvement and be consistent
715 with the OAA [Policy on Faculty Recruitment and Selection](#). The involvement of the faculty in the
716 appointment process should include:

- 717 1. Advising the dean regarding the need for new faculty.
- 718 2. Identifying appropriate strategies for national recruitment efforts that follow best
719 practices for inclusive excellence in hiring.
- 720 3. Serving as a member on search committees for identified positions.
- 721 4. Identifying and recruiting a diverse pool of potential faculty candidates.
- 722 5. Reviewing the applicant pool to decide on candidates for formal interview.
- 723 6. Attending and evaluating the candidate's public presentation.
- 724 7. Participating in the discussions of the faculty body to advise the dean regarding the
725 appointment decision.

726 All searches in the College of Public Health for tenure-track faculty must conform to these
727 guidelines:

- 728 1. The dean's office will supply each search committee with a copy of the university rules
729 and the standard procedures used within the college. The dean's office will provide each
730 faculty member with a copy of relevant literature and evidence that provides best
731 practices on constructing job descriptions, reviewing candidate dossiers, and committee
732 discussion.
- 733 2. Searches may be undertaken only after an assessment of need, resulting in specific job
734 descriptions and carefully outlined expectations and may be accompanied by
735 constraints with regard to salary, rank, and field of expertise.
- 736 3. All searches should proceed following selection of an appropriate search committee,
737 appointed by the dean with advice from the division in which the appointment will be
738 made.
- 739 4. The dean appoints a search committee consisting of three or more faculty who reflect the
740 field of expertise that is the focus of the search (if relevant) as well as other related
741 fields. Search committees should be comprised of members from diverse backgrounds,
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- 750 lived experiences, and scholarly expertise.
- 751 5. Prior to any search, members of all search committees must undergo inclusive hiring
- 752 practices training available through the college with resources from the [Office of](#)
- 753 [Diversity and Inclusion](#). Implicit bias training, such as that available through the [Kirwan](#)
- 754 [Institute for the Study of Race and Ethnicity](#), is also required of all search committee
- 755 members prior to any search. Trainings will be required of all search committee members
- 756 prior to any search, with schedules and frequency based on University guidelines.
- 757 6. Every member of the search committee is empowered and expected to serve as an
- 758 advocate for diversity. Formally, each search committee must select a diversity advocate.
- 759 Either the search committee chair or the diversity advocate must meet with the dean to
- 760 discuss diversity issues and best practices prior to posting a position.
- 761 7. The search committee must determine appropriate advertisement outlets for the search and
- 762 include outlets that are focused on recruiting women, people from historically
- 763 underrepresented groups, individuals with disabilities, and veterans. The posting will be
- 764 no more specific than is necessary to accomplish the goals of the search, since an offer
- 765 cannot be made that is contrary to the content of the announcement with respect to rank,
- 766 field, credentials, and salary. In addition, timing for the receipt of applications will be
- 767 stated as a preferred date, not a precise closing date, in order to allow consideration of
- 768 any applications that arrive before the conclusion of the search. The university may only
- 769 award tenure to faculty members who are: (1) U.S. citizens or nationals; (2) permanent
- 770 residents (“green card” holders); (3) asylees or refugees; or (4) individuals otherwise
- 771 described as “protected individuals” pursuant to Title 8 U.S. Code Section
- 772 1324b(a)(3)(b).
- 773 8. The search committee screens applications and identifies applicants (usually three to five)
- 774 worthy of interview.
- 775 9. The faculty of the college should be given adequate opportunity to meet and evaluate
- 776 candidates. Virtual or on-campus interviews with candidates must include opportunities
- 777 for interaction with faculty groups, including the search committee, graduate students,
- 778 the division chair, and the dean or designee. In addition, all candidates must make a
- 779 presentation to the faculty and graduate students on their scholarship and may teach a
- 780 class. The latter could be an actual class or a mock instructional situation. All candidates
- 781 interviewing for a particular position must follow the same interview format, and relevant
- 782 accommodations for disability/impairment should be provided.
- 783 Following completion of virtual/on-campus interviews, the search committee presents a
- 784 list of acceptable candidates to the DAPTSC. The DAPTSC reviews the candidate(s),
- 785 takes a vote, then makes a recommendation to the APT Committee who reviews the
- 786 recommended candidate(s) and takes a vote. Upon a positive vote and recommendation
- 787 by the APT Committee, the Eligible Faculty will receive the materials and vote on the
- 788 candidate(s) during a scheduled meeting. The dean may attend the meeting but will need
- 789 to leave just prior to the vote in order for faculty to have discussions without the dean
- 790 present, if they so desire.

791

792 In the event that more than one candidate achieves the level of support required to extend

793 an offer, the dean, in consultation with the division chair, decides which candidate to

794 approach first. The details of the offer, including compensation, are determined by

795 the dean. For leadership positions within the college, the dean will also consult with the

796 college leadership team.

797

798 In cases in which swift action is important, the dean may extend an offer to the

799 candidate(s) with rank and tenure contingent on review and approval of the Eligible

800 Faculty.

801

802 If the offer involves senior rank, the DAPTSC solicits external evaluation letters then
803 reviews the candidate, takes a vote, and makes a recommendation to the division chair.
804 The chair provides candidate materials to the APT Committee. The APT Committee must
805 vote on the appropriateness of the proposed rank. After a positive vote, the Committee of
806 Eligible Faculty reviews the materials and votes on the senior rank. If the offer involves
807 prior service credit, the DAPTSC, APT Committee, and Eligible Faculty must vote on the
808 appropriateness of such credit as well. The DAPTSC, APT Committee, and Eligible
809 Faculty report a recommendation on the appropriateness of the proposed rank or the
810 appropriateness of prior service credit to the dean. Appointment offers at the rank
811 of associate professor or professor, with or without tenure, and/or offers of prior service
812 credit require prior approval of the Office of Academic Affairs.
813

814 Division chairs are advised to discuss the potential appointment of a candidate requiring
815 sponsorship for permanent residence or nonimmigrant work-authorized status with the
816 Office of International Affairs. The university will not grant tenure unless an individual is
817 a (1) U.S. citizen or national; (2) permanent resident (“green card” holder); (3) asylee or
818 refugee; or (4) an individual otherwise described as a “protected individual” pursuant to
819 Title 8 U.S. Code Section 1324b(a)(3)(b). The college will therefore be cautious in
820 making such appointments and vigilant in seeking residency status for the appointee
821 promptly and diligently.

- 822 10. When the appointment is to be a division chair or senior administrative position, the
823 search committee presents the list of acceptable candidates to the dean. If the dean elects
824 to move forward with the process, the candidate is sent forward to the APT Committee as
825 outlined above. In the case of direct appointments to an administrative role, the dean will
826 move forward after consultation with relevant faculty.
- 827 11. Announcement of a vote on a candidate for appointment must be distributed one week in
828 advance. After appropriate discussion at a meeting of the Eligible Faculty, a secret ballot
829 is used.

830
831 On rare occasions, special sessions of the APT Committee and the Eligible Faculty may be required
832 to expedite this process.
833

834 **2. Clinical/Teaching Faculty**

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836 Searches for clinical/teaching faculty generally proceed identically to tenure-track faculty, with the
837 exception that the candidate's presentation during the on-campus interview is focused
838 on clinical/teaching practices rather than scholarship, and exceptions to a national search require
839 approval only by the dean.
840

841 **3. Research Faculty**

842

843 Searches for research faculty generally proceed identically to tenure-track faculty, with the
844 exception that during the on-campus interview the candidate is not asked to teach a class, and
845 exceptions to a national search require approval only by the dean.
846

847 **4. Transfer from the Tenure-track**

848

849 The college permits transfer from the tenure-track to research or clinical/teaching faculty positions if
850 appropriate to the college's mission and circumstances. All transfers must abide by the following:

- 851 • The request for transfer must be initiated by the tenure-track faculty member in writing
852 and must state clearly how the individual's career goals and activities have changed.
- 853 • When a tenured faculty member transfers to a research or clinical/teaching faculty

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position, tenure is relinquished.

- The dean and executive vice president and provost must approve all transfers.

Transfers from a research or clinical/teaching faculty position to the tenure-track are not permitted. However, research and clinical/teaching faculty may apply for tenure-track positions and compete in regular national searches for such positions, consistent with Faculty Rule [3335-7-39](#).

5. Associated Faculty

Recommendations for appointment of associated faculty are made based on need within the division and on the candidate's qualifications to satisfy that need. They are decided by the division chair in consultation with the DAPTSC. The division chair will recommend appointment, reappointment, and contract renewal of all compensated associated faculty to the dean, after consultation with the division faculty. Final approval and letters of offer are issued by the dean and division chair.

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 uncompensated adjunct or visiting faculty may be proposed by any faculty member in the unit and are decided by the division chair in consultation with the division faculty.

Visiting appointments may be made for one term of up to three years or on an annual basis for up to three years.

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

All associated appointments expire at the end of the appointment term and must be formally renewed to be continued.

6. Courtesy and Joint Appointments

Recommendations for courtesy and joint appointments are based on a comprehensive assessment of each candidate's qualifications, together with detailed evidence to support the nomination.

Divisions may propose courtesy or joint appointments for a tenure-track, clinical/teaching, or research faculty member from another Ohio State TIU. A proposal describing the academic service that justifies the appointment is considered at a DAPTSC meeting. If the proposal is approved by the DAPTSC, it goes to the APT committee for a vote on the appropriateness of the appointment, and then to the Eligible Faculty for a vote. Upon approval by the Eligible Faculty, the dean extends an offer of appointment.

The DAPTSC reviews all courtesy and joint appointments in the division annually to determine whether they continue to be justified and takes recommendations for nonrenewal before the Eligible Faculty for a vote.

7. Emeritus Faculty

905 Faculty will send a request for emeritus faculty status to the dean outlining academic performance
906 and citizenship. The Eligible Faculty (tenured and non-probationary clinical/teaching associate
907 professors and professors) will review the application and make a recommendation to the dean. The
908 dean will decide upon the request and, if appropriate, forward a recommendation to the executive
909 vice president and provost. If the faculty member requesting emeritus status has in the 10 years
910 prior to the application engaged in serious dishonorable conduct in violation of law, rule, or policy
911 and/or caused harm to the university's reputation or is retiring pending a procedure according to
912 Faculty Rule [3335-05-04](#), emeritus status will not be considered.
913

914 C. Withdrawal of Appointments

915
916 Non-probationary appointments may be withdrawn under two circumstances: financial exigency ([Faculty
917 Rule 3335-05-02](#)) or when a faculty member has been found guilty of gross or serious incompetence,
918 grave misconduct, or nontrivial financial fraud ([Faculty Rule 3335-05-04](#)).
919

920 V. ANNUAL PERFORMANCE AND MERIT REVIEW

921
922 The annual review process reflects the college's responsibility to apply high standards in evaluating faculty.
923 OAA requires all tenure-track, clinical/teaching, and research faculty at all levels to be reviewed annually by
924 the dean or designee. Annual reviews of all faculty members must include a scheduled opportunity for a face-
925 to-face meeting as well as a written assessment. The procedures for annual review of faculty are consistent
926 with Faculty Rules [3335-6-03](#), [3335-7-08](#) and [3335-7-36](#) and follow the requirements for annual reviews as
927 set forth in the [Faculty Annual Review and Reappointment Policy](#). Per Faculty Rule [3335-3-35](#), the dean is
928 required to include a reminder in annual review letters that all faculty have the right (per Faculty Rule [3335-
929 5-04](#)) to view their primary personnel file and to provide written comment on any material therein for
930 inclusion in the file. Faculty who are on family medical leave or parental leave during the time of the annual
931 review will complete it after they return from leave.
932

933 The purposes of the annual review are to:

- 934 1. Review the faculty member's performance in teaching, scholarship, and service based on the criteria
935 described in this document.
- 936 2. Review evidence of ongoing development.
- 937 3. Review evidence of commitment to inclusive excellence.
- 938 4. Assess the strengths and weaknesses of the faculty member's work and progress for use by the dean
939 and division chair in subsequent merit/salary consideration.
- 940 5. Provide recommendations to the faculty for development in teaching, scholarship, and service.
- 941 6. For Associate Professors, to assess progress toward promotion to the rank of Professor.
- 942 7. For Professors, to assess the overall contribution the faculty member is making to the reputation and
943 functioning of the college and mentoring of junior faculty.
944

945 All divisions within the college must follow the requirements for annual performance and merit reviews as
946 set forth in the [Policy on Faculty Annual Review and Reappointment](#). It is the expectation of the college that
947 annual performance and merit reviews will also be consistent with the college's APT document and other
948 relevant policies, procedures, practices, and standards established by: (1) the college, (2) the Faculty Rules,
949 (3) the Office of Academic Affairs, and (4) the Office of Human Resources.
950

951 The dean must assess an annual performance and merit review when a DAPTSC has submitted (1) a Report
952 of Non-Renewal of Probationary Appointment of Faculty; (2) the fourth-year review of a probationary
953 faculty member; or (3) a Report of Contract Renewal or Non-Renewal for clinical/teaching faculty
954 or research faculty. In each of these cases, the decision of the dean is final.
955

956 The annual review procedures are described in the following sections for probationary faculty (tenure-track,

957 clinical/teaching, and research) and tenured, non-probationary clinical/teaching, and non-probationary
958 research faculty in their second or subsequent term of appointment. There are two letters written for
959 probationary faculty members (and those undergoing periodic review) during the annual review period: one
960 by the division chair and the other by the DAPTSC with input from other faculty during the Eligible Faculty
961 meeting.

962
963 The review of faculty occurs in the spring semester and begins with a meeting of the faculty member and
964 division chair to discuss and evaluate the previous year's performance. The division chair writes a detailed
965 evaluation letter. The chair's initial review letter is submitted to the DAPTSC. The DAPTSC (including the
966 chair) discusses the faculty member's documentation and the chair's letter then evaluates the faculty
967 member's performance. The DAPTSC chair summarizes the faculty's performance in writing and provides
968 that letter to the Eligible Faculty. For the annual review process, the Eligible Faculty shall be the same as was
969 described in Section III. Following the review of the Eligible Faculty, the final annual review letter will be
970 updated to include the discussion of the Eligible Faculty. The annual review letter from the Eligible Faculty
971 meeting will be edited and finalized by the APT chair then sent to the faculty member, division chair, and the
972 dean. The faculty member may meet with an APT Committee representative and division chair to discuss the
973 letter. The faculty member may provide written comments on the review.

974
975 Although a single college APT Committee member serves as the [Procedures Oversight Designee](#), all
976 members of the Eligible Faculty must accept personal responsibility for assuring that reviews are procedurally
977 correct, fair, confidential, and free of bias. The procedures oversight designee should assure that the review
978 process follows written procedures governing the probationary and subsequent annual reviews and that the
979 proceedings are carried out in a highly professional manner. Any procedural difficulties or other concerns
980 about the review should first be brought to the attention of the APT Committee chair who must provide a
981 response to the procedures oversight designee regarding either actions taken, or why action is judged not to
982 be warranted.

983 984 **A. Documentation**

985
986 For their annual performance and merit review, the college requires faculty members to submit the
987 following documents to the division chair early in spring semester:

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

992
993 Other documentation for the annual performance and merit review will be the same as documentation for
994 consideration for promotion and/or tenure. See Section VI, Appointments, for details.

995
996 Under no circumstances should faculty solicit evaluations from any party for purposes of the annual
997 performance and merit review, as such solicitation places its recipient in an awkward position and
998 produces a result that is unlikely to be candid.

999 1000 **B. Annual Review of Probationary Tenure-Track Faculty**

1001
1002 At least one week before the scheduled annual review of faculty, the APT Committee will make available
1003 to all Eligible Faculty the materials for the annual review of each probationary faculty including the
1004 dossier, teaching evaluations, and DAPTSC and division chair's annual review letter.

1005
1006 The APT chair is responsible for scheduling the annual meeting for the review of probationary faculty in
1007 the spring semester and for notifying the Eligible Faculty of the date(s) and time(s) of the meeting by the

1008 end of autumn semester. The purposes of the meeting are to discuss the annual reviews for probationary
1009 faculty and to develop a summary report and recommendations for each individual. If an Eligible Faculty
1010 member must be absent from the annual meeting, they may submit a written evaluation to be considered
1011 during the discussion.

1012
1013 The evaluative discussion will include an assessment of the probationary faculty member's performance,
1014 impact, commitment to inclusive excellence, and professional development in teaching, scholarship, and
1015 service. This discussion will evaluate strengths and weaknesses, using the criteria for the relevant rank
1016 (Section VI, part A) and related documentation (Section VI, part C), including the DAPTSC and division
1017 chair's annual review report. Following the discussion, the Eligible Faculty will vote by secret electronic
1018 ballot on whether to recommend reappointment. An open field will be included, in addition to the vote,
1019 where faculty may provide a rationale for their vote.

1020
1021 If there are any "no" votes, the discussion will be reopened if no substantive concerns were raised in the
1022 discussion. As a general principle, faculty members should not vote "no" without explaining their
1023 rationale. Faculty will also be encouraged to provide a rationale for any "no" vote in the anonymous
1024 survey that is used for the voting. The final APT letter must provide a written justification for any "no"
1025 votes. Similarly, a written justification for any "yes" vote or abstention may be provided.

1026
1027 The ballot results will be stated as part of a summary review report and recommendation to the dean. The
1028 APT Committee prepares the reports, ensuring that they reflect the discussion, voting results and
1029 recommendations made by the Eligible Faculty.

1030
1031 The reviews will be completed in the timeliest fashion possible and summary information communicated
1032 to the faculty member being reviewed in a meeting between an APT Committee member and the division
1033 chair (the dean's designee). The reports are then forwarded to the dean.

1034
1035 The dean and chair will notify the faculty member of their reappointment decision (positive or negative)
1036 at the end of the academic year. If the recommendation is for renewal of the appointment, this
1037 recommendation is final. The division chair's annual review letter to the faculty member renews the
1038 probationary appointment for another year and includes content on future plans and goals. The faculty
1039 member may provide written comments on the review. The letter (along with the faculty member's
1040 comments, if received) becomes part of the cumulative dossier for promotion and tenure. If a non-
1041 reappointment decision is made, the Fourth-Year Review process (per Faculty Rule [3335-6-03](#)) is
1042 invoked. The faculty member will be given 10 calendar days to comment and the dean may respond; at the
1043 end of the comments period, the dean forwards the complete dossier to the Office of Academic Affairs for
1044 review where the Executive Vice President Provost will make the final decision on the case.

1045 **1. Probationary Tenure-Track Faculty: Fourth-Year Annual Review**

1046
1047 Faculty Rule [3335-6-03](#) (C)(4) requires that the fourth-year review follow the same procedures as
1048 the sixth-year review except that external evaluations are not required. External evaluations are
1049 only solicited when either the dean or the Eligible Faculty determine that they are necessary to
1050 conduct the fourth-year review. This may occur when the candidate's scholarship is in an emergent
1051 field, is interdisciplinary, or the Eligible Faculty do not feel otherwise capable of evaluating the
1052 scholarship without outside input.

1053
1054
1055 The probationary faculty member prepares annual review materials as described in Section V, part
1056 A. Following the fourth-year review by the Eligible Faculty review body, the APT chair submits a
1057 statement of evaluation for inclusion in the dossier, which is then forwarded to the dean for review
1058 and an independent recommendation. The faculty member may request a copy of all review
1059 materials.

1060
1061 When the reports (by APT chair and dean) for the fourth-year review are complete, the faculty
1062 member under review is notified by the dean that the reports are available to review and the faculty
1063 member has 10 calendar days from that point to provide comments on the reports for inclusion in
1064 the dossier. If the faculty member provides written comments, the dean may provide a written
1065 response and/or the Eligible Faculty may reconvene and consider the candidate's comments and
1066 provide a written response.
1067

1068 All fourth-year reviews and non-reappointment decisions from other probationary review years will
1069 be sent to the Office of Academic Affairs, for the executive vice president and provost's decision.
1070 If an appointment is not renewed, standards of notice will be in accord with Faculty Rule [3335-6-](#)
1071 [08](#).
1072

1073 **2. Exclusion of Time from Probationary Period**

1074

1075 Faculty Rule [3335-6-03](#) (D) sets forth the conditions under which a probationary tenure-
1076 track faculty member may exclude time from the probationary period. Additional procedures and
1077 guidelines can be found in the Office of Academic Affairs [Policies and Procedures Handbook](#).
1078

1079 **C. Annual Review of Tenured Faculty**

1080

1081 Review procedures discussed in this section apply to tenured faculty in the college with the exception of
1082 the dean. All annual reviews include a face-to-face meeting with the chair. For faculty holding
1083 administrative appointments (vice deans, associate/assistant deans, and division chairs), the review
1084 encompasses their performance as faculty members in teaching, scholarship, and service, but not their
1085 administrative performance. Allowance will be made in the review for the effort involved in administrative
1086 activity. Reviews need not be undertaken for faculty who have announced retirement or resignation.
1087 However, a review will be completed if the college intends to rehire the faculty member post-retirement.
1088

1089 Associate Professors will be reviewed every two years by the eligible Professors. The purpose of the
1090 review of Associate Professors is to assess progress toward promotion to the rank of Professor. The APT
1091 Committee will prepare a summarizing report that will be provided to the faculty member, division chair,
1092 and dean.
1093

1094 Faculty to be reviewed by the Eligible Faculty will be notified by the first Friday of spring semester. By
1095 the first annual review deadline set by the college, faculty undergoing a review will submit to the APT
1096 Committee chair the documentation described in Section V, part A above. The division chair conducts an
1097 independent assessment; meets with the faculty member to discuss his or her performance and future
1098 plans and goals; and prepares a written evaluation on these topics. The faculty member may provide
1099 written comments on the review.
1100

1101 Professors will be reviewed annually by the division chair and every five years by the dean. The purpose
1102 of the review of Professors is to assess the overall contribution the faculty member is making to the
1103 reputation and functioning of the college across the areas of scholarship, teaching, advising, service to the
1104 profession and the community, service to the college and University, and mentoring of junior faculty. The
1105 annual review of professors is based on their having achieved sustained excellence and ongoing outcomes
1106 in the discovery and dissemination of new knowledge relevant to the mission of the tenure initiating unit,
1107 as demonstrated by ongoing national and international recognition of their scholarship; ongoing
1108 excellence in teaching, including their leadership in graduate education in both teaching and mentoring
1109 students; and ongoing outstanding service to the college, the university, and their profession, including
1110 their support for the professional development of assistant and associate professors. Professors are
1111 expected to be role models in their academic work, interaction with colleagues and students, and in the

1112 recruitment and retention of junior colleagues. As the highest-ranking members of the faculty, the
1113 expectations for academic leadership and mentoring for professors exceed those for all other members of
1114 the faculty. The division chair prepares a written evaluation of performance against these expectations.
1115 The faculty member may provide written comments on the review.
1116

1117 **D. Annual Review of Clinical/Teaching Faculty**

1118

1119 The annual performance and merit review process for clinical/teaching probationary and non-probationary
1120 faculty is identical to that for tenure-track probationary and tenured faculty respectively, with the
1121 exception that clinical/teaching associate professors are reviewed by the Eligible Faculty only in their
1122 penultimate year.
1123

1124 In the penultimate contract year of a clinical/teaching faculty member's appointment, the college dean
1125 must determine whether the position held by the faculty member will continue. If the position will not
1126 continue, the faculty member is informed that the final contract year will be a terminal year of
1127 employment. The standards of notice set forth in Faculty Rule [3335-6-08](#) must be observed.
1128

1129 If the position will continue, a formal performance review for reappointment is necessary in the
1130 penultimate contract year to determine whether the faculty member will be offered a new contract. During
1131 the penultimate year of any term the procedures for review are the same as those for probationary faculty
1132 described in Section V, part B.1. For each positive recommendation in the penultimate year, an original
1133 signed cover sheet (Record of Review for Promotion in Academic Rank/Tenure/Reappointment) shall be
1134 submitted to the Office of Academic Affairs, but no letters, vita or dossiers are required. For a negative
1135 recommendation, the terms of the contract will be honored.
1136

1137 **E. Annual Review of Research Faculty**

1138

1139 The annual performance and merit review process for research probationary and non-probationary faculty
1140 is identical to that for tenure-track probationary and tenured faculty, except in the penultimate year of any
1141 term.
1142

1143 In the penultimate contract year of a research faculty member's appointment, the dean must determine
1144 whether the position held by the faculty member will continue. If it will not continue, the faculty member
1145 is informed that the final contract year will be a terminal year of employment. The standards of notice set
1146 forth in Faculty Rule [3335-6-08](#) must be observed.
1147

1148 If the position will continue, a formal performance review for reappointment is necessary in the
1149 penultimate contract year to determine whether the faculty member will be offered a new contract. During
1150 the penultimate year of any term the procedures for review are the same as those for probationary faculty
1151 described in Section V, part B.1. For each positive recommendation in the penultimate year, an original
1152 signed cover sheet (Record of Review for Promotion in Academic Rank/Tenure/Reappointment) shall be
1153 submitted to the Office of Academic Affairs, but no letters, vita or dossiers are required. For a negative
1154 recommendation, the terms of the contract will be honored.
1155

1156 **F. Associated, Courtesy, and Joint Faculty**

1157

1158 Associated, courtesy, and joint faculty members must be reviewed annually. The division chair prepares a
1159 written evaluation and communicates the evaluation to the faculty member.
1160

1161 For reappointment, the division chair's recommendation on renewal of the appointment is final. If the
1162 recommendation is to renew, the division chair may extend a multiple year appointment.
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G. Salary Recommendations

The division chairs will provide the dean with their annual report for each faculty member, together with the faculty member’s documentation of annual accomplishments. Based on the current annual performance and merit review as well as on the performance and merit reviews of the preceding 24 months, the dean will determine the level of merit salary increase based on the recommendation of the division chair and faculty performance. This recommendation will be based on the rank-appropriate annual review summary.

Decisions regarding merit increases require the submission by the faculty member of adequately documented annual review materials as outlined in Section V, part A above. Therefore, merit increases will not be awarded to faculty who do not submit these materials according to the timeline.

VI. PROMOTION AND TENURE REVIEWS

Faculty Rule [3335-6-02](#) provides the following context for promotion and tenure and promotion reviews:

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

This section of the document adheres to and amplifies this rule in addition to [3335-07-08](#) and [3335-07-36](#). College criteria are used in conjunction with the Office of Academic Affairs Promotion and Tenure/Promotion Dossier Checklist. These criteria are the standards upon which judgments are based. Further, examples of evidence of attainment are provided as guidelines and are intended to be illustrative rather than exhaustive. Candidates for promotion on tenure track lines should demonstrate high, rank-appropriate performance that has impact and demonstrates inclusive excellence. The three areas that are evaluated include scholarly activity, teaching, and service. It is assumed that, at each rank, a candidate will have successfully met the criteria stated for lower ranks. In all cases, evidence of a sustained pattern in the quality of faculty effort and leadership is required for reappointment (in untenured positions) or promotion at any academic rank.

Given that work in public health, by its very nature, crosses disciplines, the “field of public health” is necessarily a broad, flexible term. In some instances, it will intersect significantly with traditional academic disciplines. In others, it may represent a unique area that a candidate has carved out within public health. It may represent the novel merger of two fields. Excellence in public health often involves shaping not only broad scholarly understandings of or approaches to the field, but also public health practice.

Candidates, in consultation with senior faculty and administrators, are responsible for contextualizing contributions and identifying and defining the most relevant evidence. Most candidates will not be equally strong across teaching, scholarship, and service. Ultimate committee and administrative judgements involve qualitative interpretation and decision-making in which performance is evaluated within the context of a candidate’s rank and fields or sub-field.

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A. Criteria and Documentation that Support Promotion

1. Tenure-Track Faculty: Promotion to Associate Professor with Tenure

Tenure and promotion are based on performance, impact, and demonstrated commitment to inclusive excellence in teaching, scholarship, and service and a pattern of performance over the probationary period that yields a high degree of confidence that the candidate will continue to develop professionally. 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. Evidence must also indicate that the faculty member can be expected to continue a program of high-quality teaching, scholarship, and service relevant to the mission of the College of Public Health (adapted from Faculty Rule [3335-6-02](#)). Above all, candidates are held to a very high standard of excellence in the areas central to their responsibilities. In addition, faculty are expected to contribute to the positive culture of the College of Public Health and its demonstrated commitment to inclusive excellence.

Excellence in teaching, scholarship, and service is moreover defined to include professional ethical conduct in each area of responsibility, consistent with the [American Association of University Professors' Statement on Professional Ethics](#).

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

2. Tenure-track Faculty: Promotion to Professor with Tenure

Promotion to the rank of Professor must be based on convincing evidence that the faculty member has a sustained record of excellence in scholarship and impact in teaching, has developed and maintained a productive program of scholarship that is recognized nationally or internationally, and has demonstrated significant leadership in service. Time in rank is not sufficient for promotion: promotion to professor requires continued demonstration of significant achievement. A faculty member ready for promotion to Professor should be a role model for faculty, for students, and for the profession (adapted from Faculty Rule [3335-6-02](#)). In addition, faculty are expected to contribute to the positive culture of the College of Public Health and its demonstrated commitment to inclusive excellence.

The specific criteria in teaching, scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure as indicated above, with the added expectation of sustained accomplishment and quality of contributions, a record of continuing professional growth, and evidence of established national or international reputation in the field.

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

1266 only to those faculty who have demonstrated impact in their scholarship of research and creative
1267 inquiry, teaching and learning, and service, but also to those who have exhibited excellence in
1268 leadership to make visible and demonstrable impact upon the mission of the college and university.
1269

1270 **3. Clinical/Teaching Faculty: Promotion to Associate Professor of Clinical/Teaching Public**
1271 **Health**

1272
1273 Promotion to Associate Professor of Clinical/Teaching Public Health is based on convincing
1274 evidence that the faculty member has achieved excellence and impact in teaching as demonstrated
1275 through contributions to advancing the teaching mission, and service or professional practice, and
1276 has contributed to the scholarly mission of the college. Evidence must also indicate that the faculty
1277 member can be expected to continue a program of high-quality teaching, service or professional
1278 practice, and contributions to scholarship relevant to the mission of the college. In addition, faculty
1279 are expected to contribute to the positive culture of the College of Public Health and its
1280 demonstrated commitment to inclusive excellence.
1281

1282 **4. Clinical/Teaching Faculty: Promotion to Professor of Clinical/Teaching Public Health**
1283

1284 Promotion to Professor of Clinical/Teaching Public Health must be based on convincing evidence
1285 that the faculty member has a sustained record of excellence and impact in teaching as
1286 demonstrated through innovative methods; recognition for excellence and leadership in service or
1287 professional practice, and has contributed regularly to the scholarly mission of the college. In
1288 addition, faculty are expected to contribute to the positive culture of the College of Public Health
1289 and its demonstrated commitment to inclusive excellence.
1290

1291 **5. Research Faculty: Promotion to Research Associate Professor**
1292

1293 Promotion to Research Associate Professor is based on convincing evidence that the faculty
1294 member has achieved excellence and impact as a scholar, demonstrated both by the quality of the
1295 work and the ability to attract external support. Evidence must also indicate that the faculty member
1296 can be expected to continue a program of high-quality scholarship supported by external funding,
1297 and to contribute to the mission of the college. In addition, faculty are expected to contribute to the
1298 positive culture of the College of Public Health and its demonstrated commitment to inclusive
1299 excellence.
1300

1301 **6. Research Faculty: Promotion to Research Professor**
1302

1303 Promotion to Research Professor must be based on convincing evidence that the faculty member
1304 has a sustained record of excellence and impact in scholarship that is recognized nationally or
1305 internationally, including a continuous record of success in obtaining external research support
1306 from high-quality sources, and contributions to the mission of the college. Persons holding this rank
1307 should be recognized clearly as leaders in their field, whose presence substantially enhances the
1308 research program of the college, including the mentoring of others. In addition, faculty are expected
1309 to contribute to the positive culture of the College of Public Health and its demonstrated
1310 commitment to inclusive excellence.
1311

1312 **7. Associated Faculty**
1313

1314 The relevant criteria for the promotion of adjunct faculty members are the same as those for the
1315 promotion of tenure-track faculty above.
1316

1317 The relevant criteria for the promotion of associated faculty members with tenure-track titles are
1318 those for the promotion of tenure-track faculty above.

1319
1320 Lecturers may be promoted to senior lecturer if they meet the criteria for appointment at that rank
1321 as described in Section IV, part A.4.
1322

1323 **B. Procedures**

1324
1325 The college's procedures for promotion and tenure reviews are consistent with and supplement those set
1326 forth in Faculty Rule [3335-6-04](#) and the Office Academic Affairs annually updated procedural guidelines
1327 for promotion and tenure reviews found in Volume 3 of the [Policies and Procedures Handbook](#).
1328

1329 **1. Tenure-Track, Clinical/Teaching, and Research Faculty**

1330 **Candidate Responsibilities**

1331
1332 Candidates for promotion and tenure or promotion are responsible for submitting a complete,
1333 accurate dossier and providing a copy of the APT under which they wish to be reviewed. If external
1334 evaluations are required, candidates are responsible for reviewing the list of potential external
1335 evaluators compiled for their case according to college guidelines. Each of these elements is
1336 described in detail below.
1337
1338

1339 **Dossier**

1340
1341 Every candidate must submit a complete, accurate dossier fully consistent with Office of Academic
1342 Affairs guidelines. This must include a clear statement of a candidate's scholarly trajectory, key
1343 areas of impact, and evidence of impact. Candidates should not sign the Office of Academic Affairs
1344 Candidate Checklist without ascertaining that they have fully met the requirements set forth in the
1345 Office of Academic Affairs core dossier outline including, but not limited to, those highlighted on
1346 the checklist. While the APT Committee makes reasonable efforts to check the dossier for accuracy
1347 and completeness, the candidate bears full responsibility for all parts of the dossier that they should
1348 complete.
1349

1350 Listed below are the possible forms of documentation to be included in the dossier in the areas of
1351 teaching, scholarship, and service. Documentation for tenure-track, clinical/teaching and
1352 research faculty are listed separately.
1353

1354 **Tenure-Track Faculty**

1355
1356 Reputation as an independent scholar and researcher who advances the field is a cornerstone for
1357 tenure and promotion. To be considered for promotion and tenure, candidates should have achieved
1358 widely recognized excellence in advancing a body of work judged to be substantial, original
1359 (pioneering or innovative), and setting the highest standard for scholarship (in the development or
1360 application of relevant concepts, theory, and/or methods) in the field of public health. Candidates
1361 are expected to demonstrate clear evidence of intellectual independence as reflected in scholarly
1362 accomplishments. Faculty being considered for promotion to the **associate level** with tenure should
1363 have, at least, emerging national or international reputations. Faculty being considered for
1364 **professor** should have well-established national or international reputations.
1365

1366 **Teaching**

1367

1368 Effective teaching is an essential responsibility of all faculty members in the College of Public
1369 Health. The quality of teaching is an explicit factor in the evaluation of faculty performance for
1370 merit salary increases, promotion, and tenure. Teaching includes undergraduate and graduate
1371 instruction in formal courses, seminars, and individual studies. Directing student research,
1372 including undergraduates, is both a research and teaching activity. Advising students or discipline-
1373 centric student organizations, and academic/career counseling (graduate and undergraduate) is a
1374 teaching activity. Student evaluations of formal classroom or lab instruction alone are not sufficient
1375 to judge instructional proficiency.
1376

1377 The time period for teaching documentation to be included in the dossier for probationary faculty is
1378 the start date to present. For tenured faculty it is the date of last promotion or the last five years,
1379 whichever is less, to present.
1380

1381 Evidence of exceptional teaching (demonstrated by student or peer recognition of creativity and
1382 commitment to teaching) is not sufficient by itself for tenure. Only in extraordinary circumstances
1383 can exceptional teaching provide the grounds for promotion to professor. “Exceptional”
1384 performance in one dimension cannot compensate for “inadequate” performance in another.
1385

1386 It is the responsibility of the faculty member to document both the scope and the impact of their
1387 teaching. The Teaching Narrative in the dossier should be used to document both scope and impact
1388 of teaching. The Teaching Narrative should include, but is not limited to, the following sections:
1389

- 1390 1. Teaching Philosophy detailing the faculty member’s approach and goals in teaching.
- 1391 2. Scope of Classroom Teaching. The college requires that all faculty teach and take
1392 responsibility for the equivalent of at least one full course per year. While the nature of the
1393 classroom continues to evolve with online, distance formats, and team teaching, faculty
1394 must demonstrate how their teaching contributions exceed the college’s expectations. For
1395 example, an explanation would be required for courses with frequent guest lecturers or
1396 online courses designed and prepared by another faculty member.
- 1397 3. Scope of Non-Classroom Teaching. A tenure track faculty member’s teaching
1398 responsibilities extend beyond the classroom and can range from the mentoring of student
1399 research to development of new student-based or community-based curricula. This section
1400 should include contributions to the university’s broader public university teaching mission
1401 and can include, but are not limited to:
 - 1402 • Contributions to curricula development and implementation, online degrees, and open-
1403 access courses.
 - 1404 • Participating in the creation of new undergraduate, graduate and professional majors,
1405 minors, certificates, and degrees that are interdisciplinary and involve courses with
1406 multiple instructors.
 - 1407 • Creative expression in course development with regard to new materials, ideas and
1408 methods of delivery.
- 1409 4. Mentoring and Advising. There should be evidence of the capacity to successfully mentor
1410 doctoral students, when applicable. For faculty who work primarily or even exclusively
1411 with MPH or undergraduate students, mentoring can be demonstrated in other ways (e.g.,
1412 publications with students documenting the student contribution, independent student
1413 publications, student accomplishments, etc.). As with scholarship, quality matters more
1414 than quantity. Candidates for **professor** are expected to have chaired or co-chaired doctoral
1415 student committees or demonstrate successful student mentoring in other dimensions.
1416 Candidates for promotion to **professor** must not only demonstrate the capacity to mentor
1417 students, but also junior faculty members. Again, the quality of mentorship is vital and
1418 mentorship in name only is insufficient. Examples include:

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- Mentoring of graduate teaching assistants and advising (Discipline specific or Interdisciplinary) undergraduate and/or graduate students.
 - Directing graduate and undergraduate research programs/activities.
 - Serving as a mentor in the Second Year Transformational Experience Program (STEP) or as an advisor to recognized and sanctioned student organizations.
5. Creating partnerships and exchanges, including study abroad, with other academic and research institutions across the region, nation, and world.
 6. Creating functional partnerships with city- and community-wide stakeholder organizations in furtherance of addressing relevant public health issues towards policy change.
 7. Evidence of Teaching Impact and Teaching Accomplishments. The college requires that every faculty member must be an effective teacher. This section of the Teaching Narrative should document the faculty member's teaching effectiveness through their impact and teaching accomplishments. The following items should be considered in compiling documentation in the area of instruction:
 - REQUIRED: Peer evaluations of teaching, in line with the process described in Section IX, part B below.
 - REQUIRED: Course and instructor evaluations. Student opinions and judgments, appropriately documented and accompanied by interpretive information, are essential. See Section IX, part A below. Any other information that the candidate may wish to submit.
 - Evidence of the development of new and effective instructional techniques and materials, shown through written explanation by the candidate, including syllabi, examinations, and assignments.
 - Teaching in teams with community partners as an engaged university.
 - Recognition or awards for distinguished teaching or mentoring (in any of the above-mentioned categories).
 - Instruction-related publications authored, co-authored or edited: number, scope, and distribution:
 - Peer-evaluated publications designed primarily to communicate with other educators, e.g., journal articles on curricula, course innovations, and student placement.
 - Textbooks, chapters in textbooks, or peer-evaluated books of readings.
 - Articles, papers, reviews, and other non-reviewed class materials.
 - Academic advising, mentoring, and direction of undergraduate and graduate students in research papers, thesis, and dissertations, including the achievements of these students.
 - Leadership in development of courses and curricula (in any of the above-mentioned categories) that goes beyond normal teaching and service expectations.
 8. Evidence of inclusive excellence in teaching and advising. The following areas can be considered when describing contributions to inclusive excellence in teaching and advising:
 - Serving a student body that is diverse in a multitude of ways (race, ethnicity, socioeconomic status, age, religion, academic preparedness, disability, gender expression, or non-traditional differences).
 - Working with any students in a mentorship or advisory capacity who have faced structural barriers in higher education.
 - Course design that addresses considerations of diversity and equity.
 - Teaching in a way that creates a welcoming and inclusive atmosphere.
 - Facilitating a discussion (and/or structuring active learning activities) in a way that takes into account considerations of positionality, power, and/or diversity.
 - Incorporating dialogue about diversity into courses.

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Indicators of Outstanding Merit

1. Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes.
2. Selection for a teaching award at the departmental, college, university, or professional society level.
3. Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
4. Publication of widely adopted or acclaimed instructional materials.
5. Developing a new course or course sequence that fills an identified need in the curriculum.
6. Receiving external grant support for teaching/learning projects.
7. Invitation to teach at domestic or international institution of recognized excellence.
8. Receipt of awards for research or academic performance by the faculty member's students.
9. Evidence of exceptional service as a peer evaluator.

Indicators of Merit

1. Effective teaching performance, as evidenced by peer evaluation, student satisfaction, and student outcomes.
2. Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction and student outcomes.
3. Receiving competitive internal grant support for teaching/learning projects.
4. Reflective critique and continuous improvement of teaching, as evidenced by self-evaluation.
5. Evidence of high-quality class preparation, interaction, and accomplishments.
6. Effectively coordinating a multi-section course.
7. Significant self-development activities leading to enhanced teaching effectiveness.
8. Receiving, on a competitive basis, internal funding for teaching.
9. Participation in University Honors and/or other programs for mentoring the professional development of students.
10. Evidence of effective service as a peer evaluator.

Mentorship-Indicators of mentorship include but are not limited to the following:

Indicators of Outstanding Merit

1. Outstanding direction of graduate research or creative activity that is validated and communicated by peers.
2. Evidence of outstanding advising of doctoral student research.
3. Placement of graduate students or post-doctoral fellows into significant academic, scholarly, or professional positions.
4. Significantly contributing to the professional development of students (e.g., working with the College or University Honors program).
5. Outstanding performance as a departmental undergraduate or graduate advisor (may also be included as a service activity where appropriate).

Indicators of Merit

1. Effective direction of graduate research or creative activity, as evidenced by student satisfaction (involving appropriate comparisons to department norms) and student outcomes.
2. Direction of graduate student thesis or dissertation research.
3. Member of graduate student advisory committees.
4. Service as departmental undergraduate or graduate advisor (may also be included as a service activity where appropriate).
5. Research mentorship of undergraduate students.

Scholarship

Each faculty member is required to make significant contributions to the body of knowledge in their field of expertise. While the same level of achievement is not likely to be evaluated equally from discipline to discipline within the college, evidence of high-quality scholarship and commitment to inclusive excellence should be universally recognized. It is the responsibility of the faculty member to document both the scope and the impact of their research. The Research Narrative in the dossier should be used to document both scope and impact of research. The time period for scholarship documentation to be included in the dossier for probationary faculty is the start date to present. For tenured faculty, it is the date of last promotion to present. All scholarship outcomes will be reviewed for increasing independence over time. There should also be an increasing trajectory of significant scholarly outcomes over time. Such documentation is likely to include:

1. Demonstration of scholarship that enhances diversity in thought and people.
2. Positive evaluation of the faculty member's scholarly productivity, impact, and commitment to inclusive excellence from independent experts in the candidate's scholarly area.
3. Consistent record of publication of scholarship in high impact journals in the faculty member's field. A majority of these publications should feature the faculty member as first, second or senior author.
4. Evidence that the faculty member's published scholarship is frequently cited by other scholars in the field.
5. Evidence that the faculty member's published or public-facing scholarship is used by public health practitioners outside of academia in service of the public's health.
6. Applying for and, ultimately, obtaining scientifically meritorious peer-reviewed research grants.
7. Applying for and, ultimately, obtaining scientifically meritorious funding (including foundation) for scholarship that promotes inclusive excellence.
8. Providing research mentorship to students and colleagues, and recognition by colleagues at national and/or international levels in an area of scholarship in which they are an expert.
9. Awards received in recognition for outstanding scholarship and innovation.
10. Serving as principal investigator on funded grants or contracts; and/or serving as a major scientific contributor on a funded research grant.
11. Indications of scholarly reputation among peers. These would include:
 - Invitations to speak at or lead sessions at national or international scientific meetings.
 - Invitations to speak to community-based stakeholders, policy makers, or public health practitioners.
 - Invitations to participation on advisory committees, peer review groups, and editorial boards of well-respected journals in the discipline.
 - Elections to leadership positions in professional societies.
12. Evidence of inclusive excellence in scholarship. Some indicators to consider are:
 - Scholarship that directly addresses issues of diversity, inclusion, or equity.
 - Scholarship that addresses issues specific to groups that have historically faced structural barriers.
 - Scholarship that has been shared with the community in a way that promotes access.
 - Scholarship that involves collaboration with diverse groups of colleagues.
 - Scholarship that includes novel methodologies, societies, cultures, or geographies that expand existing scholarship.

Scholarship may be individual, focusing on new methodologies or summarizing the current state of

1574 research in a field, or collaborative as part of a team. Interdisciplinary scholarship is recognized as
1575 an important mechanism for advancing science. Community-engaged work, particularly in public
1576 health, is recognized as critical both for advancing science and for achieving inclusive excellence.
1577 Interdisciplinary scholarship and community-engaged scholarship are key to achieving impact.
1578 Both individual and collaborative efforts are important. Published papers in highly regarded peer-
1579 reviewed journals is an important indicator of a high level of research productivity, the faculty
1580 member's contributions to those published papers is of utmost importance. Scholarly impact can be
1581 realized through (1) publication in the peer-reviewed literature, and (2) via policy- and practice-
1582 relevance.

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1584 1. Publications

1585 A general hierarchy of publication significance for scholarship is listed below. There may be
1586 some variation in this hierarchy according to the specific discipline.

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1588 Greatest weight is placed on peer-reviewed, original, research publications that have
1589 significant impact on the field, for example:

- 1590 • Publication of peer-reviewed empirical research in top-tier scientific journals, as
1591 determined by the field of study. Manuscripts accepted for publication, documented
1592 by copies of correspondence from the publisher, will be treated as publications for
1593 the purpose of evaluation for scholarship performance.
- 1594 • Publication of peer-reviewed books or monographs.
- 1595 • Publication of peer-reviewed critical summary or review articles.
- 1596 • Publication of peer-reviewed national reports.
- 1597 • Publication of, as first or second author, an authoritative textbook, distributed
1598 internationally, in the faculty member's area of expertise. Peer-reviewed manuscripts,
1599 dealing with specific aspects of the textbook, should also be produced.

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1601 Less stringently reviewed publications that may still contain significant contributions could
1602 include:

- 1603 • Book chapters from major academic press companies.
- 1604 • Invited or selected papers presented at professional meetings.
- 1605 • Textbooks, edited volumes, and materials that are intended to be primarily
1606 instructional insofar as they present new ideas or constitute conceptual or empirical
1607 innovation.
- 1608 • Manuscripts in review.

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1610 Additional materials, which may be considered, include:

- 1611 • Publications that are not peer-reviewed.
- 1612 • Unpublished papers if the author demonstrates their quality and usefulness.
- 1613 • Book reviews written for journals, which reflect the author's status as a scholar but
1614 may occasionally also represent research output.

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1616 The order of authorship for papers with multiple authors will also be considered in the
1617 review process. Dossiers should make clear the authorship traditions of the field. In general,
1618 order of authorship reflects the relative contribution to the research and/or the writing of the
1619 paper. It is essential for the candidate to describe his or her contribution to a publication with
1620 multiple authors.

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1622 2. Evidence of policy- and practice-relevant scholarship

- 1623 • Use of faculty member's scholarship by policy makers in policymaking, lawmaking,
1624 or litigation.

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- Use of a faculty member’s scholarship in teaching practices, approaches, and content.
 - Published op-eds, opinion pieces, or blog posts relating to scholarship.
 - Interviews in news outlets or podcasts relating to scholarship.
 - Reports, presentations, or seminars relating to scholarship used by local, county, and state government.
 - Reports, presentations, or seminars relating to scholarship used by public-health practitioners.

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3. Grants and Contracts

Grants and contracts are a mechanism to support investigations of significant public health problems and they represent an assessment of merit by peers in the field. Funding may be derived from a variety of sources. In evaluating sources of funding, competitiveness of the source and the role of the faculty member are major criteria. The general hierarchy is presented below.

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- Principal/Co-principal Investigator of an externally funded, peer-reviewed research grant. Examples include federal sources (e.g., NIH, CDC, NSF, EPA, DOD, USDA) or foundations (e.g., Robert Wood Johnson, Annie E. Casey, Kellogg).
 - Other examples include:
 - Significant member of an externally funded, peer-reviewed research grant.
 - Principal/Co-principal Investigator of an internally funded research grant.
 - Significant member of an internally funded research grant.
 - Non-peer reviewed external contracts and grants.

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4. Scholarly Activities with Students

Publications co-authored with students are a reflection of a faculty member’s mentorship. The quality of the students’ work, including research awards, publications, and future success; the recruitment of students; and involvement of students in research and other scholarly activities are all critical activities that reflect a faculty member’s mentorship and program of research and scholarship. For promotion to Professor, the faculty member’s involvement with students is crucial; specifically, there should be evidence of student accomplishment. Examples of student success may include but are not limited to: 1) high quality scholarship that has an impact on the science; 2) record of scholarship; 3) job placement; and 4) contributions to the profession. These accomplishments reflect on the faculty candidate’s commitment and ability to mentor students in the areas of teaching, research, scholarship, and service.

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5. Other Scholarly Activities

Excellence in scholarship is manifested in other ways, depending on the faculty member’s field of expertise and the stage of one’s professional development. For example, a candidate for promotion to Professor is expected to provide mentorship to junior faculty and facilitate the research expertise of colleagues. Among other indicators of the quality of a scholarship program are attracting funds, consultation in areas of research expertise and/or clinical/teaching expertise, participating in research with community partners as an engaged university, serving on expert panels in the area, giving invited lectures at scientific meetings, receiving recognition for research and scholarly contributions to science and the discipline, patents and patent preparation, commercialization of published research, and software development.

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Service

Evidence of excellent service is an expectation of all tenure-track and tenured faculty for

1676 consideration of promotion in the College of Public Health. Faculty members are expected to
1677 demonstrate increasing involvement and leadership in service as they progress in rank.
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1679 At the level of **associate professor**, evidence of service may include contributions to professional
1680 organizations, serving on significant ad hoc or standing committees (e.g., search committees), serving
1681 on boards of community-based organizations, journal manuscript review, etc. Likewise, service may
1682 entail participation in major conferences and serving on task forces.
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1684 At the level of **professor**, service is a necessary, but not sufficient, criterion for tenure and/or
1685 promotion for faculty on tenured or tenure-track lines. Only in *extraordinary circumstances* can
1686 exceptional service, defined as sustained service to the institution or the field that is unselfish,
1687 distinctive, and outstanding, provide the grounds alone for promotion to professor. Clearing such a
1688 high bar would be exceptionally rare.
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1690 The time period for service documentation to be included in the dossier for probationary faculty is the
1691 start date to present. For tenured faculty it is the date of last promotion to present. Examples of
1692 services are described below. Services include but are not limited to those specified.
1693

- 1694 1. **Promotion to Associate Professor.** Actively participates in college events, assists with
1695 recruitment of students and faculty, advises student organizations, and contributes in an
1696 administrative capacity. Involvement in professional organizations, serving on a task force,
1697 playing a role in organizing a professional conference, review of journal articles, and
1698 participation on grant study sections. Membership on boards and committees and
1699 participates with events or projects by community organizations.
- 1700 2. **Promotion to Professor.** Service should represent high-level leadership through: chairing
1701 division, college, or university committees; participating on university committees;
1702 contributing to faculty governance; mentoring junior faculty. Service outside of the
1703 university includes active participation in professional organizations at the national level
1704 (chairing a significant national or international committee), service on site visit committees,
1705 service as a member of a study section for federal funding agencies (e.g., NIH, NSF,
1706 AHRQ, NIOSH, OSHA, USDA), service as a member of an editorial board of a recognized
1707 professional peer-reviewed journal, service on a regional/national policy-making
1708 committee, service on boards and committees, and leadership in events or projects by
1709 community organizations (including public health departments, health coalitions, etc.).
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- 1711 3. **Inclusive excellence in service.** All faculty are expected to demonstrate inclusive
1712 excellence in service. The ways in which faculty can document these contributions to
1713 service are the following;
 - 1714 • Participation in service activities (e.g., university committees, symposiums,
1715 workshops, volunteer work in the community) whose goals relate to diversity,
1716 inclusion, and equity.
 - 1717 • Leadership contributions toward the diversity and inclusion goals of division or
1718 college or at the university or community level.
 - 1719 • Serving as an advocate for diversity on a search committee (if applicable).
 - 1720 • Engaging in diversity and inclusion-related professional development activities,
1721 including those that are part of the Community of Inclusion.

1722 **Clinical/Teaching Faculty**

1723 Clinical/Teaching faculty who are candidates for promotion on non-tenure-accruing track lines should
1724 demonstrate excellence in one area in addition to teaching. These areas include service,
1725 administration, or community engagement. Expectations are not, however, necessarily limited to only
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1728 two areas, as described below.

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Teaching

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Effective teaching is an essential responsibility of all faculty members in the College of Public Health.

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The quality of teaching is an explicit factor in the evaluation of faculty performance for merit salary

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increases and promotion. Teaching includes undergraduate and graduate instruction in formal,

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interprofessional, or facilitated courses, seminars, individual studies and/or training with

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Undergraduate and Graduate students. Directing student research is both a research and teaching

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activity. Advising students or discipline-centric student organizations, and career counseling (graduate

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and undergraduate) is a teaching activity. It is the responsibility of the clinical/teaching faculty

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member to document both the scope and the impact of their teaching. The Teaching Narrative in the

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dossier should be used to document both scope and impact of teaching. The Teaching Narrative

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should include, but is not limited to, the following sections.

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1. Command of subject including incorporation of recent developments into instruction.

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2. Continuous growth in subject matter knowledge.

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3. Organization and presentation of class material.

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4. Contributions to curricula development; online degrees and open-access courses.

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5. Participating in the creation of new undergraduate, graduate and professional majors,

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minors, certificates and degrees that are interdisciplinary and involve courses with multiple instructors.

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6. Creative expression in course development with regard to new materials, ideas and methods of delivery.

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7. Capacity to awaken students' awareness of the relationship between subjects studied, important problems and other fields of knowledge.

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8. Advising (discipline-specific or interdisciplinary) undergraduate and/or graduate students.

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9. Mentoring of graduate teaching assistants.

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10. Creating partnerships and exchanges, including study abroad, with other academic and research institutions across the region, nation, and world.

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11. Evidence of inclusive excellence in teaching and advising. The following areas can be considered when describing contributions to inclusive excellence in teaching.

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- Serving a student body that is diverse in a multitude of ways (race, ethnicity, socioeconomic status, age, religion, academic preparedness, disability, gender expression, or non-traditional differences).
- Working with any students in a mentorship or advisory capacity who have faced structural barriers in higher education.
- Course design that addresses considerations of diversity and equity.
- Teaching in a way that creates a welcoming and inclusive atmosphere.
- Facilitating a discussion (and/or structuring active learning activities) in a way that takes into account considerations of positionality, power, and/or diversity.
- Incorporating dialogue about diversity into courses.

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Each clinical/teaching faculty member will describe their teaching impact and submit evidence concerning performance in instruction. The time period for teaching documentation to be included in the dossier for probationary faculty is the start date to present. For non-probationary faculty it is the date of last promotion or the last five years, whichever is less, to present.

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The following items should be considered in compiling documentation in the area of instruction:

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1. Peer evaluations of teaching, in line with the peer review process described in Section IX.

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2. Course and instructor evaluations.

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3. Student opinions and judgments, appropriately documented and accompanied by

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- 1780 interpretive information, are essential. See Section IX on evaluation of teaching. Any other
1781 information that the candidate may wish to submit.
- 1782 4. Evidence of the development of new and effective instructional techniques and materials,
1783 shown through written explanation by the candidate, including syllabi, examinations, and
1784 assignments.
 - 1785 5. Teaching in teams with community partners as an engaged university.
 - 1786 6. Number of courses and sections taught, and number of students enrolled.
 - 1787 7. Recognition or awards for distinguished teaching (in any of the above-mentioned
1788 categories).
 - 1789 8. Instruction-related publications authored, co-authored or edited: number, scope and
1790 distribution:
 - 1791 9. Peer-evaluated publications designed primarily to communicate with other educators, e.g.,
1792 journal articles on curricula, course innovations, and student placement.
 - 1793 10. Textbooks, chapters in textbooks or peer-evaluated books of readings.
 - 1794 11. Articles, papers, reviews and other non-reviewed class materials.
 - 1795 12. Academic advising of undergraduate and graduate students.
 - 1796 13. Counseling of graduate and undergraduate students in career development.
 - 1797 14. Maintenance and development of competence through workshops, study leaves, courses,
1798 interactions with practitioners, and self-study.
 - 1799 15. Leadership in development of courses and curricula (in any of the above-mentioned
1800 categories) that goes beyond normal teaching and service expectations.

1801 **Scholarship**

1802 Clinical/teaching faculty members are expected to contribute to the university's mission via teaching
1803 and service and may make contributions to scholarship. They are also expected to contribute to the
1804 scholarly mission of the college in ways appropriate to their other activities. The time period for
1805 scholarship documentation to be included in the dossier for probationary faculty is the start date to
1806 present. For non-probationary faculty it is the date of last promotion to present. Scholarship may take
1807 such forms as:
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- 1810 1. Developing and disseminating educational innovations.
- 1811 2. Collaboration with others in research activity.
- 1812 3. Publishing in the professional practice literature.
- 1813 4. Giving presentations at professional meetings.
- 1814 5. Developing continuing education offerings.
- 1815 6. Demonstrating scholarship that enhances diversity in thought and people.
- 1816 7. Community-engaged work, particularly as it advances inclusive excellence.

1817
1818 Scholarly impact can be realized through publication in the peer-reviewed literature, and via policy-
1819 and practice-relevance. The following are also important and should be considered when describing
1820 the impact of scholarship:

- 1821 1. Evidence that the faculty member's published or public-facing scholarship is used by
1822 public health practitioners outside of academia in service of the public's health.
- 1823 2. Providing research mentorship to students and other faculty from historically
1824 underrepresented groups.
- 1825 3. Evidence of inclusive excellence in scholarship. Some indicators to consider are:
 - 1826 • Scholarship that directly addresses issues of diversity, inclusion, or equity.
 - 1827 • Scholarship that addresses issues specific to groups that have historically faced
1828 structural barriers.
 - 1829 • Scholarship that has been shared with the community in a way that promotes access.
 - 1830 • Scholarship that involves collaboration with diverse groups of colleagues.

- Scholarship that includes novel methodologies, societies, cultures, or geographies that expand existing scholarship.

Service

Clinical/teaching faculty members are expected to demonstrate increasing involvement and leadership in service as they progress in rank. Evidence of service may include contributions to professional organizations, serving on significant ad hoc or standing committees (e.g., search committees), serving on boards of community-based organizations, journal manuscript review, etc. Likewise, service may entail participation in major conferences and serving on task forces. Examples of services are described below. Services include, but are not limited to, those specified. The time period for service documentation to be included in the dossier for probationary faculty is the start date to present. For non-probationary faculty it is the date of last promotion to present.

1. **Promotion to Associate Professor.** Actively participates in college events, assists with recruitment of students, advises student organizations, and contributes in an administrative capacity. Involvement in professional organizations, serving on a task force, playing a role in organizing a professional conference, and membership on boards and committees and participates with events or projects by community organizations (including public health departments, health coalitions, etc.).
2. **Promotion to Professor.** Service should represent high-level leadership. Actively participates by chairing college committees, participating on committees at the University level, serving on the Diversity, Equity and Inclusive Excellence Committee or other standing or ad hoc committee, contributes to faculty governance, and the mentoring of junior faculty and graduate students primarily in teaching. Service in professional organizations at the national level (chairing a significant national or international committee committee), or site visit committee, participation on a regional/national policy-making committee, or chairing boards and committees and leading events or projects by community organizations (including public health departments, health coalitions, etc.).
3. **Inclusive excellence in service.** All faculty are expected to demonstrate inclusive excellence in service. The ways in which faculty can document these contributions to service are the following:
 - Participation in service activities (e.g., university committees, symposiums, workshops, volunteer work in the community) whose goals relate to diversity, inclusion, and equity.
 - Leadership contributions toward the diversity and inclusion goals of division or college or at the university or community level.
 - Serving as an advocate for diversity on a search committee (if applicable).
 - Engaging in diversity and inclusion-related professional development activities, including those that are part of the Community of Inclusion.

Research Faculty

Scholarship

Research and scholarship are considered the primary expectations for research faculty in the College of Public Health. Each research faculty member is expected to develop and support a research program that focuses on significant public health and health care problems and is congruent with the mission of the College of Public Health. Research faculty may also participate in “team science” initiatives in basic, translational and applied research, and focus on university and other

1883 interdisciplinary scientific initiatives.

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1886 Written accounts of research published in peer-reviewed, high-quality scholarly publications are an
1887 important indicator of research productivity. Other indicators that a research faculty member is
1888 growing professionally include rigorous external peer-reviewed funding of research grants, the
1889 provision of research mentorship to students and colleagues, and recognition by colleagues at national
1890 and/or international levels in an area of scholarship in which they are an expert. The time period for
1891 scholarship documentation to be included in the dossier for probationary faculty is the start date to
1892 present. For non-probationary faculty, it is the date of last promotion to present. All scholarship
1893 outcomes will be reviewed for increasing independence over time. There should also be an increasing
1894 trajectory of significant scholarly outcomes over time.

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1895 Guidelines for evaluating scholarship include publications, grants, and research activities include:

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Publications

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1899 A general hierarchy of publication significance for scholarship is listed below. There may be some
1900 variation in this hierarchy according to the specific discipline. Greatest weight is placed on peer-
1901 reviewed, original, research publications that have significant impact on the field, for example:

1901

- 1902 1. Publication of peer-reviewed empirical research in top-tier scientific journals, as
1903 determined by the field of study. Manuscripts accepted for publication, documented by
1904 copies of correspondence from the publisher, will be treated as publications for the
1905 purpose of evaluation for scholarship performance.
- 1906 2. Publication of peer-reviewed books or monographs.
- 1907 3. Publication of peer-reviewed critical summary or review articles.
- 1908 4. Publication of peer-reviewed national reports.
- 1909 5. Publication of, as first or second author, an authoritative textbook, distributed
1910 internationally, in the faculty member's area of expertise. Peer-reviewed manuscripts,
1911 dealing with specific aspects of the textbook, should also be produced.

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Grants and Contracts

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1914 Grants and contracts are a mechanism to support investigations of significant public health problems
1915 and they represent an assessment of merit by peers in the field. Funding may be derived from a
1916 variety of sources. In evaluating sources of funding, competitiveness of the source and the role of the
1917 faculty member are major criteria. The general hierarchy is presented below.

1917

- 1918 1. Principal/Co-principal Investigator of an externally funded, peer reviewed research grant.
1919 Examples include federal sources (e.g., NIH, CDC, NSF, EPA, DOD, USDA) or
1920 foundations (e.g., Robert Wood Johnson, Annie E. Casey, Kellogg).
- 1921 2. Other examples include:
 - 1922 • Significant member of an externally funded, peer-reviewed research grant.
 - 1923 • Principal/Co-principal Investigator of an internally funded research grant.
 - 1924 • Significant member of an internally funded research grant.
 - 1925 • Non-peer reviewed external contracts and grants.

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Scholarly Activities with Students

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1928 Publications co-authored with students are a reflection of a faculty member's mentorship. The quality
1929 of the students' work, including research awards, publications, and future success; the recruitment of
1930 students; and involvement of students in research and other scholarly activities are all critical
1931 activities that reflect a faculty member's mentorship and program of research and scholarship. For
1932 promotion to Professor, the faculty member's involvement with students is crucial; specifically, there
1933 should be evidence of student accomplishment. Examples of student success may include, but are not
1934 limited to: 1) high-quality scholarship that has an impact on the science; 2) record of scholarship; 3)

1934 job placement; and 4) contributions to the profession. These accomplishments reflect on the faculty
1935 candidate's commitment and ability to mentor in the areas of teaching, scholarship, and service.
1936 **Other Scholarly Activities**
1937 Excellence in scholarship is manifested in other ways, depending on the faculty member's field of
1938 expertise and the stage of one's professional development. For example, a candidate for promotion to
1939 Professor is expected to provide mentorship to junior faculty and facilitate the research expertise of
1940 colleagues. Among other indicators of the quality of a scholarship program are: attracting funds,
1941 consultation in areas of research expertise and/or clinical/teaching expertise, participating in research
1942 with community partners as an engaged university, serving on expert panels in the area, giving invited
1943 lectures at scientific meetings, receiving recognition for research and scholarly contributions to
1944 science and the discipline, patents and patent preparation, commercialization of published research,
1945 and software development.

1946
1947 **Inclusive Excellence in Scholarship**
1948 Research faculty are expected to demonstrate inclusive excellence in scholarship. Some indicators to
1949 consider are:
1950 1. Scholarship that directly addresses issues of diversity, inclusion, or equity.
1951 2. Scholarship that addresses issues specific to groups that have historically faced structural
1952 barriers.
1953 3. Scholarship that has been shared with the community in a way that promotes access.
1954 4. Scholarship that involves collaboration with diverse groups of colleagues.
1955 5. Scholarship that includes novel methodologies, societies, cultures, or geographies that
1956 expand existing scholarship.

1957 **Appointments, Promotion, and Tenure (APT) Document**

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1959
1960 Candidates must also submit a copy of the APT under which they wish to be reviewed. Candidates
1961 may submit the college's current APT document; or, alternatively, they may elect to be reviewed
1962 under either (a) the APT document that was in effect on their start date, or (b) the APT
1963 document that was in effect on the date of their last promotion, whichever of these two latter
1964 documents is the more recent. However, the current APT document must be used if the letter of
1965 offer or last promotion, whichever is more recent, was more than 10 years before April 1 of the
1966 review year. This must be submitted when the dossier is submitted to the college.

1967 **External Evaluations**

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1970 Candidates are responsible for reviewing the list of potential external evaluators developed by the
1971 candidate's DAPTSC and dean. The candidate may add no more than three additional names but is
1972 not required to do so. The candidate may request the removal of no more than two names, providing
1973 the reasons for the request. The dean and division chair decide whether removal is justified. (Also see
1974 #7 External Evaluations below.)

1975 **2. The DAPTSC Responsibilities (substantive review for candidates in the division)**

- 1976
1977
1978 a. Annually, provide administrative support for the promotion and tenure review process as
1979 described below.
- 1980 1. **Late Spring:** Suggest names of external evaluators to the dean.
 - 1981 2. **Late Summer:** Review candidates' dossiers for completeness, accuracy (including
1982 citations), and consistency with Office of Academic Affairs requirements; and work with
1983 candidates to assure that needed revisions are made in the dossier before the formal review
1984 process begins.

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- b. Meet with each candidate for clarification as necessary and to provide the candidate an opportunity to comment on his or her dossier. This meeting is not an occasion to debate the candidate's record.
 - c. Draft an analysis of the candidate's performance in teaching, scholarship, and service to provide to the Eligible Faculty with the dossier and seek to clarify any inconsistent evidence in the case, where possible. The analysis of the case must demonstrate engagement with the candidate's submitted articles. This must go beyond a simple summary but must discuss the impact and importance of the work. The committee will take a preliminary vote and include the vote in the letter (NOTE: the official faculty vote occurs during the meeting of Eligible Faculty).
 - d. Revise the draft analysis of each case following the Eligible Faculty meeting, to include the faculty vote and a summary of the faculty perspectives expressed during the meeting; and forward the completed written evaluation and recommendation to the dean.
 - e. Provide a written response, on behalf of the Eligible Faculty, to any candidate comments that warrant response, for inclusion in the dossier. The DAPTSC chair will present conclusions orally to the APT Committee. The chair may bring a faculty member from another unit at Ohio State with subject matter expertise to answer questions about the faculty member's scholarly contributions.

3. Appointment, Promotion, and Tenure Committee Responsibilities

The responsibilities of the APT Committee are as follows:

- a. To review this document annually and to recommend proposed revisions to the faculty.
- b. 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.
 1. 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) and the recommendation of the DAPTSC. Faculty requesting a nonmandatory review will be expected to have a clear record of teaching, scholarship, and service that meets the expectations for the rank being considered. Lack of the required documentation is necessary and sufficient grounds on which to deny a non-mandatory review.
 2. A tenured faculty member may only be denied a formal promotion review under Faculty Rule [3335-6-04](#) for one year. If the denial is based on lack of required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.
 3. Faculty members who are not (1) U.S. citizens or nationals; (2) permanent residents ("green card" holders); (3) asylees or refugees; or (4) individuals otherwise described as "protected individuals" pursuant to Title 8 U.S. Code Section 1324b(a)(3)(b) may not undergo a non-mandatory review for tenure, and tenure will not be awarded as the result of a mandatory review until the status is established. Faculty members not eligible for tenure due to lack of status as a "protected individual" under the immigration laws are moreover not considered for promotion by this college. The committee will confirm the status of an untenured faculty member seeking non-mandatory tenure review with the dean.
 4. A decision by the committee to permit a review to take place in no way commits the Eligible Faculty, the dean, or any other party to the review to making a positive recommendation during the review itself.
- c. Annually, in late spring through early autumn semester, to provide administrative support for

2038 the promotion and tenure review process as described below.

- 2039 1. **Late Spring:** Select from among its members a Procedures Oversight Designee who
2040 will serve in this role for the following year. The Procedures Oversight Designee
2041 cannot be the same individual who chairs the committee. The Procedures Oversight
2042 Designee’s responsibilities are described in the Office of Academic Affairs annual
2043 procedural guidelines.
- 2044 2. **Early Autumn:** Review the DAPTSC written evaluation of each case following the
2045 Eligible Faculty meeting, to include the faculty vote and a summary of the faculty
2046 perspectives expressed during the meeting; and forward the completed written
2047 evaluation and recommendation to the dean.
- 2048 d. Provide a written evaluation and recommendation to the dean in the case of joint appointees
2049 from another tenure-initiating unit. The full Eligible Faculty does not vote on these cases since
2050 the college’s recommendation must be provided to the other tenure-initiating unit substantially
2051 earlier than the committee begins meeting on the college’s cases.

2052 **4. Eligible Faculty Responsibilities**

2053 The responsibilities of the members of the Eligible Faculty are as follows:

- 2054
- 2055 a. To review thoroughly and objectively every candidate’s dossier including submitted articles in
2056 advance of the meeting at which the candidate’s case will be discussed.
- 2057 b. To engage fully in DAPTSC discussions and meetings.
- 2058 c. To attend all Eligible Faculty meetings except when circumstances beyond one’s control
2059 prevent attendance; to participate in discussion of every case; and to vote.
- 2060 d. To complete the recommended training for faculty reviews, promotion, and tenure discussions
2061 every two years.
- 2062
- 2063
- 2064

2065 **5. Dean Responsibilities**

2066 The responsibilities of the dean are as follows:

- 2067 a. To charge each member of the Eligible Faculty committee to conduct reviews free of bias and
2068 based on criteria.
- 2069 b. To solicit external evaluations from a list including names suggested by the DAPTSC, the chair
2070 and the candidate. (Also see #7 External Evaluations below.)
- 2071 c. To determine whether a candidate is authorized to work in the United States and whether a
2072 candidate now, or in the future, will require sponsorship for an employment visa or immigration
2073 status. (The college must ensure that such questions are asked of all applicants in a non-
2074 discriminatory manner.) Faculty members who are not (1) U.S. citizens or nationals; (2)
2075 permanent residents (“green card” holders); (3) asylees or refugees; or (4) individuals otherwise
2076 described as “protected individuals” pursuant to Title 8 U.S. Code Section 1324b(a)(3)(b) may
2077 not undergo a non-mandatory review for tenure, and tenure will not be awarded as the result of
2078 a mandatory review until the status is established. Faculty members not eligible for tenure due
2079 to lack of status as a “protected individual” under the immigration laws are moreover not
2080 considered for promotion by this college.
- 2081 d. To solicit an evaluation from a TIU head of any TIU in which the candidate has a joint
2082 appointment.
- 2083 e. To make each candidate’s dossier available in an accessible place for review by the Eligible
2084 Faculty at least two weeks before the meeting at which specific cases are to be discussed and
2085 voted.
- 2086 f. To remove any member of the Eligible Faculty from the review of a candidate when the
2087 member has a conflict of interest but does not voluntarily withdraw from the review.
- 2088 g. To attend the meetings of the Eligible Faculty in which promotion and tenure matters are discussed as
2089

- 2090 an observer to be informed by the faculty deliberation. Further, the dean will respond to
2091 questions asked of them during the meeting. Following the discussion, the dean will leave the
2092 meeting to allow for additional discussion among the Eligible Faculty members.
- 2093 h. To provide an independent written evaluation and recommendation for each candidate,
2094 following receipt of the Eligible Faculty's completed evaluation and recommendation.
 - 2095 i. To meet with the Eligible Faculty to explain any recommendations contrary to the
2096 recommendation of the committee.
 - 2097 j. To inform each candidate in writing after completion of the college review process:
 - 2098 1. Of the recommendations by the Eligible Faculty and dean.
 - 2099 2. Of the availability for review of the written evaluations by the Eligible Faculty and
2100 dean.
 - 2101 3. Of the opportunity to submit written comments on the above material, within ten (10)
2102 days from receipt of the letter from the dean, for inclusion in the dossier. The letter is
2103 accompanied by a form that the candidate returns to the dean, indicating whether or
2104 not they expect to submit comments.
 - 2105 k. To provide a written response to any candidate comments that warrants response for inclusion
2106 in the dossier.
 - 2107 l. To receive the Eligible Faculty's written evaluation and recommendation of candidates who are
2108 joint appointees from other tenure-initiating units, and to forward this material, along with the
2109 dean's independent written evaluation and recommendation, to the TIU head of the other
2110 tenure-initiating unit by the date requested.

2111 **6. Procedures for Associated Faculty**

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2114 Adjunct faculty and associated faculty with tenure-track titles follow the promotion guidelines and
2115 procedures detailed in Section VI, part B above, with the exception that the review does not proceed to
2116 the executive vice president and provost if the dean's recommendation is negative. Positive
2117 recommendations shall proceed to the executive vice president and provost.

2118 **7. External Evaluations**

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2121 External evaluations of scholarly activity are obtained for all promotion reviews in which scholarship
2122 must be assessed. These include all tenure-track promotion and tenure or promotion reviews and all
2123 research appointment contract renewals and promotion reviews. External evaluations of scholarly
2124 activity and research are not obtained for clinical/teaching or associated faculty unless the faculty
2125 member has been involved in a significant amount of scholarship.

2126
2127 All external evaluators will receive the candidate's CV, five papers published by the candidate since the
2128 time of hire or last review, and a description of the candidate's position (e.g., scholarship, teaching, and
2129 service expectations).

2130
2131 A minimum of five credible and useful evaluations must be obtained. A credible and useful evaluation:

- 2132 a. Is written by a person highly qualified to judge the candidate's scholarship (or other
2133 performance, if relevant) who can give an "arms' length" evaluation of the research record and
2134 is not a close personal friend, research collaborator, or former academic advisor or post-
2135 doctoral mentor of the candidate. Qualifications are generally judged on the basis of the
2136 evaluator's expertise, record of accomplishments, and affiliation with a similarly or more
2137 highly ranked academic unit or institution. Letters of evaluation from non-peer institutions must
2138 be justified based on the evaluator's pre-eminence in the field. This college will generally
2139 solicit evaluations from professors. In the case of an assistant professor seeking promotion to
2140 associate professor with tenure, less than half of the evaluations may come from associate
2141 professors.

2142 b. Provides sufficient analysis of the candidate’s performance to add information to the review. A
2143 letter’s usefulness is defined as the extent to which the letter is analytical as opposed to
2144 perfunctory. Under no circumstances will “usefulness” be defined by the perspective taken by
2145 an evaluator on the merits of the case.
2146

2147 Since the college cannot control who agrees to write and or the usefulness of the letters received, more
2148 letters are sought than are required, and they are solicited no later than the end of the spring semester
2149 prior to the review year. This timing allows additional letters to be requested should fewer than five
2150 useful letters result from the first round of requests.
2151

2152 As described above, a list of potential evaluators is assembled by the DAPTSC, dean, and the candidate.
2153 If the evaluators suggested by the candidate meet the criteria for credibility, a letter is requested from at
2154 least one of those persons. Faculty Rule [3335-6-04](#) requires that no more than half the external
2155 evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the
2156 person(s) suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor
2157 this college requires that the dossier contain letters from evaluators suggested by the candidate.
2158

2159 The college follows the Office of Academic Affairs suggested format for letters requesting external
2160 evaluations. A sample letter for tenure-track faculty can be found [here](#). A sample letter for
2161 clinical/teaching faculty can be found [here](#).
2162

2163 Under no circumstances may a candidate solicit external evaluations or initiate contact in any way with
2164 external evaluators for any purpose related to the promotion review. If an external evaluator should
2165 initiate contact with the candidate regarding the review, the candidate must inform the evaluator that
2166 such communication is inappropriate and report the occurrence to the dean, who will decide what, if
2167 any, action is warranted (requesting permission from the Office of Academic Affairs to exclude that
2168 letter from the dossier). It is in the candidate’s self-interest to assure that there is no ethical or procedural
2169 lapse, or the appearance of such a lapse, in the course of the review process.
2170

2171 All solicited external evaluation letters that are received must be included in the dossier. If concerns
2172 arise about any of the letters received, these concerns may be addressed in the college’s written
2173 evaluations or brought to the attention of the Office of Academic Affairs for advice.
2174

2175 VII. APPEALS

2176 Faculty Rule [3335-6-05](#) (A) sets forth general criteria for appeals of negative promotion and tenure
2177 decisions. Further detail on appeals alleging improper evaluation is contained in Faculty Rule [3335-5-05](#).
2178 **Disagreement with a negative decision is not grounds for appeal. In pursuing an appeal, the faculty**
2179 **member is required to document the failure of one or more parties to the review process to follow**
2180 **written policies and procedures.**
2181

2182 VIII. SEVENTH-YEAR REVIEWS

2183 The college follows Faculty Rule [3335-6-05](#) (B) which sets forth the conditions of and procedures for a
2184 seventh year review for a faculty member denied tenure as a result of the sixth year review.
2185

2186 IX. PROCEDURES FOR STUDENT AND PEER EVALUATION OF TEACHING

2187 A. Student Evaluation of Teaching

2188 Every student in every course for which the minimum enrollment is met must be provided an opportunity
2189 to complete a confidential evaluation of the instruction and the instructor. The Student Evaluation of
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2194 Instruction (SEI) is the required method of obtaining student opinion. However, faculty may add other
2195 methods to obtain feedback about their teaching for their annual reviews. All faculty members must
2196 obtain students' evaluations of their teaching using the SEI. Student evaluations should be presented in
2197 table format over time by semester. Trends and/or patterns of responses in evaluations are considered to be
2198 as important as or potentially more important than individual items or scores for any particular year.
2199

2200 Faculty members should choose a day late in the semester when attendance is likely to be high if they are
2201 going to provide in-class time for students to complete the evaluation using a mobile application. The
2202 faculty member must leave the classroom during the time allotted for completing the evaluation. The
2203 faculty member should reiterate to students that the feedback provided in the evaluations is used both for
2204 performance reviews and to provide feedback that can be taken into account in future teaching.
2205

2206 **B. Peer Evaluation of Teaching**

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2208 Annually the dean or designee appoints a Peer Review of Teaching Committee (consisting of at least three
2209 tenured faculty and at least one non-probationary clinical/teaching faculty member). The Committee shall
2210 be responsible for gathering evidence of the quality and effectiveness of teaching, which at a minimum,
2211 includes two peer evaluations (ideally one before fourth-year review and one after the fourth-year review)
2212 during the probationary period and at least two for promotion from associate professor to professor.
2213

2214 The Peer Review of Teaching Committee term of service is one year, with reappointment possible.
2215 Reasonable efforts are made to distribute service among the tenured faculty from year to year in order to
2216 support and encourage attention to the quality of teaching in the unit. Although there is no presumption
2217 that a peer reviewer must be of equal or higher rank than the faculty member being reviewed, such a
2218 model will be followed to the extent possible.
2219

2220 The responsibilities of the Peer Review of Teaching Committee are as follows:

- 2221
- 2222 a. To review the teaching of tenure-track and clinical/teaching faculty with the goal of assessing
2223 teaching at all the levels of instruction to which the faculty member is assigned (including online
2224 classes).
 - 2225 b. To review, upon the division chair's request, the teaching of any faculty member not currently
2226 scheduled for review; such reviews are normally triggered by low or declining student
2227 evaluations or other evidence of the need for providing assistance in evaluating teaching.
 - 2228 c. To review the teaching of a faculty member not currently scheduled for review, upon that
2229 individual's request, to the extent that time permits; reviews conducted at the request of the
2230 faculty member are considered formative only; the division chair is informed that the review took
2231 place, but the report is given only to the faculty member who requested the review; faculty
2232 seeking formative reviews should also seek the services of the [Michael V. Drake Institute for
2233 Teaching and Learning](#).
 - 2234 d. To identify additional peer teaching evaluators, train them, and provide them an assignment list
2235 for peer evaluations to conduct.
2236

2237 Reviews conducted upon the request of the division chair or the faculty member focus on the specific
2238 aspects of instruction requested by the division chair or faculty member and may or may not include class
2239 visitations.
2240

2241 Regularly scheduled peer teaching evaluations are comprehensive and should include, in addition to class
2242 visitation, review of course syllabi and related instruction materials. In the case of peer review for the
2243 purposes of promotion and tenure reviews, the class visitation is conducted by one or more senior peers.
2244 The peer reviewer should meet with the candidate to establish a time for the visit and to understand the
2245 goals of the course and the candidate's teaching philosophy. If possible, the peer reviewer should attend

2246 two different class sessions over the course of the semester.

2247

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2249 In observing the course and reviewing the syllabus and other materials, the peer reviewer should focus on

2250 such issues as the appropriateness of the course design given the goals and level of the course, the quality

2251 and effectiveness of the instructional materials and assessment tools, and the appropriateness of the

2252 approach relative to current disciplinary knowledge. At the conclusion of the class visits, the reviewer

2253 meets with the candidate to give feedback and also submits a written report to the division chair, copied to

2254 the candidate. The candidate is encouraged to provide written reflection on this report, and the reviewer

may respond if they wish. The reports are included in the candidate's promotion and tenure dossier.