

AUSTIN E. KNOWLTON SCHOOL OF ARCHITECTURE
CRITERIA AND PROCEDURES FOR
APPOINTMENTS, PROMOTION, AND TENURE
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1 I. Preamble

2 This document is a supplement to Chapters 6 and 7 of the [Rules of the University Faculty](#); the annually
3 updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic
4 Affairs [Policies and Procedures Handbook](#); and other policies and procedures of the college and
5 university to which the school and its faculty are subject.

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

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

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

22 Decisions considering appointment, reappointment, and promotion and tenure will be free of
23 discrimination in accordance with the university's policy on equal opportunity
24 (<http://hr.osu.edu/policy/policy110.pdf>).
25

26 II. School Mission

27 The mission of the Austin E. Knowlton School of Architecture is to achieve and maintain internationally
28 recognized excellence in education, scholarship and creative activity; shape and serve the professions of
29 architecture, landscape architecture, and city and regional planning; contribute to the intellectual and
30 creative purposes of the college and university; and promote and impact the quality of design and
31 planning locally and globally.

32 The school balances its educational and professional mandate by deploying design and planning as
33 modes of intellectual inquiry and responsible action. At the undergraduate level, design and planning
34 shift a liberal arts education from one of passive reception to active engagement. At the graduate level,
35 design and planning are the critical interface between theory and technique whereby students develop
36 the conceptual breadth and technical depth to shape a profession's agenda and evolution. In the
37 scholarship of its faculty, as well, design and planning build a knowledge base and project potential
38 futures. The school's faculty, students, and alumni are a force for the expansion of knowledge and
39 innovative practice.

40 In its mission, the Knowlton School aligns with the university's legacy of contributing to knowledge and
41 addressing society's needs. The school's design and planning discourse advances solutions to issues
42 facing contemporary society. It incorporates the arts, humanities, and sciences in its curricula, while
43 providing design and planning courses to students in other majors. These offerings are supplemented by
44 public lectures, exhibitions and symposia, publications, and distinguished visiting practitioners and

1 scholars. All of these activities contribute to knowledge, the critique and evolution of contemporary
2 culture, its institutions, and the quality of the built environment.

3 School faculty, working with other academic and administrative offices of the university and others,
4 provide expertise to foster design and planning excellence on the campus and the world. Faculty and
5 student creative work propose solutions to design and planning problems, and faculty scholarship offers
6 knowledge for design and planning decisions. Frequently, these activities take place in partnership with
7 the potential users, and they typically link local and global concerns. The school's publications and
8 electronic communications disseminate all these efforts to a broad, international constituency.

9 10 **III. Definitions**

11 The Knowlton School includes the Sections of Architecture, Landscape Architecture, and City and
12 Regional Planning. The Director in concert with Section Heads leads the school.

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

14 **1. Tenure-track Faculty**

15 The eligible faculty for senior rank of new appointments, reappointment, promotion and tenure
16 and promotion reviews of tenure-track faculty consist of all tenured faculty of equal or higher
17 rank than the candidate whose tenure resides in the school (excluding the school Director, the
18 Dean and Assistant and Associate Deans of the college, the Executive Vice President and
19 Provost, and the President.)

20 For appointment and tenure reviews of probationary professors, eligible faculty are tenured
21 professors of equal or higher rank than the candidate's rank whose tenure resides in the school
22 (excluding the school Director, the Dean and Assistant and Associate Deans of the college, the
23 Executive Vice President and Provost, and the President).

24 **2. Practice Faculty**

25 The eligible faculty for appointment reviews of practice faculty consists of all tenure-track
26 faculty whose tenure resides in the school and all practice faculty whose primary appointment is
27 in the school.

28 The eligible faculty for the senior rank of new appointments, reappointment, contract renewal,
29 and review of promotion of practice faculty consist of all tenured faculty whose tenure resides
30 in the school of equal or higher rank than the candidate and all non-probationary practice
31 faculty whose primary appointment is in the school of equal or higher rank than the candidate
32 (excluding the school Director, the Dean and Assistant and Associate Deans of the college, the
33 Executive Vice President and Provost, and the President).

34 **3. Research Faculty**

35 The eligible faculty for appointment reviews of research faculty consists of all tenure-track
36 faculty whose tenure resides in the school, all practice faculty whose primary appointment is in
37 the school, and all research faculty whose primary appointment is in the school.

38 The eligible faculty for senior rank of new appointments, reappointment, contract renewal, and
39 promotion reviews of research faculty consist of all tenured faculty whose tenure resides in the
40 school of equal or higher rank than the candidate, all non-probationary practice faculty of equal
41 or higher rank than the candidate, and all non-probationary research faculty whose primary
42 appointment is in the school of higher rank than the candidate (excluding the school Director,

1 the Dean and Assistant and Associate Deans of the college, the Executive Vice President and
2 Provost, and the President).

3 **4. Conflict of Interest**

4 A conflict of interest exists when an eligible faculty member is related to a candidate or has a
5 comparable close personal relationship, has substantive financial ties with the candidate, is
6 dependent in some way on the candidate's services or vice versa, has a close professional
7 relationship with the candidate (e.g. dissertation advisor), or has collaborated so extensively
8 with the candidate that an objective review of the candidate's work is not possible. Generally,
9 faculty members who have collaborated with a candidate on at least 50% of the candidate's
10 published work since the last promotion will be expected to withdraw from a promotion or
11 reappointment review of that candidate.

12 **5. Minimum Composition**

13 If the school does not have at least three eligible faculty members who can undertake a review,
14 the school Director, after consulting with the Section Heads and the Dean, will appoint a faculty
15 member from another department within the college.

16 **B. Promotion and Tenure Committee**

17 The school has a Promotion and Tenure Committee that assists the eligible faculty in managing
18 promotion and tenure issues. The Promotion and Tenure Committee has five to six tenured faculty
19 members, including at least two professors, with no more than two professors coming from the
20 same section. The school Director in consultation with the Section Heads appoints all members of
21 the Promotion and Tenure Committee annually, assigns the roles of Chair and Procedures Oversight
22 Designee (the Designee's responsibilities are described in the Office of Academic Affairs annual
23 procedural guidelines), and may add more non-probationary committee members to cover the
24 school's diverse scholarship. The Chair of the Promotion and Tenure Committee shall serve as Chair
25 for no more than three consecutive years.

26 **C. Quorum**

27 A quorum of the eligible faculty is required for:

- 28 • appointments of tenure-track, practice, research faculty,
- 29 • promotion and tenure reviews of tenure-track, practice, and research faculty,
- 30 • tenure reviews of probationary faculty of senior rank,
- 31 • fourth-year reappointment reviews of probationary tenure-track faculty,
- 32 • reappointment reviews in the penultimate contract year for probationary practice and
33 research faculty if Director recommends nonrenewal, and
- 34 • consideration of the appropriateness of appointments at senior rank for tenure-track,
35 practice, and research faculty.

36 The minimum number of faculty required to achieve a quorum necessary for a meeting is 60% of the
37 applicable eligible faculty (including those participating by teleconference but excluding those with a
38 conflict of interest). Faculty on leave of absence, on faculty professional leave, or on approved
39 special assignment to an off-campus location may participate but are not required to do so (and are
40 excluded from the count of applicable eligible faculty if they do not participate.)

41 The school strongly encourages informed participation of all eligible faculty during P&T deliberations
42 and arranges these meetings to accommodate faculty schedules to the greatest extent possible.

1 **D. Recommendation from the Committee of the Eligible Faculty**

2 Eligible faculty will review the candidate's dossier and vote, by secret ballot, on the candidate. In all
3 cases, a positive recommendation from the eligible faculty is secured when 60% of the votes cast
4 are positive.

5 For reappointment, promotion and tenure, and contract renewal cases for faculty with partial FTEs
6 in Knowlton and another department, a positive recommendation is determined by the TIU holding
7 the primary (majority) appointment and defined by the APT documents of this TIU. For joint hires, a
8 representative of the secondary TIU may be present in the discussion of the Committee of Eligible
9 Faculty in the primary TIU as a resource in understanding aspects of a candidate's dossier that might
10 not conform to the primary TIU model or that might reflect a hiring MOU concerning the candidate's
11 responsibilities.

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

15 Absentee ballots and proxy votes are not permitted. Only eligible faculty members present at the
16 meeting or participating in it by teleconference may vote (OAA Policies and Procedures Handbook
17 3.6.4).

18 **IV. Appointments**

19 **A. Criteria**

20 The school is committed to making only faculty appointments that enhance or have strong
21 potential to enhance the quality and influence of the school. Important considerations include
22 the individual's record to date in teaching, scholarship, and service; the potential for
23 professional growth in each of these areas; and the potential for interacting with colleagues
24 and students in a way that will enhance their academic work and attract other outstanding
25 faculty and students to the school. No offer will be extended if the search process does not
26 yield one or more candidates who would enhance the quality of the school. In such cases, the
27 search is either cancelled or continued, as appropriate to the circumstances.

28 **1. Tenure-track Faculty**

29 **Instructor.** Appointment at the rank of Instructor is made only when the offered appointment is
30 that of Assistant Professor but requirements for the terminal degree have not been completed
31 by the candidate at the time of appointment. The terminal degree is a Masters in the Sections of
32 Architecture and Landscape Architecture or an allied discipline, while the terminal degree is a
33 PhD in City and Regional Planning or an allied discipline. The school will make every effort to
34 avoid such appointments. An appointment at the Instructor level is limited to three years. When
35 an Instructor has not completed requirements for promotion to the rank of Assistant Professor
36 by the end of the third year of appointment, the third year is a terminal year of employment.

37 Upon promotion to Assistant Professor, the faculty member may request prior service credit for
38 time spent as an Instructor. This request must be approved by the school's eligible faculty, the
39 school Director, the Dean, and the Office of Academic Affairs. Faculty members will carefully
40 consider whether prior service credit is appropriate since prior service credit cannot be revoked
41 once granted. In addition, all probationary faculty members have the option to be considered
42 for early promotion.

43 **Assistant Professor.** A terminal degree is typically the minimum requirement for appointment at

1 the rank of Assistant Professor. There must be evidence of potential for high-quality scholarship,
 2 high-quality teaching, and high-quality service to the school. Appointment at the rank of
 3 Assistant Professor is always probationary, with mandatory tenure review in the sixth year of
 4 service. Review for tenure prior to the mandatory review year is possible when the Promotion
 5 and Tenure Committee (or the TIU of the primary appointment in the case of jointly appointed
 6 faculty) determines such a review to be appropriate (see Section VII.B.2).

7 **Associate Professor and Professor.** Appointment at senior rank requires that the individual, at a
 8 minimum, meet the school's criteria in teaching, scholarship, and service for promotion to these
 9 ranks (Section VII) (or primary appointment TIU for jointly appointed faculty). In the case of
 10 jointly appointed faculty, the criteria of the primary appointment TIU are those that must be
 11 met. In cases where the candidate does not have prior experience teaching or advising graduate
 12 students, teaching ability will be defined by the criteria set forth for the appointment of tenure-
 13 track Assistant Professors. In all cases the candidate must have demonstrated superior
 14 scholarship through national recognition.

15 Appointment at senior rank normally entails tenure. A probationary appointment at senior rank
 16 is appropriate only under unusual circumstances, such as when the candidate has limited prior
 17 teaching experience or has taught only in a foreign country. A probationary period of up to four
 18 years is possible, on approval of the Dean and Office of Academic Affairs, with review for tenure
 19 (but not necessarily promotion) occurring in the final year of the probationary appointment. If
 20 tenure is not granted, an additional (terminal) year of employment is offered.

21 Foreign nationals who lack permanent residency status may be appointed to a senior rank and
 22 approved for tenure, but the university will not grant tenure without permanent residency.
 23 Offers to foreign nationals require prior consultation with the Office of International Affairs.

24 **2. Practice Faculty**

25 Appointment of practice faculty entails a three- or five-year contract. The initial contract is
 26 probationary, with reappointment considered annually. Tenure is not granted to practice
 27 faculty. There is no presumption that subsequent contracts will be offered, regardless of
 28 performance. The procedures on appointment must be consistent with those set out in the
 29 [Faculty Annual Review and Reappointment Policy, III, A-G](#).

30 Practice faculty in the school are referred to as Assistant Professor, Associate Professor, or
 31 Professor of Practice in (Architecture, Landscape Architecture, or City and Regional Planning)."
 32 Distinctions among ranks are based on the level of distinction attained by the candidate.
 33 Practice faculty may participate and vote in matters of governance and committee service in the
 34 school and their respective sections. However, they cannot participate or vote on promotion
 35 and tenure matters of tenure-track faculty.

36 Practice faculty appointments exist for faculty members who focus principally on the education
 37 needs of students in the TIU or college. Teaching Faculty members are expected to contribute
 38 the TIU's research and education mission as reflected in undergraduate and graduate program
 39 development and teaching. Teaching Faculty appointments are made in accordance with Faculty
 40 Rule [3335-7](#). Each new appointment must enhance, or have strong potential to enhance, the
 41 quality of the TIU.

42 **Assistant Professor of Practice.** The successful candidate must provide clear evidence of
 43 capability in his/her area of specialization and experience in the practice of the discipline. The
 44 successful candidate must possess the background and ability to share and transfer knowledge

1 to students. Normally, the successful candidate will have an earned professional degree in
 2 his/her relevant field. Professional publications and teaching experience are helpful but not
 3 required.

4 **Associate or Professor of Practice.** The successful candidate must meet or exceed the school
 5 criteria for promotion to these ranks (see Section VII.A.4). In the case of a candidate who has no
 6 previous appointment as an Assistant Professor of Practice or tenure-track Assistant Professor,
 7 the candidate must have demonstrated superior proficiency in the practice of the discipline, as
 8 evidenced by the candidate's body of work and reference letters, and must possess the
 9 background and ability to share and transfer knowledge to students.

10 **3. Research Faculty**

11 Appointment of research faculty entails a one- to five-year contract. The initial contract is
 12 probationary, with reappointment considered annually. Tenure is not granted to research
 13 faculty. There is no presumption that subsequent contracts are offered, regardless of
 14 performance. The procedures on appointment must be consistent with the [Faculty Annual](#)
 15 [Review and Reappointment Policy, III, A-G](#).

16 Research faculty in the school are referred to as Research Assistant Professor, Research
 17 Associate Professor, or Research Professor in (Architecture, Landscape Architecture, or City and
 18 Regional Planning)." Distinctions among ranks are based on the level of distinction attained by
 19 the candidate. Research faculty may participate and vote in matters of governance and
 20 committee service in the school and their respective sections. However, they cannot participate
 21 or vote on promotion and tenure matters of tenure-track or practice faculty.

22 **Research Assistant Professor.** Appointment at the rank of Research Assistant Professor requires
 23 that the individual have a terminal degree and a record of high-quality research.

24 **Research Associate Professor and Research Professor.** Appointment at the rank of Research
 25 Associate Professor or Research Professor requires that the individual have a terminal degree
 26 and meet, at a minimum, the school's criteria for promotion to these ranks (see Section VII.A.5).

27 **4. Associated Faculty**

28 Associated faculty appointments may be as short as a couple of weeks to assist with a focused
 29 project, a semester to teach one or more courses, or for up to three years when a longer
 30 contract is useful for long-term planning and retention. With the exception of visiting faculty,
 31 associated faculty may be reappointed.

32 Such appointments expire on or before a date specified by the College of Engineering in the
 33 fiscal year in which the appointment commences. Associated faculty at .5 FTE and above may
 34 participate in discussions and vote on non-personnel matters, but are not members of the
 35 eligible faculty for new appointments, reappointments, promotion and tenure and
 36 reappointment reviews of tenure-track, practice and research faculty.

37 **Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor.** Adjunct
 38 appointments may be compensated or uncompensated. Adjunct faculty appointments are given
 39 to individuals who give academic service to the school, such as teaching a course, for which a
 40 faculty title is appropriate. Adjunct faculty rank is determined by applying the criteria for
 41 appointment of tenure-track faculty. Adjunct faculty members are eligible for promotion (but
 42 not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

43 **Lecturer.** Appointment as Lecturer requires that the individual have, at a minimum, a

1 professional degree or equivalent in a field appropriate to the subject matter to be taught.
 2 Evidence of ability to provide high-quality instruction is desirable. Lecturers are not eligible for
 3 tenure or promotion. The Lecturer position is to be used only when a specific instructional need
 4 is identified in the school.

5 **Senior Lecturer.** Appointment as Senior Lecturer requires that the individual have, at a
 6 minimum, a professional degree in a field appropriate to the subject matter to be taught, along
 7 with evidence of ability to provide high-quality instruction; or a terminal degree or equivalent
 8 and at least five years of teaching experience at above .5 FTE with documentation of high
 9 quality. Senior Lecturers are not eligible for tenure or promotion. Senior Lecturers may
 10 participate in discussions and vote on non-personnel matters, but are not members of the
 11 eligible faculty for new appointments, reappointments, promotion and tenure and
 12 reappointment reviews of tenure-track, practice and research faculty. Reviews and raise
 13 considerations of Senior Lecturers follow standard review and raise procedures with an
 14 emphasis on teaching and, where applicable, service.

15 **Assistant Professor, Associate Professor, Professor with FTE below 50%.** Appointment at
 16 tenure-track titles is for individuals at 49% FTE or below, either compensated or
 17 uncompensated. The rank of associated faculty with tenure-track titles is determined by
 18 applying the criteria for appointment of tenure-track faculty. Associated faculty members with
 19 tenure-track titles are eligible for promotion (but not tenure) and the relevant criteria are those
 20 for promotion of tenure-track faculty. Associated faculty, emeritus faculty, faculty joint
 21 appointees with FTEs below 50% in the school follow standard review and raise procedures with
 22 an emphasis on teaching and, where applicable, service.

23 **Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.**
 24 The visiting faculty rank is typically conferred on candidates who hold a faculty appointment at
 25 another institution or hold a significant position in the profession. Visiting faculty appointments
 26 may either be compensated or not compensated. Visiting faculty members on leave from a
 27 regular academic appointment at another institution are appointed at the rank held in that
 28 position. The rank at which other (non-faculty) individuals are appointed is determined by
 29 applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not
 30 eligible for tenure or promotion. They may not be reappointed for more than three years at
 31 100% FTE.

32 **5. Courtesy Appointments for Faculty**

33 Occasionally, the academic involvement in the school by a tenure-track, practice, or research
 34 faculty member from another unit at Ohio State warrants a 0% FTE (courtesy) appointment.
 35 Appropriate involvement includes scholarship collaboration, graduate student advising, and/or
 36 teaching. A courtesy appointment is made at the individual's current Ohio State rank.

37 **B. Procedures**

38 See Volume 1 in the Office of Academic Affairs [Policies and Procedures Handbook](#) on the following
 39 topics:

- 40 • recruitment of tenure-track, practice, and research faculty,
- 41 • appointments at senior rank or with prior service credit,
- 42 • hiring faculty from other institutions after April 30,
- 43 • appointment of foreign nationals, and
- 44 • letters of offer.

1. Tenure-track Faculty

A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. The college and the Office of Academic Affairs must give advance approval to any exceptions to this policy. Search procedures must entail substantial faculty involvement and be consistent with the OAA [Policy on Faculty Recruitment and Selection](#). The search proceeds as outlined below.

The Dean of the college grants approval to the school to begin a search. This approval may be accompanied by constraints with regard to salary, rank, and field of expertise, and may or may not include guidance regarding faculty with the potential for appointments to more than one TIU.

The Section Head appoints a Faculty Search Committee comprised of at least three faculty and one student from within the section and one faculty member from outside the section. The Section Head also appoints the Chair of the committee and a Diversity Advocate who ensures that vigorous efforts are made to gather a diverse pool of qualified applicants. In the case of searches targeting jointly appointed faculty, the primary appointment TIU will be responsible for assembling the search committee, which must include at least one representative from the secondary TIU.

Prior to any search, members of all search committees must undergo inclusive hiring practices training available through [the college with resources from the Office of Diversity and Inclusion](#). Implicit bias training, also strongly encouraged, is available through the [Kirwan Institute for the Study of Race and Ethnicity](#).

The Faculty Search Committee's responsibilities are as follows:

- Write a search announcement for external advertising and internal posting. Internal postings occur in the University Personnel Postings (formerly known as the "green sheet") through the Office of Human Resources. The announcement will be no more specific than is necessary to accomplish the goals of the search, since an offer cannot be made that is contrary to the content of the announcement with respect to rank, field, credentials, salary. In addition, timing for the receipt of applications will be stated as a preferred date, not a precise closing date, in order to allow consideration of any applications that arrive before the conclusion of the search. The announcement is subject to the Section Head's approval.
- Coordinate external advertising and direct solicitation of nominations and applications. Note that the university does not grant tenure in the absence of permanent residency ("green card"). Also, federal guidelines prohibit sponsorship of foreign nationals for permanent residency unless the search process resulting in their appointment to a tenure-track position included an advertisement in a field-specific internationally circulated journal.
- Identify leading candidates. The Search Committee will review all applications in a timely manner and identify a minimum of three leading candidates in consultation with the Section Head and school Director. The leading candidate applications will be made available to the school faculty before candidate visits. In the case of searches targeting jointly appointed faculty, the primary appointment TIU will have responsibility in identifying candidates for interview, while all potential TIUs are to be included in the interview process.

- 1 • Coordinate candidate visits. Leading candidates will visit the school to speak with a
2 representative of the college, the school Director, Section Head, faculty, students, and
3 staff. Candidates will also deliver a lecture to the school and be given a tour of the
4 campus and city. In the case of searches targeting jointly appointed faculty, the
5 presentation will be arranged by the primary appointment TIU, and should be attended
6 by relevant faculty from all proposed TIUs.
- 7 • Solicit comments. Faculty members within the section will review the candidates'
8 applications and may provide written comments to the Search Committee. The Search
9 Committee will also solicit comments from school faculty outside the section as well as
10 students, and any other relevant parties.
- 11 • Hold a section faculty meeting, which must be attended by a quorum of eligible faculty
12 within the section (see Section II.C). At this meeting, the committee will lead and
13 document a discussion of the candidates. After the discussion, the committee will
14 conduct a secret ballot in answer to the question: "Do you support the hiring of _____
15 in the _____ Section of the Knowlton School?" All section tenure-track, practice,
16 research, and associated faculty at .5 FTE and above may participate in the discussion,
17 but voting is limited to eligible faculty. Absentee ballots and proxy votes are not
18 permitted, but eligible faculty who participate in the meeting by teleconference are
19 allowed to vote.
- 20 • Write a report. The report outlines the search process, diversity efforts, summarizes
21 the attributes of the leading candidates, includes pertinent comments from faculty,
22 students and staff, and provides the result of the vote.
- 23 • In the case of jointly appointed faculty, subject to specific TIU procedures, following
24 completion of on-campus interviews, the eligible faculty of all proposed TIUs will meet
25 within each TIU to discuss perceptions and preferences, and to vote on each candidate.
26 The eligible faculty reports a recommendation on each candidate to the department
27 Chair or school Director of each TIU, which then conveys that recommendation to the
28 department Chair or school Director of the primary appointment TIU.

29
30 The school Director will make a final decision after considering all candidates and after
31 reviewing all recommendations of the Search Committee, the Section Head, the relevant
32 areas, and the faculty vote. If more than one candidate achieves a positive
33 recommendation, the school Director chooses the candidate to approach first. The school,
34 in consultation with the Section Head, determines the details of the offer, including
35 compensation. In the case of jointly appointed faculty, in the event that more than one
36 candidate achieves the level of support required to extend an offer, the Chair or Director of
37 the primary appointment TIU decides which candidate to approach first. The details of the
38 offer, including compensation, are determined by the Chair or Director of the primary
39 appointment TIU. The Dean must approve any offer letter sent to a candidate.

40 Additional appointment procedures include:

- 41 • For offers at the Associate or Professor ranks, with or without tenure, an evaluation by
42 the Promotion and Tenure Committee and a discussion and vote by the eligible faculty
43 are required, including the appropriateness of any prior service credit. They are asked
44 the following question: "The Search Committee recommends that the appointment be
45 at the rank of _____; do you agree with this recommendation?"

- 1 • Procedures are identical to those for promotion review of tenure-track faculty, with the
2 exception that some recommendation letters may be included. Before the evaluation,
3 candidates are given the opportunity to provide additional material on their teaching,
4 scholarship and service record beyond that provided with their application.
- 5 • All offers at the Associate Professor and Professor ranks, with or without tenure, and all
6 offers of prior service credit require the prior approval of the Dean and the Office of
7 Academic Affairs. Offers to foreign nationals require prior consultation with the Office of
8 International Affairs. The university does not grant tenure in the absence of permanent
9 residency status.
- 10 • In the case of conflict of interest, or familial or comparable relationship with the
11 candidate, any conflicted faculty members will not be involved in the search process and
12 will not be allowed to vote on the candidate.
- 13 • After the successful appointment of the new faculty member, the Section Head will
14 appoint an appropriate mentor or mentors to aid the new faculty member with regard
15 to the university's procedures and processes of teaching, scholarship and service.

16 **2. Practice Faculty**

17 Searches for practice faculty generally follow those for tenure-track faculty, with the exception
18 that the candidate's presentation during the on-campus interview addresses professional
19 practice rather than scholarship. Highly qualified practice candidates may be considered for
20 appointment without a national search, but only when there is a reasonable likelihood that a
21 national search would not provide more highly qualified and/or more diverse candidates. The
22 Dean must first approve the decision to interview a candidate without a national search. The
23 school Director, in consultation with the Section Head, determines the details of the offer,
24 including the length of the initial contract. The Dean must approve any offer letter sent to a
25 candidate.

26 Appointments at the rank of Associate Professor of Practice or Professor of Practice require
27 evaluation by the Promotion and Tenure Committee, and a discussion and vote by eligible
28 faculty. This includes a requirement for external evaluation letters commenting on the
29 candidate's teaching and/or professional practice, although recommendation letters may also
30 be included.

31 **3. Research Faculty**

32 Searches for research faculty generally proceed identically as for tenure-track faculty, although
33 highly qualified research candidates may be considered for appointment without a national
34 search. The Dean must first approve the decision to interview a candidate without a national
35 search. Sources of funding for research faculty positions must also be identified and secured
36 prior to appointment. The school Director, in consultation with the Section Head, determines
37 the details of the offer, including the length of the initial contract. The Dean must approve any
38 offer letter sent to a candidate.

39 Appointments at the rank of Associate Research Professor or Research Professor require
40 evaluation by the Promotion and Tenure Committee and a discussion and vote by eligible
41 faculty. This includes a requirement for external evaluation letters commenting on the
42 candidate's scholarship, although recommendation letters may also be included.

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

1 Tenure-track faculty may transfer to a practice or research appointment if appropriate
2 circumstances exist. Tenure-track faculty members who transfer to a practice or research
3 position must resign their tenure-track position, relinquishing tenure if applicable. Such
4 transfers are initiated for consideration only upon the written request of the faculty member. In
5 cases involving probationary faculty, the request for transfer must be initiated by the faculty
6 member in writing by April 1 of the year before a mandatory review in order to stop that
7 mandatory review.

8 A faculty member undergoing mandatory review may not request a transfer after receiving
9 notice that the provost has decided not to recommend tenure and promotion. All requests for
10 transfer must provide clear evidence of changes in the individual's career goals and
11 expectations, duties and activities (see the University Policy on Faculty Appointments,
12 <https://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>). Transfers must be
13 approved by the school Director, the college Dean, the Executive Vice President, and Provost.
14 Transfers from a practice appointment and from a research appointment to the tenure-track are
15 not permitted. Practice and research faculty may apply for tenure-track positions and compete
16 in regular national searches for such positions.

17 **5. Associated Faculty**

18 The appointment, review, and reappointment of all compensated associated faculty, such as
19 Lecturers and faculty members with less than 50% FTE appointments, is decided by the Section
20 Head in consultation with the school Director. The college must approve offer letters to
21 associated faculty.

22 Any school faculty member may propose the appointment of adjunct or visiting faculty. Only the
23 school Director may offer a visiting faculty position.

24 Associated appointments are generally made for a period of one year, unless a longer or shorter
25 period is appropriate to the circumstances. All associated appointments expire at the end of the
26 appointment term and must be formally renewed to be continued. Visiting appointments are
27 limited to three consecutive years at 100% FTE. Lecturer appointments are usually made on a
28 term-by-term basis.

29 Associated faculty for whom promotion is a possibility follow the promotion guidelines and
30 procedures for tenure-track faculty with the exception that the review does not proceed to the
31 college level if the school Director's recommendation is negative and does not proceed to the
32 university level if the Dean's recommendation is negative.

33 **6. Courtesy Appointments for Faculty**

34 Any school faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track,
35 practice, or research faculty member from another Ohio State University unit. The faculty
36 advocate must provide a letter justifying the need for the courtesy appointment. In addition, the
37 candidate must provide a resume and any other pertinent information detailing the candidate's
38 scholarship record.

39 The section faculty will evaluate the candidate's documentation and make a recommendation to
40 the Section Head as to the candidate's suitability for the position. The school Director will then
41 either accept or reject the candidate's request. The faculty member who receives the courtesy
42 appointment is expected to provide an activity report every year, describing the contributions
43 made to the school. The appointment will be evaluated every fifth year, and if the contributions
44 to the school are insubstantial, the school Director will terminate the courtesy appointment.

1 However, the school Director can also terminate the appointment at any time if the
2 appointment is not in the best interests of the school.
3

4 **V. Annual Review Procedures**

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

7 The annual reviews of every regular faculty member are based on expected performance in teaching,
8 scholarship, and service as set forth in the school's Pattern of Administration, on any additional
9 assignments and goals specific to the individual, and on progress toward promotion where relevant.
10 Annual reviews are expected to provide a written objective assessment of the candidate's progress in
11 teaching, scholarship and service, and for jointly appointed faculty, to evaluate progress relative to the
12 expectations of each TIU to which the faculty member is appointed.

13 The documentation required for the annual performance review of every faculty member is described in
14 Section VI.C. and for senior lecturers in Section IV.A.4. This material must be submitted to the Section
15 Head no later than April 1. Probationary tenure-track faculty must also submit the additional materials
16 described in Section V.A.

17 The Section Head is required (per Faculty Rule [3335-3-35](#)) to include a reminder in the annual review
18 letter that all faculty have the right (per Faculty Rule [3335-5-04](#)) to view their primary personnel file and
19 to provide written comment on any material therein for inclusion in the file.
20

21 **A. Probationary Tenure-track Faculty**

22 Every probationary tenure-track faculty member will annually complete a dossier in the standard
23 format for promotion and tenure as defined by the Office of Academic Affairs and provide
24 supplementary information as specified in Section VI.C. This material must be submitted to the
25 Section Head by April 1

26 The Section Head of the TIU holding the primary appointment, in consultation with an Advisory
27 Committee, conducts the annual reviews. In the case of jointly appointed faculty, other Department
28 Chairs of all TIUs within the College to which the faculty member has been appointed must meet
29 simultaneously with the faculty member in this meeting. The meeting must also include some
30 discussion of the relative requirements and progress for each TIU relative to the percent
31 appointment to the TIU. The Advisory Committee consists of three senior faculty, with at least one
32 from another section in the school. Advisory Committee members rotate, with one member being
33 replaced every year. The Advisory Committee writes a report evaluating progress in teaching,
34 scholarship, and service. This report is advisory to the Section Head. The Section Head writes a
35 separate evaluation of progress in teaching, scholarship, and service, and concludes with a
36 recommendation on whether to renew the probationary appointment. In the case of jointly
37 appointed faculty, this letter should include input from all of the appointed TIUs and is to be signed
38 by all Directors and Chairs of TIUs to which the faculty member has been appointed if within the
39 College. The school Director reviews the Advisory Committee Report and Section Head's evaluation
40 and writes an independent evaluation including the final decision on reappointment. The Section
41 Head and the school Director meet with the candidate to discuss the Advisory Committee Report,
42 the Section Head's evaluation, and the Director's decision on reappointment. Following the meeting,
43 the probationary faculty member is given copies of the Advisory Committee Report, the Section
44 Head's letter, and the school Director's letter

1 If the School Director recommends reappointment, then the recommendation is final. The School
2 Director's letter renews the probationary appointment for another year and includes
3 recommendations on future plans and goals. The faculty member may provide written comments on
4 the review. The Section Head's letter, the school Director's letter, and the faculty member's
5 comments (if provided) are forwarded to the Dean of the college. The Advisory Committee's Report
6 is not forwarded. In addition, the Section Head's letter, the school Director's letter, and faculty
7 member comments (if provided) become part of the dossier for promotion and tenure. The Advisory
8 Committee's Report does not become part of the dossier.

9 If the school Director recommends nonrenewal, the Fourth-Year Review process is invoked (per
10 Faculty Rule [3335-6-03](#)). Following completion of the Fourth-Year Review, the complete dossier is
11 forwarded to the college for review and the Dean makes the final decision on renewal or
12 nonrenewal of the probationary appointment.

13 **1. Fourth-Year Review**

14 During the fourth year of the probationary period the annual review follows the same
15 procedures as the mandatory tenure review, with the exception that external evaluations are
16 optional and the Dean, not the school Director, makes the final decision regarding renewal or
17 nonrenewal of the probationary appointment. At the conclusion of the school review, the
18 formal comments process (per Faculty Rule [3335-6-04](#)) is followed and the case is forwarded to
19 the college for review, regardless of whether the primary appointment TIU Department Chair or
20 school Director recommends renewal or nonrenewal.

21 In the case of jointly appointed faculty, the department Chair or school Director of the
22 secondary appointment TIU should be consulted as an additional source of evaluation in
23 determining whether outside letters should be solicited. The written evaluation from the
24 primary appointment TIU Chair or Director must clearly provide justification for the
25 recommendation to the College, and should be prepared in consultation with Chairs or Directors
26 of all TIUs to which the faculty member has been appointed. If the secondary TIU is within the
27 college, the letter must be signed by the Chairs or Directors of all TIUs to which the faculty
28 member has been appointed.

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

30 Faculty Rule [3335-6-03-D](#) sets forth the conditions under which a probationary tenure-track
31 faculty member may exclude time from the probationary period. Additional procedures and
32 guidelines can be found in the Office of Academic Affairs [Policies and Procedures Handbook](#).
33

34 **B. Tenured Faculty**

35 The Section Head will meet annually with every tenured faculty member to discuss the faculty
36 member's performance and future goals. Before this meeting, the Section Head may consult with
37 an Advisory Committee, which will write a report evaluating the faculty member's performance in
38 teaching, scholarship, and service. Following this meeting, the Section Head will write an
39 independent evaluation to provide feedback on teaching, scholarship, and service.

40 The annual review of professors is based on their having achieved sustained excellence in the
41 discovery and dissemination of new knowledge relevant to the mission of the Knowlton School, as
42 demonstrated by national and international recognition of their scholarship; ongoing excellence in

1 teaching, including their leadership in graduate education in both teaching and mentoring students;
2 and outstanding service to the school, the university, and their profession, including their support
3 for the professional development of assistant and associate professors. Professors are expected to
4 be role models in their academic work, interaction with colleagues and students, and in the
5 recruitment and retention of junior colleagues. As the highest ranking members of the faculty, the
6 expectations for academic leadership and mentoring for professors exceed those for all other
7 members of the faculty.

8 If a professor has an administrative role, the impact of that role and other assignments will be
9 considered in the annual review.

10 Within 10 days after the written review, the faculty member may respond in writing to the review.
11 The Section Head's letter and the faculty member's response (if provided) are included in the faculty
12 member's file. The Advisory Committee's Report is not included in the faculty member's file. In the
13 case of jointly appointed faculty, these reviews should include assessments from all TIUs to which
14 the faculty member has been appointed within the College.

15 The school Director must ensure that annual review letters are candid, constructive, and give
16 appropriate feedback to the faculty member as described by Faculty Annual Review Academic
17 Affairs (1.4, 1.5, 1.51; <https://oaa.osu.edu/assets/files/documents/annualreview.pdf>). To this end, the
18 school Director will review annual review letters, and may request revisions. In addition, the school
19 Director may enlist an advisory committee to provide a preliminary review to advise an Associate
20 Professor on promotion to Professor.

21 **C. Practice Faculty**

22 The annual review process for practice probationary and non-probationary faculty is identical to that
23 for tenure track probationary and tenured faculty respectively.

24 For probationary practice faculty, a meeting with the Section Head is required to discuss his or her
25 performance, future plans, and goals. The Section Head prepares a written evaluation that includes
26 a recommendation on whether to renew the appointment. In the case of jointly appointed faculty,
27 this evaluation is to be prepared in consultation with Chairs of any secondary appointment TIUs, and
28 is to be signed by all Chairs of TIUs to which the faculty member has been appointed if within the
29 College.

30 If the school Director agrees with a renewal of the appointment, this recommendation is final. The
31 Section Head's annual review letter to the faculty member renews the probationary appointment
32 for another year and includes content on future plans and goals. The faculty member may provide
33 written comments on the review. The Section Head annual review letter and school Director memo
34 affirming reappointment (along with the faculty member's comments, if received) is forwarded to
35 the Dean of the college. In addition, both letters become part of the cumulative dossier (along with
36 the faculty member's comments if he or she chooses).

37 If the school Director recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule
38 [3335-6-04](#)) is invoked. Following completion of the comments process, the complete dossier is
39 forwarded to the college for review and the Dean makes the final decision on renewal or
40 nonrenewal of the probationary appointment.

41 In the penultimate contract year of a practice faculty member's appointment, the school Director
42 must confirm with the college whether the position held by the faculty member will continue.

43 If the position will not continue, the faculty member is informed that the final contract year will be a

1 terminal year of employment. The standards of notice set forth in Faculty Rule [3335-6-08](#) must be
2 observed.

3 If the position will continue, a formal performance review for reappointment is necessary in the
4 penultimate contract year to determine whether the faculty member will be offered a new contract.
5 The normal annual review will serve as the basis for evaluation. The school may request additional
6 evidence to characterize the performance of the faculty member during their contract period,
7 including from secondary appointment TIUs as applicable. External letters of evaluation are not
8 solicited. There is no presumption of contract renewal.

9 **D. Research Faculty**

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

12 For probationary research faculty, a meeting with the Section Head is required to discuss his or her
13 performance, future plans, and goals. The Section Head prepares a written evaluation that includes
14 a recommendation on whether to renew if the appointment. In the case of jointly appointed faculty,
15 this evaluation is to be prepared in consultation with Chairs of any secondary appointment TIUs, and
16 is to be signed by all of TIUs to which the faculty member has been appointed if within the College.

17 If the school Director agrees with a renewal of the appointment, this recommendation is final. The
18 Section Head's annual review letter to the faculty member renews the probationary appointment
19 for another year and includes content on future plans and goals. The faculty member may provide
20 written comments on the review. The Section Head annual review letter and school Director's
21 memo affirming reappointment (along with the faculty member's comments, if received) is
22 forwarded to the Dean of the college. In addition, both letters become part of the cumulative
23 dossier (along with the faculty member's comments if he or she chooses).

24 If the school Director recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule
25 [3335-6-04](#)) is invoked. Following completion of the comments process, the complete dossier is
26 forwarded to the college for review and the Dean makes the final decision on renewal or
27 nonrenewal of the probationary appointment.

28 In the penultimate contract year of a research faculty member's appointment, the school Director
29 must confirm with the college that the position held by the faculty member will continue.

30 If the position will not continue, the faculty member is informed that the final contract year will be a
31 terminal year of employment. The standards of notice set forth in Faculty Rule [3335-6-08](#) must be
32 observed.

33 If the position will continue, a formal performance review for reappointment is necessary in the
34 penultimate contract year to determine whether the faculty member will be offered a new contract.
35 The normal annual review will serve as the basis for evaluation. The school may request additional
36 evidence to characterize the performance of the faculty member during their contract period,
37 including from secondary appointment TIUs as applicable. External letters of evaluation may be
38 solicited but are not required. There is no presumption of contract renewal.

39 **E. Associated Faculty**

40 The annual review process for associated faculty follow standard review procedures with an
41 emphasis on teaching and, where applicable, service. For reappointment procedures and related
42 associated faculty procedures, see Section V.A.4."

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VI. Merit Salary Increases and Other Rewards

A. Criteria

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

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

Meritorious performance in teaching, scholarship, and service is assessed over the past 36 months, with attention to patterns of increasing or declining productivity. Faculty with high-quality performance and consistent growth in all applicable areas of endeavor will be favored. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

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

B. Procedures

The Section Head recommends annual salary increases and other performance rewards to the school Director, who may modify these recommendations. As a general approach to salary recommendations, the Section Head divides faculty into at least four groups based on continuing productivity – high, average, low, and unsatisfactory – and considers market and internal equity issues as appropriate.

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

C. Documentation

The annual performance review of every faculty member requires that the documentation described below be submitted to the Section Heads no later than April 1:

- Updated CV that will be made available on the school website.
- Updated Office of Academic Affairs dossier outline, [Policies and Procedures Handbook](#), Volume 3.
- One-page summary of the annual report that highlights key accomplishments in teaching, scholarship, and service during the previous academic year.
- Documentation of one student project for each studio taught, for those faculty teaching a design studio. Documentation format will be determined by the school Director in consultation with the Section Heads.
- In addition to that required above, consideration is given to any additional documentation of teaching, scholarship and service as listed in Section VII.C.

VII. Promotion and Tenure and Promotion Reviews

1 A. Criteria

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

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

16 1. Promotion to Associate Professor with Tenure

17 The awarding of tenure and promotion to the rank of Associate Professor must be based upon
 18 clear and convincing evidence that the candidate has provided and will continue to provide high
 19 quality teaching, scholarship, and service relevant to the mission of the school (Faculty Rule
 20 [3335-6-02](#)-C). (or TIUs in the case of jointly appointed faculty) When assessing a candidate's
 21 national and international reputation in the field, creative activities in outreach and engagement
 22 should be valued in addition to scholarly and teaching activities.

23 The award of tenure is a commitment of lifetime employment. It is therefore essential to
 24 evaluate and judge the probability that faculty, once tenured, will continue to develop
 25 professionally and contribute to the school's academic mission at a high level for the duration of
 26 their time at the university. (or TIUs in the case of jointly appointed faculty) Tenure is not
 27 awarded below the rank of Associate Professor at The Ohio State University.

28 Every candidate must meet the school's expectations in all aspects of performance, as defined
 29 for each faculty member in their letter of offer and subsequent annual review letters from the
 30 Section Head. All candidates are held to a high standard in the areas central to their
 31 responsibilities and must establish a substantial probability that this standard in teaching,
 32 scholarship and service will continue.

33 Finally, a failure to conduct oneself in a consistently ethical manner, as defined for example in
 34 the American Association of University Professors' Statement on Professional Ethics
 35 (<https://www.aaup.org/report/statement-professional-ethics>) may justify an unfavorable
 36 review outcome.

37 The criteria listed below apply both to promotion to the rank of Associate Professor with
 38 Tenure, and, in the case of untenured Associate Professors, to the award of tenure.

39 Teaching

40 High quality teaching is the provision to all students the opportunity to realize their full
 41 capabilities for learning and, to the most capable and motivated students, an enhanced learning
 42 experience. The evaluation of a candidate's teaching should be accomplished within a process
 43 that includes all TIUs in which the candidate has taught. For promotion to Associate Professor

1 with Tenure, a faculty member must demonstrate the ability to:

- 2 • Organize and present class material with logic and enthusiasm,
- 3 • Develop intellectually by providing up-to-date course content,
- 4 • Employ different technologies and teaching strategies as appropriate,
- 5 • Create a learning environment that stimulates intellectual growth and/or technical
- 6 facility by engaging students and encouraging independent thought,
- 7 • Assist and respect students inside and outside the classroom, providing timely and
- 8 appropriate feedback,
- 9 • Demonstrate efforts to improve teaching,
- 10 • Improve the curriculum through revision or new development of courses and/or
- 11 academic programs
- 12 • Developed interdisciplinary courses across multiple departments, schools and colleges
- 13 in the case of jointly appointed faculty, and
- 14 • Served as a student advisor in the faculty member's area(s) of expertise.

15 Novel teaching methods including development of electronic and other forms of educational
 16 interactions with students inside and outside the traditional classroom environment are
 17 encouraged. The school expects that the candidate will exhibit high quality teaching or that the
 18 teaching quality show a positive trajectory over time. Poor teaching evaluations punctuated by
 19 the occasional good, or even excellent, performance are not considered sufficient for promotion
 20 and tenure. This applies in similar fashion to the candidate's performance in student advising
 21 and on the various forms of examination committees.

22 **Scholarship**

23 Scholarship encompasses the domains of research as defined by the university: "scholarly and
 24 creative work, applied research, and the scholarship of pedagogy." (Faculty Rule [3335-6-02-A](#)).
 25 Scholarship must always find a public venue.

26 Primary modes of scholarly work include books and monographs, chapters in edited books,
 27 peer-reviewed journal articles, editor-reviewed journal articles, and the curation of exhibitions
 28 and symposia. Secondary modes include reviews and abstracts, proposal submissions, papers in
 29 proceedings, symposium and conference participation, invited lectures at universities and other
 30 cultural institutions, and edited books and collections of scholarly or creative works.

31 Creative work includes both commissioned and noncommissioned design activities related to
 32 the organization of the built environment including buildings, landscapes, installations, and the
 33 production of physical and digital artifacts such as drawings and models. Public venues for
 34 creative work include publications, exhibitions, symposia, and design competitions.

35 Applied research may appropriate the modes of scholarly or creative work. It also includes the
 36 development of software and developing and securing intellectual property such as patents,
 37 patent disclosures and licensing of university-developed intellectual property.

38 In the case of jointly appointed faculty, care must be taken to consider impacts across multiple
 39 fields. This is particularly important in cases where the research focus may deviate from what
 40 would be considered conventional work within the school, and may require evaluations from
 41 referees outside of the primary appointment discipline.

42 The scholarship of pedagogy may appropriate the modes of scholarly or creative work.

43 Scholarship is evaluated according to the following criteria:

- 1 • *originality*
2 A candidate's body of work must clearly demonstrate an independent and distinct
3 contribution to the discipline. Both individual and collaborative work is encouraged. A
4 candidate must document his or her distinct contribution to any collaborative work.
- 5 • *thematic focus*
6 A candidate must develop a body of work that is coherent and thematically focused.
7 This is especially important where work spans domains, e.g., includes scholarly and
8 creative work and the scholarship of pedagogy.
- 9 • *consistency and continuity*
10 A candidate must establish a scholarship program by promotion review. Rates of
11 production vary and a candidate may have a slower rate early in a career. However,
12 candidates must demonstrate a sustained trajectory of production and the promise of
13 continuing productivity.
- 14 • *dissemination and recognition*
15 A candidate must disseminate work through recognized venues. Venues are evaluated
16 on the basis of their prominence in the field, the rigor of the review process, impact and
17 acceptance ratings when available, and other criteria that clearly demonstrate high
18 quality.
- 19 • *influence*
20 A candidate must demonstrate influence through growing national and/or international
21 recognition. Primary indicators of influence include reviews in respected digital or print
22 media, citations in the relevant literature, scholarly and professional awards, speaking at
23 peer institutions and other significant forums, judging competition entries, serving on
24 fellowship committees external to the university, and letters of evaluation by peers and
25 recognized leaders in the discipline. Other indicators include leading design workshops,
26 jurying student work at peer institutions, and reviewing scholarly writings and grant
27 applications.
- 28 Funding should be sought to advance scholarship where appropriate and is considered
29 an added indicator of achievement. However, the school recognizes that funding
30 opportunities in its disciplines are more limited than elsewhere in the college.
- 31 • *alignment*
32 A candidate must demonstrate how her/his scholarship advances the scholarship
33 strategy of the school, the college, and the university. In the case of jointly appointed
34 faculty, this vision should include considerations of the research strategies of the TIUs to
35 which the candidate has been appointed.
- 36 • *inclusivity*
37 A candidate must demonstrate an understanding of how their scholarly expertise
38 benefits from diversity among faculty, staff, and students.
- 39 • *ethics*
40 A candidate must demonstrate a high degree of ethics in the conduct of scholarship
41 including, but not limited to, full and timely adherence to all regulations relevant to the
42 scholarly program, and ethical treatment of students, postdoctoral fellows, and
43 collaborators in the development and dissemination of scholarship.

1 **Service**

2 Heavy service commitments are inappropriate for probationary tenure-track faculty and are
3 discouraged by the school. Nonetheless, for promotion to Associate Professor with Tenure, a
4 faculty member is expected to have:

- 5 • made contributions to the governance and advancement of the school in a collegial
6 manner that facilitates positive contributions by others, and
- 7 • demonstrated the ability for useful contributions to the college, the university,
8 professions, and/or civic community.

9 The school evaluates the quality and quantity of service in the context of the individual faculty
10 member's distribution of effort.

11 **2. Promotion to Professor**

12 **General considerations**

13 Faculty Rule [3335-6-02](#)-C establishes the following general criteria for promotion to the rank of
14 Professor:

15 *Promotion to the rank of Professor must be based on convincing evidence that the faculty
16 member has a sustained record of excellence in teaching; has produced a significant body of
17 scholarship that is recognized nationally or internationally; and has demonstrated leadership
18 in service.*

19 Promotion to Professor recognizes a record of sustained accomplishment. The specific criteria in
20 teaching, scholarship, and service for promotion to Professor are similar to those for promotion
21 to Associate Professor with Tenure, with the added expectation of increasingly influential
22 scholarship contributions, a record of continuing professional growth, and evidence of
23 established national and growing international reputation in the field (and those of associated
24 TIUs in the case of jointly appointed faculty) When assessing a candidate's national and
25 international reputation in the field, activities in outreach and engagement are also valued.

26 For promotion to Professor, the school reviews the entire record, but most heavily weighs the
27 activities of the five to seven years leading up to the application for promotion. The school
28 expects very clear indications that high quality performance will continue beyond promotion.

29 The school recognizes that there is more than one path to promotion to Professor. The Section
30 Head, in consultation with the Director, will help Associate Professors assess their strengths and
31 how they can lead to promotion. Annual review letters will outline a path by establishing
32 expectations in teaching, scholarship, and service that are to be met for consideration for
33 promotion. Evaluation for promotion will take place in the context of the faculty member's
34 success in meeting these expectations.

35 **Teaching**

36 For promotion to Professor, excellence in teaching may be demonstrated by the criteria set
37 forth in Sections VII.A1, VII.C1, and X.C. and fulfilling the following leadership roles.

- 38 • Academic development of graduate students and young faculty members as indicated
39 by:
 - 40 ○ graduates who have demonstrably contributed to their discipline through academic
41 or professional accomplishments; and
 - 42 ○ junior faculty whose academic productivity has been supported and enhanced.

- 1 • Active engagement in the curriculum as indicated by:
 - 2 ○ serving when asked in a leadership role such as Undergraduate or Graduate
 - 3 Program Chair or any other role that advances the quality of the section’s
 - 4 curriculum; and
 - 5 ○ developing unique and innovative teaching tools.
- 6 • Serving when assigned, on curriculum committees at the school, college, and/or
- 7 university level.

8 **Scholarship**

9 For promotion to Professor, the candidate should have a body of work that has evolved since
10 promotion to Associate Professor, has national recognition and growing international
11 recognition, and promises continued achievement. Influence is the paramount factor in
12 evaluating this achievement. Beyond that, the scholarship contribution is to remain original,
13 thematically focused, and disseminated in respected venues.

14 **Service**

15 The candidate is expected to have played a substantial service role in the school and to the
16 wider community—the university, the profession, or the civic community. Service to the
17 profession may include organizing conferences, service learning, and service to professional
18 societies and on review panels. Service to the civic community may include offering design and
19 planning services at the local, national, or international level. For candidates whose duties are
20 mainly administrative in nature, superior administrative service that clearly enhances the
21 effectiveness of the institution should be highly valued.

22 **3. Practice Faculty**

23 All practice faculty are expected to:

- 24 • engage in teaching, the development of the school academic program, and the
- 25 mentoring of students,
- 26 • participate in significant professional practice that contributes to the outreach and
- 27 engagement mission of the school, college, and university, and
- 28 • contribute to service in the school and profession in a collegial manner.

29 The teaching activities of practice faculty must be consistent with the rationale for having
30 practice faculty in the school, that is, focused on the practice of architecture, landscape
31 architecture, or city and regional planning. Similarly, the non-teaching focus of practice faculty
32 may be different from that of tenure-track faculty and be more engaged in activities that
33 advance professional practice. Venues may also be different from those of tenure-track faculty,
34 and activities may emphasize outreach and interaction with constituencies beyond the scholarly
35 community, such as with industry, the broader educational community, and the broad
36 community of practitioners. Because of its professional focus, the activities of practice faculty
37 may blur the distinction between scholarship and service that is common with tenure-track
38 faculty, specifically when service is considered in relation to the civic community and the
39 professions.

40 **Promotion to Associate Professor of Practice**

41 Promotion to Associate Professor Practice is based on the candidate’s:

- 42 • accomplishment in teaching, the development of the school academic program, and the
- 43 mentoring of students,

- 1 • contribution to the outreach and engagement mission of the school, college, and
- 2 university,
- 3 • promise of continued professional growth, and
- 4 • service to the school and profession in a collegial manner.

5 Subject to the different emphases for practice faculty in teaching, scholarship and service
6 described in this section, the criteria for promotion are similar to those for promotion to
7 Associate Professor for tenure-track faculty. It is recognized that teaching and scholarly activities
8 of practice faculty (in contrast to those of tenure-track faculty) may show greater emphasis on
9 professional practice.

10 **Promotion to Professor of Practice**

11 Promotion to Professor Practice is based on the candidate's:

- 12 • sustained accomplishment in the area of teaching, the development of the school
- 13 academic program, and the mentoring of students,
- 14 • continued contributions to the outreach and engagement mission of the school, college,
- 15 and university,
- 16 • continued professional growth, and
- 17 • continued service to the school and profession in a collegial manner.

18 Subject to the different emphases for practice faculty in teaching, scholarship and service
19 described in this section, the criteria for promotion are similar to those for promotion to
20 Professor for tenure-track faculty. It is recognized that teaching and scholarly activities of
21 practice faculty may show greater emphasis on professional practice. Such contributions when
22 present should be sustained and outstanding for successful promotion to Professor of Practice.

23 **4. Research Faculty**

24 All research faculty must:

- 25 • be engaged in the mentoring of students, particularly graduate students.
- 26 • develop a record of scholarship.
- 27 • contribute to service and thereby demonstrate a commitment to citizenship and
- 28 collegiality.

29 Classroom teaching is not required of research faculty (Faculty Rule [3335-7-32](#)). However,
30 research faculty members are expected to be engaged in those teaching activities described in
31 Section VII.A that develop the research capabilities of graduate students. The preponderance of
32 the effort of research faculty is expected to be devoted to scholarship activities as described in
33 Section VII.A. Professional service activities such as described in Section VII.A are expected of
34 research faculty, while administrative service activities would be expected to focus on tasks
35 consistent with the candidate's scholarly expertise.

36 It is recognized that research faculty may emphasize research that applies and transitions
37 technologies into practice as opposed to more fundamental investigations. The importance of
38 maintaining full salary coverage is also recognized. The college takes these factors into account in
39 evaluating research faculty candidates for promotion.

40 **Promotion to Research Associate Professor**

41 For promotion to Research Associate Professor, a faculty member must have a substantial record
42 of high-quality focused research consistent with an appointment devoted solely to scholarship.
43 The criteria for promotion are similar to those under the scholarship and service categories for
44 promotion to Associate Professor with Tenure. The importance of maintaining continuous salary

1 support for research faculty may also be recognized. The school takes these distinctions into
2 consideration when evaluating candidates; clear evidence of high-quality scholarly contributions
3 and of graduate student supervision are required in all cases.

4 **Promotion to Research Professor**

5 For promotion to Research Professor, a faculty member must have a national and international
6 reputation built on an extensive body of scholarship that has a demonstrated influence on the
7 field. A record of continuous funding support may be required, along with demonstrated
8 scholarship productivity as a result of such funding. The criteria for promotion are similar to
9 those under the scholarship and service categories for promotion to Professor. The school takes
10 these distinctions into consideration when evaluating candidates; clear evidence of high-quality
11 scholarship contributions and of graduate student supervision are required in all cases.

12 **B. Procedures**

13 The school's procedures for promotion and tenure and promotion reviews are consistent with those
14 set forth in Faculty Rule [3335-6-04](#) and the Office Academic Affairs annually updated procedural
15 guidelines for promotion and tenure reviews found in Volume 3 of the Policies and Procedures
16 Handbook.

17 The following sections, which state the responsibilities of each party to the review process, apply to
18 all faculty in the school.

19 **1. Candidate Responsibilities**

20 The responsibilities of the candidate are as follows:

- 21 • Support his or her case for promotion and/or tenure through careful and accurate
22 preparation of his or her dossier. Candidates are responsible for submitting the
23 necessary documentation in a manner consistent with the applicable requirements of
24 the school, College of Engineering, and Office of Academic Affairs. Tenure-track faculty
25 candidates should not sign the Office of Academic Affairs Candidate Checklist without
26 ascertaining that they have fully met the requirements set forth in the Office of
27 Academic Affairs core dossier outline including, but not limited to, those highlighted on
28 the checklist. Dossiers are typically due to the school Promotion and Tenure Committee
29 on May 1 for preliminary review with completed dossiers due in mid-August.
- 30 • Provide materials for external review after consulting with the Section Head and the
31 Procedures Oversight Designee of the Promotion and Tenure Committee. Materials are
32 typically sent to external reviewers in late June.
- 33 • Submit a copy of the APT under which the candidate wishes to be reviewed. Candidates
34 may submit the school's current APT document; or, alternatively, they may elect to be
35 reviewed under either (a) the APT document that was in effect on their start date, or
36 (b) the APT document that was in effect on the date of their last promotion, whichever
37 of these two latter documents is the more recent. However, the current APT document
38 must be used if the letter of offer or last promotion, whichever is more recent, was
39 more than 10 years before April 1 of the review year.
- 40 • Submit a copy of the school's APT Document that was in effect at the time of the
41 candidate's hire or when the candidate was last promoted, whichever is more recent, if
42 the candidate wishes to be reviewed under that document's criteria and procedures.
43 This must be submitted when the dossier is submitted to the department.

- 1 • Review the list of potential external evaluators if evaluations are required. The
2 candidate may add no more than three additional names but is not required to do so.
3 The candidate may request the removal of no more than two names, providing the
4 reasons for the request. The school Director decides whether removal is justified. (Also
5 see External Evaluations below.) OAA requires a minimum of five external evaluation
6 letters, with no more than one-half of those letters in the dossier from persons
7 suggested by the candidate (Faculty Rule [3335-6-04B-3](#)).
- 8 • For non-mandatory review for promotion and tenure, or for promotion in rank, the
9 faculty member must notify the Section Head and school Director by April 1. With this
10 notification, the candidate will provide the currently available dossier for consideration
11 of the appropriateness of the requested review by the Promotion and Tenure
12 Committee. The Promotion and Tenure Committee will make its recommendation by
13 April 30.

14 **2. Promotion and Tenure Committee Responsibilities**

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

- 16 • To review this document annually and to recommend revisions to the faculty.
- 17 • To provide a letter for re-appointment consideration of non-probationary research and
18 practice faculty in cases where non-renewal is recommended by the school Director (see
19 Sections V.D and V.E).
- 20 • To consider requests from faculty members seeking a non-mandatory review in the
21 following academic year and to decide by majority vote whether it is appropriate for
22 such a review to take place.
 - 23 ○ The decision is based on assessment of the record as presented in the faculty
24 member's current dossier submission and on a determination of the availability of
25 all required documentation for a full review. Lack of the required documentation is
26 necessary and sufficient grounds on which to deny a non-mandatory review.
 - 27 ○ The P&T committee can deny a tenured Associate Professor's request for promotion
28 to Professor for only one year ([3335-6-04-A-3](#)). If the denial was based on lack of
29 required documentation and the faculty member insists that the subsequent review
30 go forward despite incomplete documentation, the individual will be advised that
31 such a review is unlikely to be successful.
 - 32 ○ Consistent with Office of Academic Affairs policy, only faculty members who are
33 citizens or permanent residents of the United States may be considered for tenure
34 and/or promotion review. The Chair of the Promotion and Tenure Committee must
35 confirm with the school Director that and faculty member seeking tenure and/or
36 promotion review is a U.S. citizen or permanent resident (has a "green card").
 - 37 ○ A decision to permit a review to take place in no way commits the eligible faculty,
38 the school Director, or any other party to the review to making a positive
39 recommendation during the review itself.
- 40 • To provide administrative support for the promotion and tenure review process as
41 described below.
 - 42 ○ Assist with external reviewer selection and take reasonable steps to verify that all
43 reviewers have an "arm's-length" relationship to the candidate.
 - 44 ○ Review the candidate's dossier for completeness, accuracy, and consistency.

- 1 ○ Assist the candidate with dossier revisions before the formal review process begins.
- 2 ○ Prepare a report that is an objective assessment of candidates' performance. The
- 3 report serves three purposes. First, it summarizes the candidate's contributions in
- 4 teaching, scholarship, and service. Second, it analyzes the candidate's performance
- 5 in teaching, scholarship, and service following the criteria described in this
- 6 document's Section VII.A. Third, in each area, the report concludes with a ranking:
- 7 excellent, very good, good, fair, or poor. The committee's report does not make a
- 8 recommendation on promotion/tenure.
- 9 ○ Secure the candidate's materials, external review letters, and the committee's
- 10 report in a secure location available only to the eligible faculty. Notify the faculty of
- 11 the same two weeks before the faculty meets to discuss the candidacy. At no time
- 12 will the materials include anonymous comments or letters.
- 13 ○ Conduct a meeting of the eligible faculty. The faculty meeting must be attended by a
- 14 quorum of eligible faculty within the school (see Section II.C.) At this meeting, the
- 15 committee will lead and document a discussion of the candidate's record. After the
- 16 discussion, the committee will conduct a secret vote in answer to the question: "Do
- 17 you support the promotion of (candidate' name) to the rank of Associate/Professor
- 18 in the Knowlton School?" Absentee ballots and proxy votes are not permitted, but
- 19 eligible faculty who participate in the eligible faculty meeting by teleconferencing
- 20 are allowed to vote.
- 21 ○ Prepare a report to the school Director following the faculty meeting that
- 22 documents the faculty vote and comments including dissenting opinions.
- 23 ○ Provide a written response, on behalf of the eligible faculty, to any candidate
- 24 comments that warrant response, for inclusion in the dossier.
- 25 ● In the case of jointly appointed faculty, provide a written evaluation and
- 26 recommendation to the school Director in the case of joint appointees whose primary
- 27 tenure-initiating unit is elsewhere. The full eligible faculty does not vote on these cases
- 28 since the school's recommendation must be provided to the other tenure-initiating unit
- 29 substantially earlier than the committee begins meeting on the school's cases. For
- 30 jointly appointed faculty whose primary appointment is in Knowlton, provide written
- 31 evaluation and recommendation based on information provided by all TIUs to which
- 32 the candidate has been appointed, taking into consideration any MOU concerning a
- 33 jointly hired candidate's expectations for performance.
- 34

35 **3. Eligible Faculty Responsibilities**

36 The responsibilities of the members of the eligible faculty are outlined below.

- 37 ● Review the candidate's dossier in advance of the meeting to discuss the case.
- 38 ● Attend the faculty meeting except in circumstances beyond one's control, to participate
- 39 in discussion of every case, and to vote.
- 40 ● Perform peer evaluations of teaching as requested by the Section Head.
- 41 ● Maintain confidentiality throughout the process.

42 The Promotion and Tenure Committee's Report does not relieve faculty of the obligation to

43 judge the merits of each candidate for promotion and tenure, balancing higher

44 accomplishments and/or heavier responsibilities in one area against less significant

45 accomplishments in another.

1 **4. Section Head Responsibilities**

2 The Section Head's responsibilities are outlined below.

- 3 • Provide copies of annual review letters to the committee.
- 4 • Write an independent summary evaluation and recommendation for the candidate and
- 5 include this document with the candidate's dossier at least two weeks before the
- 6 meeting of eligible faculty.

7 **5. School Director Responsibilities**

8 The responsibilities of the school Director are outlined below.

- 9 • Verify the prospective candidate's residency status. Neither tenure nor promotion will
- 10 be considered if candidates are neither citizens nor permanent residents of the United
- 11 States.
- 12 • Determine suitable external evaluators in consultation with faculty in the candidate's
- 13 scholarly area, the Section Head, and the Chair of the Promotion and Tenure
- 14 Committee. This must be done by May 31 for tenure-track faculty.
- 15 • Solicit external evaluation letters as required to meet the applicable review schedule.
- 16 • Notify eligible faculty in writing, at least one month in advance, of the time, date,
- 17 location, and expected duration of the meeting at which the candidacy will be discussed.
- 18 • Remove any eligible faculty member from the review of a candidate when the faculty
- 19 member has a conflict of interest.
- 20 • Attend the meeting of the eligible faculty and respond to questions raised during the
- 21 meeting.
- 22 • Write an independent evaluation for each candidate, after reviewing the candidate's
- 23 complete package.
- 24 • Retain faculty ballots in a confidential file for a period of four years.
- 25 • Meet with the faculty if the school Director departs from the faculty recommendation.
- 26 At this meeting, the school Director will give reasons and invite comments. Faculty may
- 27 respond at that meeting or in writing within two business days after the meeting.
- 28 • Notify each candidate in writing of the:
 - 29 ○ availability for review of the Section Head's evaluation and recommendation, the
 - 30 committee's reports, and the school Director's evaluation and recommendation,
 - 31 and the
 - 32 ○ opportunity to submit written comments on the above material for inclusion in the
 - 33 dossier within 10 days.
- 34 • Write a response to any pertinent candidate comments for inclusion in the dossier.
- 35 • Forward the completed dossier to the college office by that office's deadline.
- 36 • Write an evaluation and recommendation of candidates who are joint appointees from
- 37 other tenure-initiating units to the Chair of the other tenure-initiating unit by the date
- 38 requested.
- 39 • Determine the continuation status of research and practice faculty positions in the

1 contract penultimate year and conduct the re-appointment process for continuing
2 positions.

3 **6. External Evaluations**

4 External evaluations of scholarly activity are obtained for all promotion reviews in which
5 scholarship or professional practice must be assessed. These include all tenure-track promotion
6 and tenure or promotion reviews (excluding Fourth-Year Reviews), all research faculty
7 promotion reviews, and all associated faculty promotion reviews that involve a scholarship
8 component.

9 A minimum of five and maximum of seven credible and useful evaluations must be obtained. In
10 cases of jointly appointed faculty, additional evaluators may be suggested by the Department
11 Chair of the secondary appointment TIU as appropriate. The criteria of useful evaluations are
12 outlined below.

- 13 • Evaluator. Written by a person highly qualified to judge the candidate's scholarship as
14 relevant and who can give an "arms' length" evaluation. The evaluator is an esteemed
15 professional or faculty of a rank higher than that of the candidate. The evaluator cannot
16 be a close personal friend, scholarly collaborator, or former academic advisor or post-
17 doctoral mentor. Qualifications are generally judged on the basis of the evaluator's
18 expertise, record of accomplishments, and institutional affiliation. For tenure track and
19 research faculty candidates, the school will only solicit evaluations from professors at
20 institutions comparable to Ohio State. In the case of an Assistant Professor seeking
21 promotion to Associate Professor with Tenure, a minority of the evaluations may come
22 from associate professors.
- 23 • Letter. Provides sufficient analysis of the candidate's performance to add information to
24 the review. A letter's usefulness is determined by its analytical quality and never by
25 generic assertions. Under no circumstances will "usefulness" be defined by the
26 perspective taken by an evaluator on the merits of the case.

27 External evaluations that assess the quality and impact of practice faculty candidates under
28 consideration for promotion are required. The source and content of external evaluations for
29 practice faculty promotion candidates should reflect the contributions expected of practice
30 faculty members. External evaluations should address the extent and quality of teaching as
31 characterized by internal and external evaluations of instruction and the quality of contributions
32 through outreach and engagement with industry, the educational community and the broad
33 community of practitioners as appropriate for the individual under review. Evaluations should
34 also address the extent and quality of professional service to the school, college and university.
35 External evaluations need not be restricted to national or international peers but should derive
36 from authoritative and reputable sources qualified to comment substantively on the
37 contributions and accomplishments of the faculty member.

38 The school cannot control who agrees to write and or the usefulness of the letters received.
39 Therefore, tenure-track faculty evaluation letters are solicited by the end of May prior to the
40 review year to allow for the request of additional letters if necessary

41 The list of potential evaluators is assembled by the school Director using input from the
42 candidate, faculty, Section Head, and Chair of the Promotion and Tenure Committee. Faculty
43 Rule [3335-6-04](#) requires that no more than half the external evaluation letters in the dossier be
44 written by persons suggested by the candidate. If the person(s) suggested by the candidate do

1 not agree to write, neither the Office of Academic Affairs nor this school require that the dossier
2 contain letters from evaluators suggested by the candidate.

3 The Promotion and Tenure Committee Chair will take reasonable steps to verify that all
4 reviewers have an "arm's-length" relationship to the candidate, i.e., not advisors, supervisors,
5 relatives, co-authors, scholarly collaborators, or contract administrators. Following the OAA
6 suggested format (see <https://oaa.osu.edu/assets/files/documents/Letter201.pdf>), the outside
7 evaluators will be asked to comment on the quality of the candidate's scholarship, specifically
8 the:

- 9 • originality of its contribution to the discipline and profession,
- 10 • influence of its contribution on the discipline and profession,
- 11 • reputation and selectivity of the venues by which it has been disseminated and
12 recognized, and
- 13 • standing of the candidate relative to other faculty with similar scholarly interests at the
14 same stage in their careers.

15 External evaluators for practice faculty follow similar criteria with an emphasis on professional
16 practice as described in Section VII.A.3. All solicited external evaluation letters that are received
17 must be included in the dossier. If concerns arise about any of the letters received, these
18 concerns may be addressed in the school's written evaluations or brought to the attention of
19 the Office of Academic Affairs.

20 Under no circumstances may a candidate solicit external evaluations or initiate contact in any
21 way with external evaluators for any purpose related to the promotion review. If an external
22 evaluator initiates contact with the candidate regarding the review, the candidate must inform
23 the evaluator that such communication is inappropriate and report the occurrence to the school
24 Director. The school Director will decide if any action is warranted. It is in the candidate's self-
25 interest to ensure that there is no ethical or procedural lapse, or the appearance of such a lapse,
26 in the course of the review process.

27 **C. Documentation**

28 As noted above under Candidate Responsibilities, every candidate must submit a complete and
29 accurate dossier that follows the Office of Academic Affairs dossier outline. Practice and research
30 faculty requesting promotion or undergoing contract renewal review in the penultimate year of a
31 probationary contract will also follow this outline (sections that are not applicable will be included
32 but marked as not applicable.)

33 While the Promotion and Tenure Committee checks the dossier for accuracy and completeness, the
34 candidate bears full responsibility for all parts of the dossier that are to be completed by the
35 candidate. Tenure-track candidates should heed the P&T Dossier Checklist, which the candidate
36 must sign.

37 The complete dossier is forwarded when the review moves beyond the school. The documentation
38 of scholarship and service noted below is for use during the school review only, unless reviewers at
39 the college and university levels specifically request it.

40 **1. Teaching**

41 In addition to the required OAA dossier, provide the following for eligible faculty review. The time
42 period for material included for probationary faculty is the date of hire to present. For tenured or
43 non-probationary faculty, it is normally the date of last promotion to present.

- 1 • Documentation of each class taught, including:
 - 2 ○ syllabus,
 - 3 ○ innovative teaching strategies,
 - 4 ○ content added to course to remain contemporary and intellectually stimulating,
 - 5 ○ class handouts, such as assignments, exams, and design project briefs,
 - 6 ○ student work, such as assignments, exams, and design projects,
 - 7 ○ cumulative SEI reports for every class,
 - 8 ○ a year-by-year summary of the SEI reports (both quantitative and student written
 - 9 comments) prepared by a faculty member other than the candidate,
 - 10 ○ peer evaluation of teaching reports, and
 - 11 ○ improvements to course in response to SEI's, student comments, peer evaluations,
 - 12 and/or the University Center for the Advancement of Teaching (UCAT).
- 13 • Copies of pedagogical papers, books or other materials published or accepted for
 - 14 publication. Material accepted for publication but not yet published must be
 - 15 accompanied by a letter from the publisher stating that the work has been accepted and
 - 16 is complete with no further revisions required.
- 17 • Documentation of teaching activities as listed in the OAA dossier including:
 - 18 ○ curriculum development,
 - 19 ○ mentoring of undergraduate and graduate students including recommendations for
 - 20 and placement in graduate School, academia, and professional practice,
 - 21 ○ involvement in graduate/professional exams, theses, and dissertations, and
 - 22 undergraduate scholarship
 - 23 ○ extension and continuing education instruction,
 - 24 ○ presentations on pedagogy and teaching at national and international conferences,
 - 25 ○ adoption of teaching materials at other Colleges or universities,
 - 26 ○ awards and formal recognition of teaching, and
 - 27 ○ other teaching activities or recognition as appropriate.

28 **2. Scholarship**

29 In addition to the required OAA dossier, provide the following for eligible faculty review.
 30 The time period for material included for probationary faculty is the date of hire to present.
 31 For tenured or non-probationary faculty, it is the date of last promotion to present.

- 32 • Copies of all books, articles, and scholarly papers published or accepted for publication.
 33 Writings accepted for publication but not yet published must be accompanied by a
 34 letter from the publisher stating that the writing has been unequivocally accepted and is
 35 in final form, with no further revisions needed.
- 36 • Documentation of physical works such as buildings, landscapes, implemented plans,
 37 exhibitions, and competition entries.
- 38 • In the case of collaborations, a description of the candidate's contribution in terms of its
 39 quality (what was contributed) and its quantity (percentage of the overall production).
- 40 • Indicators of scholarly influence such as citations, grants, awards, fellowships, or some
 41 other form of peer recognition.
- 42 • Indicators of the quality and selectivity of scholarly venues, e.g., venue reputation,
 43 review process, and acceptance rates.

- Documentation of grants and contracts received.

3. Service

In addition to the required OAA dossier, provide the following documentation for eligible faculty review. The time period for material included for probationary faculty is the date of hire to present. For tenured or non-probationary faculty, it is the date of last promotion to present.

- administrative service to school, college, university, and student groups and organizations,
- service to the civic community,
- service to the profession including professional journals and societies,
- consultation activity with industry, education, or government,
- practice services,
- awards and commendations for any of the above, and
- any available documentation (e.g. letters from committee Chairs) of the quality of service that enhances the list of service activities in the dossier.

VIII. Appeals

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

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

IX. Seventh-Year Reviews

Faculty Rule [3335-6-05](#) sets forth the conditions of and procedures for a Seventh-Year Review for a faculty member denied tenure as a result of a Sixth-Year (mandatory tenure) Review.

X. Procedures for Student and Peer Evaluation of Teaching

A. Student Evaluation of Teaching

Use of the Student Evaluation of Instruction (SEI) is required in every course offered in the school. Faculty members should choose a day late in the semester when attendance is likely to be high, provide in-class time for students to complete the evaluation, and take advantage of mobile applications. The faculty member must leave the classroom during the time allotted for completing the evaluation. The faculty member should emphasize that the feedback provided in the evaluations is used both for performance reviews and to provide feedback that can be taken into account in future teaching.

B. Peer Evaluation of Teaching

The Director, in consultation with the Section Heads, oversees the school's peer evaluation of teaching process.

Annually the Section Heads will appoint faculty to conduct peer evaluations of courses taught by faculty. Reasonable efforts are made to distribute service among the tenured faculty from year to year in order to support and encourage attention to the quality of teaching in the school. Although

1 there is no presumption that a peer reviewer must be of equal or higher rank than the faculty
2 member being reviewed, such a model will be followed to the extent possible.

3 Peer reviews will be conducted according to the following schedule.

- 4 • Probationary tenure-track and practice faculty will be reviewed at least once per year during
5 the first two years of service, and at least twice more before the commencement of the
6 mandatory tenure review, with the goal of assessing teaching at all the levels of instruction
7 to which the faculty member is assigned in the probationary period.
- 8 • Tenured Associate Professors and non-probationary associate Professors of Practice will be
9 reviewed at least once every other year, with the goal of having at least two peer reviews of
10 teaching before the commencement of a promotion review.
- 11 • Tenured Professors and non-probationary Professors of Practice will be reviewed at least
12 once every four years with the goal of assessing teaching at all the levels of instruction to
13 which the faculty member is assigned during the year of the review.
- 14 • At the Section Head or Director's request, the teaching of any faculty member not currently
15 scheduled for review may be reviewed. Such reviews are normally triggered by low or
16 declining student evaluations or other evidence of the need for providing assistance in
17 improving teaching.
- 18 • At a faculty member's request, she or he may be reviewed to the extent that time permits.
19 Reviews conducted at the request of the faculty member are considered formative only. The
20 Section Head is informed that the review took place, but the report is given only to the
21 faculty member who requested the review. Faculty seeking formative reviews should also
22 seek the services of the University Institute for Teaching and Learning
23 (<https://uitl.osu.edu/>).

24 Reviews conducted upon the request of the Section Head or the faculty member focus on the
25 specific aspects of instruction requested by the Chair or faculty member.

26 Regularly scheduled peer teaching evaluations (the first three situations listed above) are
27 comprehensive and should include, in addition to class visitation, review of course syllabi and
28 related instruction materials. In the case of peer review for the purposes of promotion and tenure
29 reviews, the class visitation is conducted by one or more senior peers whom the Section Head has
30 identified in consultation with the candidate. The peer reviewer should meet with the candidate to
31 establish a time for the visit and to understand the goals of the course and the candidate's teaching
32 philosophy. If possible, the peer reviewer should attend two different class sessions over the course
33 of the semester.

34 In observing the course and reviewing the syllabus and other materials, the peer reviewer should
35 focus on such issues as the appropriateness of the course design given the goals and level of the
36 course, the quality and effectiveness of the instructional materials and assessment tools, and the
37 appropriateness of the approach relative to current disciplinary knowledge. At the conclusion of the
38 class visits, the reviewer meets with the candidate to give feedback and also submits a written
39 report to the Section Head, copied to the candidate. The candidate may provide written comments
40 on this report and the reviewer may respond. The reports are included in the candidate's promotion
41 and tenure dossier.
42

1 C. SEI Framing Statement

2 Annual evaluation of teaching for all faculty members in the Knowlton School is an important element
 3 of formal evaluative processes, including promotion and tenure and merit pay determinations. To this
 4 end, all sections of the school employ the university's online Student Evaluation of Teaching (SEI).
 5 However, the use of this standardized tool is not exclusive and the school does not rely solely on SEI's in
 6 the assessment of teaching quality. (See: Office of Academic Affairs Policies and Procedures Handbook
 7 Volume 3, 4.1.4 Student Evaluation of Instruction,). Other evaluative tools and categories include the
 8 following.

- 9 • Self-assessment and statement of plans and goals.
- 10 • Number, level, complexity and size of courses taught.
- 11 • Teaching portfolios that demonstrate the depth and breadth of teaching content and
 12 the creativity of teaching techniques.
- 13 • Curriculum development including new courses and methodologies.
- 14 • Student, peer, and external evaluations of classroom and studio teaching, including student exit
 15 interviews and alumni surveys.
- 16 • Evaluation of performance as an advisor and mentor.
- 17 • Customized evaluation instruments such as Feedback on Your Instruction, offered by the
 18 University Center for the Advancement of Teaching (UCAT).
- 19 • The success of current and former students such as through publications,
 20 presentations at conferences, exhibited work, recognized competition entries, and
 21 admission to graduate programs.
- 22 • Number of completed Masters exams, theses, or Ph.D. dissertations.
- 23 • Involvement in extension and continuing education.
- 24 • Authoring textbook(s), book chapters, or other scholarly writings and electronic resources that
 25 contribute to the scholarship of teaching.
- 26 • National or international recognition as indicated by awards for teaching, invitations to teach at
 27 peer institutions, presentations at high-quality venues, and high-quality contributions to
 28 continuing education.

29 The school recognizes that all of these tools and modes of assessment may not apply to every faculty
 30 member in any given year. Inclusion of several evaluative criteria does indicate, however, that no single
 31 form of evaluation will take precedence over another.