

Appointments, Promotion and Tenure Criteria and Procedures

**The Ohio State University
College of Nursing**

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APPOINTMENTS, PROMOTION, AND TENURE CRITERIA AND PROCEDURES

COLLEGE OF NURSING

I. Preamble

This document is a supplement to Chapter 6 and 7 of the [Rules of the University Faculty](#) (rules of the university faculty concerning tenure-track faculty appointments, reappointments, promotion, and tenure). The Office of Academic Affairs (OAA) annually updates procedural guidelines for promotion and tenure reviews (Volume 3 of the [Policies and Procedures Handbook](#)) and other policies and procedures of the college and university to which the college and its faculty are subject. Should those rules and policies change, the college shall follow those new rules and policies until it can update this document to reflect the changes. This document must be reviewed and either reaffirmed or revised at, at least every five years on the appointment or reappointment of the dean.

This document has been approved by the faculty, by the dean of the college, and by the executive vice president and provost of the university. Within the context of the college's mission and the mission of the university, this document sets forth the criteria and procedures for faculty appointment; and the criteria and procedures for faculty promotion, tenure, and rewards, including salary increases. In approving this document, the dean and the Office of Academic Affairs accept the mission and criteria of the college and delegate to the faculty the responsibility of applying high standards in evaluating continuing faculty and candidates for positions in relation to its mission and criteria.

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

Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in accordance with the university's [policy on equal opportunity](#).

II. College Mission

We exist to dream, discover, and deliver a healthier world.

III. Definitions

A. Committee of the Eligible Faculty (CEF)

1. Tenured/Tenure-Track faculty

Initial Appointment Reviews

- For an appointment (hiring or appointment change from another faculty type) review

of an assistant professor, the eligible faculty consists of all tenured/tenure-track faculty in the College.

- For appointment (hiring or appointment change from another faculty type) at senior rank (associate professor or professor), a review is performed and a second vote cast by all tenured faculty of equal or higher rank than the position requested.

Reappointment, Promotion, or Promotion and Tenure Reviews

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

Faculty rules allow center directors to vote; however, as with all faculty, if there is a perceived conflict of interest, the center director must recuse her/himself. The dean, vice dean and assistant and associate deans of the college, the executive vice president and provost, and the president are not eligible to vote.

2. Clinical Faculty

Initial Appointment Reviews

- For an appointment (hiring or appointment change from another faculty type) review of a clinical/teaching/practice assistant professor, the eligible faculty consists of all tenure-track faculty and all clinical/teaching/practice faculty in the College.
- For appointment (hiring) at senior rank (clinical/teaching/practice associate professor or professor), a review is performed and a second vote cast by all tenured faculty of equal or higher rank than the position requested, and all nonprobationary clinical/teaching/practice faculty of equal or higher rank than the position requested.

Reappointment, Contract Renewal, and Promotion Reviews

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

Faculty rules allow center directors to vote; however, as with all faculty, if there is a perceived conflict of interest, the center director must recuse her/himself. The dean, vice dean and assistant and associate deans of the college, the executive vice president and provost, and the president are not eligible to vote.

3. Research Faculty

Initial Appointment Reviews

- For an appointment (hiring or appointment change from another faculty type) review of a research assistant professor, the eligible faculty consists of all tenure-track faculty, and all clinical faculty and research faculty whose primary appointment is in the College.
- For appointment (hiring or appointment change from another faculty type) at senior rank (research associate professor or research professor), a review is performed and a second vote cast by all tenured faculty of equal or higher rank than the position requested and all nonprobationary clinical faculty of equal or higher rank than the position requested and nonprobationary research faculty of equal or higher rank than the position requested.

Reappointment, Contract Renewal, and Promotion Reviews

- For the reappointment, contract renewal, and promotion reviews of research assistant professors, the eligible faculty consists of all tenured associate professors and professors and all nonprobationary clinical associate professors and professors and all nonprobationary research associate professors and professors.
- For the reappointment, contract renewal, and promotion reviews of research associate professors and the reappointment and contract renewal reviews of research professors, the eligible faculty consists of all tenured professors and all nonprobationary clinical professors and nonprobationary research professors.

Faculty rules allow center directors to vote; however, as with all faculty, if there is a perceived conflict of interest, the center director must recuse her/himself. The dean, vice dean and assistant and associate deans of the college, the executive vice president and provost, and the president are not eligible to vote.

4. Associated Faculty

The eligible faculty to vote for senior appointment or promotion of associated faculty is the same as for promotion of clinical faculty.

5. Conflict of Interest (COI)

A conflict of interest exists when an eligible faculty member is related to a candidate or has a comparable close interpersonal relationship, has substantive financial ties with the candidate,

is dependent in some way on the candidate's services, has a close professional relationship with the candidate (dissertation advisor), or has collaborated so extensively with the candidate that an objective review of the candidate's work is not possible. Generally, faculty members who have collaborated with a candidate on at least 50% of the candidate's published work since the last promotion will be expected to withdraw from a promotion or reappointment review of that candidate. All faculty members with a conflict of interest should provide written communication to the Committee of the Eligible Faculty (CEF)/Appointments, Promotions and Tenure (APT) Committee chairperson with an explanation of the conflict and recuse him/herself from the discussion and vote.

If a faculty member believes another faculty member has an undeclared conflict of interest, written communication to that effect should go to the CEF/APT Committee chairperson, with the rationale for this belief. When there is a question about potential conflicts, open discussion and professional judgment are required in determining whether it is appropriate for the faculty member to excuse himself or herself from a particular review. The majority of the eligible faculty shall reach a decision regarding this issue. If a faculty member disagrees with that decision, the matter will be referred to the dean. The quorum is adjusted when faculty member(s) are recused because of a conflict of interest. A faculty member with a conflict of interest shall not participate in the vote on rank of appointment, tenure, or on reappointment for the candidate.

6. Minimum Composition

At minimum, three eligible faculty members must be involved in any promotion and tenure review. In the event that the college does not have at least three eligible faculty members who can undertake a review, the dean will request from a dean from another college permission to appoint a faculty member from that college for the review process.

B. Appointments, Promotions and Tenure Committee (APT)

The Appointments, Promotions and Tenure Committee is a subcommittee of the Committee of the Eligible Faculty. It is comprised of four (4) members as follows: two professors with tenure, one associate professor with tenure, and one associate professor or professor of clinical nursing in second or subsequent term. The APT Committee assists the CEF in managing the personnel and promotion and tenure issues of the college. The chairperson is at the rank of tenured professor and elected by the APT Committee from its members. The term of service is three years, with reappointment possible. The APT chairperson also chairs the CEF. See the College Pattern of Administration at <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure> for additional information about the APT Committee.

C. Quorum

At least 75% of all eligible faculty. A member of the eligible faculty on Special Assignment may be excluded from the count for the purposes of determining quorum only if the college dean has approved an off-campus assignment. Faculty members who recuse themselves because of a conflict of interest are not counted when determining quorum.

D. Recommendation from the Committee of the Eligible Faculty

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

Absentee ballots and proxy votes are not permitted.

1. Appointments, Reappointments, and Tenure, Promotion, and Contract Renewal

A positive recommendation for appointment, promotion and tenure, promotion, and contract renewal at the rank of (a) associate or professor with tenure, or (b) associate or professor of clinical nursing or research is made to the dean if two-thirds of the eligible faculty vote in the affirmative.

IV. Appointments

A. Criteria

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

Faculty must review a candidate's curriculum vitae (CV), meet with the candidate, and/or attend a presentation to cast a vote regarding appointment. The vote does not need to take place in person; it can be electronic upon faculty verification of review of candidate materials. If there are concerns faculty need to discuss in person/video, the CEF/APT chairperson will organize a CEF meeting for the discussion and vote.

1. Tenure-Track Faculty

Instructor

Appointment at the rank of instructor is made only when the offered appointment is that of assistant professor, but requirements for the terminal degree have not been completed by the candidate at the time of appointment. The college will make every effort to avoid such appointments. An appointment at the instructor level is limited to three years. When an instructor has not completed requirements for promotion to the rank of assistant professor by the end of the third year of appointment, the third year is a terminal year of employment.

Upon promotion to assistant professor, the faculty member may request prior service credit for time spent as an instructor. This request must be approved by the CEF, the dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked once granted. In addition all probationary faculty members have the option to be considered for early promotion.

Assistant Professor

An earned terminal degree is the minimum requirement for appointment at the rank of assistant professor. Evidence of potential for scholarly productivity, high-quality teaching, and high-quality service to the college and the profession is highly desirable. Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring in the sixth year of service. Review for tenure prior to the mandatory review year is possible when the Appointments, Promotions and Tenure Committee determines such a review to be appropriate. The granting of prior service credit, which requires approval of the Office of Academic Affairs, may reduce the length of the probationary period, but is strongly discouraged as it cannot be revoked once granted.

Associate Professor and Professor

Appointment offers at the rank of Associate Professor or Professor, with or without tenure, and/or offers of prior service credit require prior approval of the Office of Academic Affairs.

Faculty need to be present either in person or remotely for the entire discussion to vote on rank above assistant professor and tenure.

Appointment at senior rank requires that the individual, at a minimum, meet the college's criteria in teaching, research and scholarship, and service for promotion to these ranks (see Table 1). Appointment at senior rank normally entails tenure. A probationary appointment at senior rank is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country, or may be on the cusp of obtaining major extramural funding. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

Foreign nationals who lack permanent residency status may be appointed to a senior rank and approved for tenure, if appropriate, but the university will not grant tenure in the absence of permanent residency. Offers to foreign nationals require prior consultation with the Office of International Affairs.

2. Clinical Faculty

Appointments of clinical faculty are similar to those of tenure-track faculty, with the emphasis on teaching and practice and a potential for scholarship. Evidence of ability to teach is highly desirable. Appointment of clinical faculty entails a three, four, or five-year contract. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to clinical faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the college wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period.

Assistant Professor of Clinical Nursing

Appointment at rank of assistant professor of clinical nursing is based on having a doctoral

degree from a regionally and professionally accredited institution and evidence that the individual can perform effectively in teaching, scholarship, practice, and service.

Associate Professor and Professor of Clinical Nursing

Appointment at the rank of associate professor of clinical nursing or professor of clinical nursing requires that the individual have the required licensure/certification in his/her specialty, and meet, at a minimum, the college's criteria—in teaching, professional practice and other service, and scholarship—for promotion to these ranks (See Table 2).

Faculty need to be present either in person or remotely for the entire discussion to vote on appointment above assistant professor of clinical nursing.

3. Research Faculty

Appointment of research faculty entails one- to five-year contracts. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to research faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the college wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period. Criteria for appointment of research faculty are similar to those of tenure-track faculty, with the emphasis on research and scholarship (See Table 3).

Research Assistant Professor

Appointment at the rank of research assistant professor requires that the individual have a doctorate and a record of high-quality publications that strongly indicate the ability to sustain an independent, externally funded research program.

Research Associate and Professor

Appointment at the rank of research associate professor or research professor requires that the individual have a doctorate and meet, at a minimum, the college's criteria for promotion to these ranks. These individuals are engaged in activities that consist primarily of research but also may engage in teaching, which is restricted to seminars, brief lecture series, guest lectures and independent studies, dissertation committees, and related activities. Research faculty will not have a course assignment. Research faculty may serve as a Category M Graduate Faculty and may serve on doctoral examination and dissertation committees at the discretion of the Graduate Studies Committee. Research faculty may be granted Category P status with approval of the Graduate Studies Committee and the Graduate School. Research faculty will not be academic advisors for graduate students.

Faculty need to be present either in person or remotely for the entire discussion to vote on appointment above assistant research professor.

4. Associated Faculty

Associated faculty includes the range of titles described in Faculty Rules. These include clinical practice titles, visiting titles, and lecturer. Associated faculty appointments may be as short as

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

Appointment lengths are reflected in an annual appointment/reappointment letter. Time spent in these appointments does not accrue toward tenure, and such appointments can be terminated at the end of any contract.

Recommendations for appointment are based on a comprehensive assessment of each candidate's qualifications, together with detailed evidence to support the nomination. Minimum criteria for appointment of associated faculty are:

Instructor level:

- Master's degree or equivalent terminal degree from a regionally and professionally accredited institution. Candidates may be hired at the rank of instructor if the intended rank of appointment is assistant professor but they have not completed terminal degree requirements at the onset of the appointment.
- Professional experience and scholarly endeavors congruent with the anticipated contribution to the mission of the college.

Assistant Professor level or above:

- Doctoral degree or equivalent terminal degree from a regionally and professionally accredited institution.
- Professional experience and scholarly endeavors congruent with the anticipated contribution to the mission of the college.

5. Courtesy Appointments for Faculty

Courtesy appointments are no-salary joint appointments for Ohio State University (OSU) faculty from other tenure-initiating units at the rank of assistant professor or above. At a minimum, a courtesy appointment should be based on the expectation of the appointee's substantial involvement in the college; continuation of the appointment will reflect ongoing contributions (at the discretion of the dean or her/his designee). Unlike associated faculty appointments, courtesy appointments do not require formal annual renewal, but shall be reviewed every four years. A decision to reappoint shall be made by the dean in consultation with the appropriate faculty with whom the courtesy appointment faculty member works.

B. Procedures

See the Policy on Faculty Recruitment and Selection and the Policy on Faculty Appointments in the Office of Academic Affairs [Policies and Procedures Handbook](#) for information on the following topics:

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

1. Tenure-track Faculty

A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. Exceptions to this policy must be approved by the college and the Office of Academic Affairs in advance. Search procedures must be consistent with the OAA [Policy on Faculty Recruitment and Selection](#).

Searches for tenure-track faculty proceed as follows:

The dean of the college provides approval to commence a search process. This approval may or may not be accompanied by constraints with regard to salary, rank, and field of expertise.

The dean of the college appoints a search committee consisting of three or more faculty who reflect the field of expertise that is the focus of the search (if relevant) as well as other fields within the college. At the discretion of the Search Committee chair, a committee member from outside the College may be added for targeted searches.

Prior to any search, members of all search committees must undergo inclusive hiring practices training available through 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 search committee:

- Includes the College appointed Chief Diversity Officer who is responsible for providing leadership in assuring that vigorous efforts are made to achieve a diverse pool of qualified applicants.
- Develops a search announcement for internal posting in the university Job Postings through the [Office of Human Resources](#) and external advertising, subject to the college dean' approval. The announcement will be no more specific than is necessary to accomplish the goals of the search, since an offer cannot be made that is contrary to the content of the announcement with respect to rank, field, credentials, salary. In addition, timing for the receipt of applications will be stated as a preferred date, not a precise closing date, in order to allow consideration of any applications that arrive before the conclusion of the search.
- Develops and implements a plan for external advertising and direct solicitation of nominations and applications. If there is any likelihood that the applicant pool will include qualified foreign nationals, the search committee must advertise using at least one 30-day online ad in a national professional journal. The university does not grant tenure in the absence of permanent residency ("green card"), and strict U. S. Department of Labor guidelines do not permit sponsorship of foreign nationals for permanent residency unless the search process resulting in their appointment to a tenure track position included an advertisement in a field-specific nationally prominent

professional journal.

- Screens applications and provides a determination if the candidate proceeds to interview. If the search committee supports an interview, on-campus interviews are arranged by the search committee chair, assisted by the college office. If the faculty does not agree, the dean in consultation with the faculty determines the appropriate next steps (solicit new applications, review other applications already received, cancel the search for the time being).

On-campus interviews with candidates must include opportunities for interaction with faculty groups, including the search committee; graduate students; and the dean or designee. In addition, all candidates make a presentation to the faculty and graduate students on their scholarship. All candidates interviewing for a particular position must follow the same interview format.

Following completion of on-campus interviews, the search process moves to the Committee of Eligible Faculty who vote on appointment for each candidate following faculty review of the candidate's materials. The eligible faculty report a recommendation on each candidate to the dean.

If the offer involves rank of associate professor or above, the eligible faculty members must meet, discuss and vote also on the appropriateness of the proposed rank. If the offer involves prior employment service credit, the eligible faculty members vote on the appropriateness of such credit. The eligible faculty reports a recommendation on the appropriateness of the proposed rank or the appropriateness of prior service credit to dean. Appointment offers at the rank of Associate Professor or Professor, with or without tenure, and/or offers of prior service credit require prior approval of the Office of Academic Affairs.

In the event that more than one candidate achieves the level of support required to extend an offer, the dean decides which candidate to approach first. The details of the offer, including compensation, are determined by the dean.

Potential appointment of a foreign national who lacks permanent residency must be discussed with the Office of International Affairs. The university does not grant tenure in the absence of permanent residency status. The college will therefore be cautious in making such appointments and vigilant in assuring that the appointee seeks residency status promptly and diligently.

2. Clinical Faculty

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

Clinical faculty are appointed for three, four or five years. Contracts are individually negotiated

with the dean. The initial contract term is probationary. Faculty on the CEF will evaluate a candidate during the interview process and make a recommendation to the dean. Letters of offer are made by the dean. No approval is required from the OAA for appointments of clinical faculty at the assistant professor rank. Approval from OAA is required for appointments of clinical faculty at associate or professor rank.

3. Research Faculty

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

Research faculty are appointed for one to five years. Contracts are individually negotiated with the dean. The initial contract term is probationary. No approval is required from the OAA for appointments of research faculty at the assistant professor rank. Approval from OAA is required for appointments of research faculty at associate or professor rank.

4. Transfer from the Tenure-track

Tenure-track faculty may transfer to a clinical or research appointment prior to initiation of the tenure review, if appropriate circumstances exist. Tenure is lost upon transfer, and transfers must be approved by the dean and the executive vice president and provost.

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

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

5. Associated Faculty

Associated faculty who teach at the undergraduate and graduate level will be appointed, reappointed and reviewed by the associate dean for academic affairs and educational innovation, assistant dean for graduate clinical programs, and the assistant dean for baccalaureate programs.

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

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

Associated faculty for whom promotion is a possibility follow the promotion guidelines and procedures for tenure-track faculty (see Promotion and Tenure and Promotion Reviews below), with the exception that the review does not proceed to the university level if the dean's recommendation is negative.

6. Visiting Faculty

Visiting titles shall be used to confer faculty status on individuals who have credentials comparable to tenure-track, clinical, or research faculty of equivalent rank who spend a limited period of time participating in the instructional and research programs of the university. Visiting appointments may be made for one term of up to three years or on an annual basis for up to three consecutive years.

7. Adjunct Faculty

Adjunct titles shall be used to confer status on individuals who have credentials comparable to tenure-track, clinical, associated or research faculty of equivalent rank who provide significant service to the instructional and/or research programs of the university and who need a faculty title to perform that service. Adjunct appointments are made for the period in which the service is provided and renewal is contingent on continued significant contributions. Adjunct faculty members are eligible for promotion but not tenure. The relevant criteria are those for promotion of tenure-track faculty.

8. Lecturer

Titles of lecturer and senior lecturer shall be used for all compensated instructional appointments where other titles are not appropriate. Lecturer and senior lecturer appointments are usually made on a semester by semester or annual basis. After the initial appointment, and if the college's curricular needs warrant it, a multiple year appointment may be offered. Lecturers and senior lecturers are not eligible for tenure. Lecturers may be promoted to senior lecturers if they meet the criteria for appointment at that rank.

9. Courtesy Appointments

Any college faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track, clinical, or research faculty member from another Ohio State college or department. The dean or designee reviews all courtesy appointments every three years to determine whether they continue to be justified.

V. Annual Review Procedures

The college follows the requirements for annual reviews as set forth in the [Faculty Annual Review and Reappointment Policy](#). The annual reviews for all faculty, except the 4th and 6th year reviews of probationary tenure-track faculty and penultimate year reviews of probationary clinical and research faculty, are conducted in the spring as an administrative review with input from the eligible faculty. The dean or designee is responsible for notifying faculty of the timetable for annual review and the materials to be submitted.

A. Probationary Tenure-Track

Annual reviews of probationary faculty, except the 4th and 6th year reviews of probationary tenure-track faculty and penultimate year reviews of probationary clinical and research faculty, will be conducted by the dean or designee.

At a date designated by the dean or designee, probationary faculty will provide all documentation described below, to the dean or designee for their annual review. The review

letter will be addressed to the dean.

- Updated CV, dossier for probationary faculty
- Performance Review and Goal Development Plan
- Self-evaluation

1. Teaching

Cumulative SEI (reports computer generated summaries prepared by the Office of the University Registrar) for every class taught.

Peer evaluation of teaching reports as required by the college's peer evaluation of teaching program.

Copies of pedagogical papers, books or other materials published, or accepted for publication. Material accepted for publication but not yet published must be accompanied by a letter from the publisher stating that the work has been unequivocally accepted and is in final form with no further revisions needed. An accepted but unpublished work submitted for consideration in a given annual review may not be resubmitted after publication for consideration in a future annual review.

Other relevant documentation of teaching as appropriate.

2. Scholarship

Copies of all scholarly papers published or accepted for publication. Papers accepted for publication but not yet published must be accompanied by a letter from the publisher stating that the paper has been unequivocally accepted and is in final form with no further revisions needed.

Documentation of grants and contracts received.

Other relevant documentation of scholarship as appropriate (published reviews including publications where one's work is favorably cited, grants and contract proposals that have been submitted).

3. Service

Any available documentation of the quality of service that enhances the list of service activities in the dossier.

The dean prepares an independent evaluation, which will include an assessment of the faculty member's performance and professional development, including strengths and weaknesses, and a recommendation for reappointment. The dean and designee will meet with the faculty member to discuss the annual review and recommendations. The dean will notify the faculty member of his/her reappointment decision at the end of the meeting.

If the dean recommends renewal of the appointment, this recommendation is final. The annual review letter to the faculty member renews the probationary appointment for another year and includes content on future plans and goals.

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

The reviews will be completed by May 15. These final review(s) will become a part of the faculty member's dossier for subsequent annual reviews during the probationary period, as well as the review for promotion and tenure.

If a non-reappointment decision is made, based on the results of a formal performance review conducted according to the Fourth-Year Review process (per Faculty Rule [3335-6-03](#)), the faculty member will be given 10 calendar days to comment, and the dean may respond. At the end of the comments period, the dean forwards the complete dossier to the OAA for review. The executive vice president and provost will make the final decision about the case.

4. Fourth-Year Annual Review Procedures for Probationary Tenure-Track Faculty

Faculty Rule 3335-6-03 requires that the fourth-year review for probationary tenure-track faculty follow the same procedures as the sixth-year review, except that external evaluations at the fourth-year review are not required.

Two peer evaluations of teaching (previously assigned by the associate dean of academic affairs and educational innovation) will be available for the period under review, which will be available to the APT Committee, CEF, and designee (e.g. associate dean, supervisor or center director).

The dean or designee is responsible for notifying the faculty of the timetable for review and the materials to be submitted. By the first Friday of September, the faculty member will provide the materials to the dean or designee for their review using the criteria for the relevant rank, related documentation, and current dossier guidelines as published by the OAA. Candidates may submit the college's current APT document; or, alternatively, they may elect to be reviewed under either (a) the APT document that was in effect on their start date, or (b) the APT document that was in effect on the date of their last promotion, whichever of these two latter documents is the more recent. However, the current APT document must be used if the letter of offer or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year.

When the materials are ready, the CEF/APT chairperson will assign two members of the CEF to serve as independent evaluators. Once the two members assigned have reviewed the materials, the chairperson will notify the CEF that the materials are available for review. The evaluation will include an assessment of the faculty member's performance and professional development, including strengths and weaknesses, and a recommendation for reappointment. The evaluation letter will be addressed to the dean and copied to the designee (e.g. associate dean, supervisor or center director) and the chair of CEF/APT.

The CEF/APT chairperson is responsible for organizing the Autumn CEF meeting for the review of designated faculty in October/November and for notifying the eligible faculty of the date and time of the meeting. The purposes of the meeting are to discuss the scholarship, teaching and service activities and accomplishments for the designated faculty since hire and make recommendations on reappointment.

Following the review by the CEF, the chairperson submits a statement of evaluation for inclusion in the dossier, which is then forwarded to the dean for review. The dean prepares an independent evaluation. The dean and the chairperson will meet with the faculty member to discuss the review and recommendations.

When the reports for the review by the CEF/APT chairperson and dean are complete, the faculty member under review is notified by the dean that the reports are available for review and the faculty member has 10 calendar days from that point to provide comments on the reports for inclusion in the dossier. If the faculty member provides written comments, the dean may provide a written response, and/or the CEF may reconvene and consider the candidate's comments and provide a written response.

The dean will make a recommendation for renewal to the executive vice president and provost. All non-reappointment decisions will be sent to OAA. If an appointment is not renewed, standards of notice will be in accord with Faculty Rules.

5. Exclusion of Time from Probationary Period

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

B. Tenured Faculty

The dean or designee is responsible for notifying the faculty of the timetable for annual review and the materials to be submitted. At a date designated by the dean, tenured faculty will provide the materials to the dean or designee for their annual review using the criteria for the relevant rank, related documentation, and current dossier guidelines as published by the OAA.

Associate professors and professors are reviewed annually by the dean or dean's designee (e.g., center chairs, associate deans), who submit a written performance review to the dean along with comments on the faculty member's progress toward promotion. The dean delegates the designee to meet with the faculty member alone or with the dean to discuss his or her performance and future plans and goals. The faculty member may provide written comments on the review.

The annual review of professors is based on their having achieved sustained excellence in the discovery and dissemination of new knowledge relevant to the mission of the college, as demonstrated by national and international recognition of their scholarship; ongoing excellence in teaching, including their leadership in education in both teaching and mentoring

students; and outstanding service to the college, the university, and their profession, including their support for the professional development of assistant and associate professors. Professors are expected to be role models in their academic work, interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other members of the faculty.

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

Tenured faculty at the associate professor or professor rank may use the dossier format or submit a current curriculum vita, supplemented with the teaching table, advising list, cumulative SEIs, and the teaching narrative as outlined in the OAA dossier guidelines (see Volume 3 of the [Policies and Procedures Handbook](#)).

A table of scholarship activities accumulated since the last formal review, which includes manuscript and grant activity, should also be included. Any other relevant documentation not included in the CV or in the outlined tables may be submitted by the candidate.

1. Five-Year Post-Tenure Review

Tenured associate professors' annual review materials including career synopsis, CV, representative publications, and peer teaching reviews will be formally reviewed by all tenured professors for progress toward promotion at least every five years in the Spring semester, and more frequently if requested by the associate professor. Following the review of the faculty member's materials, a letter of review will be generated by the CEF/APT chairperson and a meeting arranged with the faculty member under review, at least one member of the eligible review faculty group, and the dean.

Tenured professors' annual review materials including career synopsis, CV, representative publications, and peer teaching reviews will be formally reviewed by all tenured professors at least every five years in the Spring semester, and more frequently if requested by the professor. Following the review of the faculty member's materials, a letter of review will be generated by the CEF/APT chairperson and a meeting arranged with the faculty member under review, at least one member of the eligible review faculty group, and the dean.

C. Clinical Faculty in Second or Subsequent Term

The annual review process for clinical faculty in their second and subsequent terms of appointment is based on their having achieved sustained excellence in scholarship relevant to the mission of the college; ongoing excellence in teaching, including their leadership in education in both teaching and mentoring students; and outstanding service to the college, the university, and their profession, including their support for the professional development of assistant and associate professors. Clinical professors are expected to be role models in their academic work, interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other

members of the faculty.

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

During the penultimate year of any contract term, clinical faculty submit a career synopsis, current curriculum vita, representative publications or scholarly products, peer teaching reviews, teaching table, advising list, cumulative SEIs, and the teaching narrative as outlined in the OAA dossier guidelines (see Volume 3 of the [Policies and Procedures Handbook](#)).

Following the review of the faculty member's materials, a letter of review will be generated by the CEF/APT chairperson and a meeting arranged with the faculty member under review, at least one member of the eligible review faculty group, and the dean.

D. Research Faculty in Second or Subsequent Term

The annual review process for research faculty in their second and subsequent terms of appointment is based on their having achieved sustained excellence in the discovery and dissemination of new knowledge relevant to the mission of the college; ongoing excellence in mentoring students; and outstanding service to the college, the university, and their profession, including their support for the professional development of assistant and associate professors. Research professors are expected to be role models in their academic work, interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other members of the faculty.

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

During the penultimate year of any contract term, research faculty submit a career synopsis, current curriculum vita, representative publications, and the research narrative as outlined in the OAA dossier guidelines (see Volume 3 of the [Policies and Procedures Handbook](#)).

Following the review of the faculty member's materials, a letter of review will be generated by the CEF/APT chairperson and a meeting arranged with the faculty member under review, at least one member of the eligible review faculty group, and the dean.

E. Associated Faculty

Each salaried associated faculty member is reviewed annually by the appropriate assistant or associate deans; input from specialty program and/or course teams may be obtained. A decision about reappointment is communicated to the dean. The dean's decision on renewal of the appointment is final.

The teaching contributions of non-salaried clinical practice and adjunct faculty are reviewed annually by the appropriate specialty program and or course teams; recommendations for renewal

are forwarded to the appropriate associate or assistant dean.

F. Penultimate Year Reviews for Clinical and Research Faculty

For research and clinical faculty, the review for contract renewal occurs in the penultimate year of the current contract period. The procedures for review are those outlined above in Section V.A.4. In the event that a new contract is not extended, the final year of the current contract is the terminal year of employment. The standards of notice set forth in Faculty Rule [3335-6-08](#) must be observed. There is no presumption that a new contract will be extended.

Faculty need to be present either in person or remotely for the entire discussion to vote on reappointment or contract renewal.

1. Clinical

- External evaluations of scholarship and, if appropriate, practice activities are required at the penultimate year of the contract period for clinical faculty being reviewed for promotion.
- Clinical faculty members' annual review materials including career synopsis, CV, representative publications, and peer teaching reviews are to be included in the review materials.
- External evaluations of scholarship and practice activities are NOT required at the penultimate year of the contract period for clinical faculty who are being reviewed for reappointment.
- Two peer evaluations of teaching are required for the period under review, which will be available to the APT Committee, CEF, and the designee (e.g. associate dean, supervisor or center director). The peer teaching evaluators are selected by the associate dean for academic affairs and educational innovation. For clinical faculty, a positive penultimate year review carries with it a three, four or five-year reappointment. In addition, the terms of a contract may be renegotiated at the time of reappointment.

2. Research

- External evaluations are required at the penultimate year of the contract period for research faculty who are being reviewed for promotion. External evaluations of research activities are NOT required at the penultimate year of the contract period for research faculty who are being reviewed for reappointment.
- A peer evaluation of research is required for research faculty. The research review is completed by two peers appointed by the associate dean for research and innovation. This evaluation will include all scholarship activities since hire, including grants, manuscripts, and works in progress. For research faculty, a positive penultimate year review carries with it a one to five-year reappointment. In addition, the terms of a contract may be renegotiated at the time of reappointment.

VI. Compensation, Merit Salary Increases and Other Rewards

A. Criteria

Except when the university dictates any type of across the board salary increase, all funds for

annual salary increases are directed toward rewarding meritorious performance and assuring, to the extent possible given financial constraints, that salaries reflect the market and are internally equitable.

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

Meritorious performance in teaching, scholarship, and service is assessed in accordance with the same criteria that form the basis for promotion decisions. The time frame for assessing performance will be the past year. Faculty with high-quality performance will be favored for merit salary increase. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

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

B. Procedures

The dean recommends annual salary increases. In formulating recommendations, the dean receives input from the dean's designees. Salary increases are formulated in percentage increases, with the goal of distributing available funds in a manner that achieves the optimal distribution of salaries. As a general approach to formulating salary recommendations, the dean divides faculty into at least four groups based on continuing productivity and considers market and internal equity issues as appropriate.

Recent hires will have received notification of their eligibility for the compensation process via the offer letter. Individuals known to be retiring or resigning prior to September 30 will be listed as ineligible in the compensation process.

Faculty holding concurrent appointments with other university units and agency funds may utilize guidelines established by each entity's board as long as those guidelines are current and reasonably consistent with university guidelines. The agency guidelines are to be submitted to the college during the annual compensation process. If the yearly salary increase timeline differs from university, agency funded employees will be made ineligible in the annual university compensation process.

Cash payments as part of the compensation process may be provided in accordance with the annual guidelines issued by the Executive Vice President and Provost. Unless otherwise indicated in the guidance, individual increases of more than 10% require university approval. In all cases, a brief summary of the reason for a cash payment is documented.

All faculty must receive written notification of their salary increase. Any faculty member

receiving no salary increase must be notified in writing with supporting rationale. All salary letters are initiated and signed by the college dean.

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

VII. Promotion and Tenure/Promotion Reviews

This section of the document delineates criteria for promotion with the ranks of tenure-track, and non-tenure-track faculty, which includes clinical, research, and associated faculty. These criteria shall be used to amplify the [OSU Faculty Rules](#) and used in conjunction with the OAA's guidelines for dossier preparation (see Volume 3 of the [Policies and Procedures Handbook](#)). These criteria are the standards upon which judgments are based. In all cases, evidence of a sustained pattern in the quality of faculty effort and leadership is required for reappointment (in untenured positions) or promotion at any academic rank.

Examples of evidence are provided as guidelines and are intended to be illustrative rather than exhaustive. In evaluating the candidate's qualifications, flexibility shall be exercised, balancing (where the case requires) heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as faculty engage in interdisciplinary endeavors and advanced practice, and place new emphases on their continuing activities, instances will arise in which the work of faculty members may depart from established academic patterns. In such cases, care must be taken to apply the criteria with sufficient flexibility. In all instances, superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions.

A. Research and Scholarship

Research and scholarship are the responsibility of tenure-track, clinical, and research faculty members. Research is considered the primary form of scholarship for tenure-track faculty and research faculty; other indicators include theoretical and philosophical innovations, the development of improved empirical methods, and the creative application of existing concepts and empirical methods to problem solving. Each tenure-track and research faculty member is expected to develop a research and scholarship program that focuses on significant health and health care problems and is congruent with the mission of the College of Nursing. See Table 1 for criteria examples.

For clinical faculty, scholarship may take the form of evidence-based practice protocols; research, case studies or clinical reviews; contribution as a second author on peer-reviewed journal publications; and presentations at local, regional, or national professional meetings. However, dissemination by publication is the expected outcome.

B. Effective Teaching

Effective teaching is an essential responsibility of all faculty members except research faculty members in the College of Nursing. The quality of teaching is an explicit factor in the evaluation of faculty performance for promotion and tenure, and promotion. Teaching includes

undergraduate and graduate instruction in formal courses, seminars, and individual studies. Directing student research and scholarship is both a research and teaching activity. Advising students, and academic and career counseling (graduate and undergraduate), are teaching activities.

C. Service

Service is an expectation of tenure-track, clinical, research and associated faculty within the College of Nursing. Service is defined as activities provided and responsibilities assumed for the benefit of the identified audiences of the university; the discipline of nursing; public and private health sectors at local, state, and national levels; and of the community. Faculty are expected to demonstrate increasing involvement and leadership in service as they progress in rank. The nature and extent of service activity, however, will vary for individual faculty members. Faculty provide services of the following types:

- Administrative services at college and university levels,
- Advisory services to undergraduate and graduate students,
- Professional services to peers in the discipline of nursing, to other health care providers, and to community leaders, and clinical practice.

1. Criteria for Promotion

a. Promotion to Associate Professor with Tenure

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

Tenure and promotion are based on performance in teaching, research and scholarship, service, and a pattern of performance over the probationary period that yields a high degree of confidence that the candidate will continue to develop professionally. The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence in teaching, research, and scholarship and is one who provides effective service and, if relevant, excellence in practice. A probationary tenure-track assistant professor is expected to be externally funded by the fourth-year review. By the sixth-year review, the faculty member is expected to be a principal investigator of a peer-reviewed, highly competitive, externally funded research grant or show equivalent evidence of a high-quality program of scholarship with significant impact on the discipline or practice. Evidence must also indicate that the faculty member can be expected to continue a program of high-quality teaching, research, scholarship, and service (see Table 1).

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

b. Promotion to Professor

Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching, has maintained a productive program

of research and scholarship that is recognized nationally or internationally, has demonstrated leadership in service, and, if relevant, has a sustained record of excellence in practice (see Table 1).

c. Promotion to Associate Professor of Clinical Nursing

Promotion to the rank of associate professor of clinical nursing is based on convincing evidence that the faculty member has achieved excellence in teaching and scholarship, and provides effective service, and (for some) provides excellent clinical practice. Evidence must also indicate that the clinical faculty member can be expected to continue a program of high-quality teaching, scholarship, and service, and clinical practice (if applicable) (see Table 2).

d. Promotion to Professor of Clinical Nursing

Promotion to the rank of professor of clinical nursing must be based on convincing evidence that the faculty member has sustained records of excellence in teaching and scholarship that are recognized nationally or internationally, expertise in clinical practice (if applicable), and demonstrated leadership in service (see Table 2).

e. Promotion to Research Associate Professor

Promotion to the rank of research associate professor is based on convincing evidence that the faculty member has achieved excellence in research and scholarship and has established a pattern of significant funding. Evidence must also indicate that the research faculty member can be expected to continue a program of high-quality research and scholarship relevant to the mission of the college (see Table 3).

f. Promotion to Research Professor

Promotion to the rank of research professor must be based on convincing evidence that the faculty member has a sustained record of excellence in research and scholarship that is supported by significant funding and recognized nationally or internationally (see Table 3).

g. Promotion of Associated Faculty

Promotion to assistant professor of clinical practice requires completion of a doctoral degree or equivalent terminal degree from a regionally and professionally accredited institution and professional experience and scholarly endeavors congruent with the anticipated contribution to the mission of the college.

Promotion to associate professor of clinical practice must be based on convincing evidence that the faculty member has achieved excellence in teaching, professional experience, and scholarly endeavors congruent with their specialty areas.

Promotion to professor of clinical practice must be based on convincing evidence that the faculty member has sustained records of excellence in teaching, professional experience, and scholarly endeavors congruent with their specialty areas.

2. Procedures

The college's procedures for promotion and tenure reviews are consistent with and supplement

those set forth in Faculty Rule [3335-6-04](#) and the Office Academic Affairs annually updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the [Policies and Procedures Handbook](#). Tenure-track and non-tenure-track faculty may request, in writing, a meeting with the APT Committee to discuss non-mandatory promotion review. This meeting must occur during the autumn semester of the year prior to when the candidate is considering submitting materials for promotion. The APT Committee may decline to put forth a faculty member for formal non-mandatory promotion review if the candidate's accomplishments are judged not to warrant such review. The APT Committee may not deny a faculty member a formal review for promotion from associate professor to professor more than one year. Approval by the APT Committee to seek promotion should not be construed as a positive review decision.

3. Timing

A. Tenure-Track and Tenured Faculty

Assistant professors are reviewed for promotion and tenure in the sixth year. Tenure and promotion to associate professor becomes effective at the start of the seventh year of employment, if granted. Promotion to associate professor with tenure earlier than the sixth year is possible if the criteria for promotion are met. This request would be treated as a non-mandatory promotion and tenure review. The APT Committee may decline to put forth a faculty member for formal non-mandatory promotion and tenure review if the candidate's accomplishments are judged not to warrant such review. When associate professors or professors are hired for a probationary period of one to four years, the mandatory review for tenure will occur in the final probationary year. If tenure is not granted, an additional (terminal) year of employment is offered. Tenured associate professors may be reviewed for non-mandatory promotion after consulting with the APT Committee. The APT Committee may not deny a faculty member a formal review for promotion from associate professor to professor more than one year.

B. Clinical Faculty

Clinical faculty may be reviewed for promotion at the time of initial reappointment. Promotion earlier is possible if the criteria for promotion are met.

C. Research Faculty

Research faculty may be reviewed for promotion at the time of initial reappointment. Promotion earlier is possible if the criteria for promotion are met.

4. Notification of Candidates

The dean notifies eligible faculty of the dates for tenure and/or promotion review. The candidate shall notify the dean, in writing, of the intent to seek or not to seek tenure. If the candidate decides not to apply for tenure, then a letter of resignation, effective no later than May 31 of the following year, should be given to the dean. The dean informs the CEF/APT Committee chairperson of the anticipated reviews and timelines.

VIII. Dossier Preparation and Responsibilities of Involved Parties

A. Candidate Responsibilities

- To submit a complete, accurate dossier fully consistent with Office of Academic Affairs guidelines. Candidates should not sign the Office of Academic Affairs Candidate Checklist without ascertaining that they have fully met the requirements set forth in the Office of Academic Affairs core dossier outline including, but not limited to, those highlighted on the checklist.
- To submit a copy of the APT document under which the candidate wishes to be reviewed. Candidates may submit the college's current APT document; or, alternatively, they may elect to be reviewed under either (a) the APT document that was in effect on their start date, or (b) the APT document that was in effect on the date of their last promotion, whichever of these two latter documents is the more recent. However, the current APT document must be used if the letter of offer or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year. The APT document must be submitted when the dossier is submitted to the college.
- To review the list of potential external evaluators developed by the dean and the Appointments, Promotions and Tenure Committee. The candidate may add no more than three additional names, but is not required to do so. The candidate may request the removal of no more than two names, providing the reasons for the request. The dean decides whether removal is justified. (Also see External Evaluations below.)

B. Appointments, Promotions and Tenure Committee Responsibilities

The responsibilities of the Appointments, Promotions and Tenure Committee are as follows:

- To review this document annually and to recommend proposed revisions to the faculty.
- To consider annually, in spring semester, requests from faculty members seeking a non-mandatory review in the following academic year and to decide whether it is appropriate for such a review to take place. Only professors on the committee may consider promotion review requests to the rank of professor. A two-thirds majority of those eligible to vote on a request must vote affirmatively for the review to proceed.
 - The committee bases its decision on assessment of the record as presented in the faculty member's CV and on a determination of the availability of all required documentation for a full review (student and peer evaluations of teaching). Lack of the required documentation is necessary and sufficient grounds on which to deny a non-mandatory review.
 - A tenured faculty member may only be denied a formal promotion review under Faculty Rule [3335-6-04](#) for one year. If the denial is based on lack of

required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.

- Consistent with Office of Academic Affairs policy, only faculty members who are citizens or permanent residents of the United States may be considered for non-mandatory tenure review. The committee must confirm with the dean that an untenured faculty member seeking non-mandatory tenure review is a U.S. citizen or permanent resident (has a "green card"). Faculty members not eligible for tenure due to lack of citizenship or permanent residency are moreover not considered for promotion by this college.
- A decision by the committee to permit a review to take place in no way commits the eligible faculty, the dean, or any other party to the review to making a positive recommendation during the review itself.
- Annually, in late spring through early autumn semester, to provide administrative support for the promotion and tenure review process as described below.
 - **Late Spring:** Select from among its members a Procedures Oversight Designee who will serve in this role for the following year. The Procedures Oversight Designee cannot be the same individual who chairs the committee. The Procedures Oversight Designee's responsibilities are described in the Office of Academic Affairs annual procedural guidelines.
 - **Late Spring:** Suggest names of external evaluators to the dean.
 - **Early Autumn:** Review candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with candidates to assure that needed revisions are made in the dossier before the formal review process begins.
 - Meet with each candidate for clarification as necessary and to provide the candidate an opportunity to comment on his or her dossier. This meeting is not an occasion to debate the candidate's record.
 - Ensure that a primary and secondary reviewer is assigned to generate a draft of an analysis of the candidate's performance in teaching, research and scholarship and service is provided to the full eligible faculty with the dossier; and seek to clarify any inconsistent evidence in the case, where possible. The committee neither votes on cases nor takes a position in presenting its analysis of the record.
 - Revise the draft analysis of each case following the meeting of the full eligible faculty, to include the faculty vote and a summary of the faculty perspectives

expressed during the meeting; and forward the completed written evaluation and recommendation to the dean.

- Provide a written response, on behalf of the eligible faculty, to any candidate comments that warrant response, for inclusion in the dossier.

- Provide a written evaluation and recommendation to the dean in the case of joint appointees whose tenure-initiating unit is not the college. The full eligible faculty does not vote on these cases since the college's recommendation must be provided to the other tenure-initiating unit substantially earlier than the committee begins meeting on this college's cases.

C. Committee of the Eligible Faculty Responsibilities

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

- To review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.

- To attend all CEF meetings except when circumstances beyond one's control prevent attendance; to participate in discussion of every case; and to vote.

- Faculty need to be present either in person or remotely for the entire discussion to vote on tenure and/or promotion.

D. Dean's Responsibilities

The responsibilities of the dean or designee are as follows:

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

- **Late Spring Semester:** To solicit external evaluations from a list including names suggested by the Appointments, Promotions and Tenure Committee and the candidate. (Also see External Evaluations below.)

- To make candidate's dossier available in an accessible place for review by the eligible faculty at least two weeks before the meeting at which specific cases are to be discussed and voted.

- To remove any member of the eligible faculty from the review of a candidate when the member has a conflict of interest but does not voluntarily withdraw from the review.

- To attend the meetings of the eligible faculty at which promotion and tenure matters are discussed and respond to questions raised during the meeting.
- **Mid-Autumn Semester:** To provide an independent written evaluation and recommendation for each candidate, following receipt of the eligible faculty's completed evaluation and recommendation.
- To meet with the eligible faculty to explain any recommendations contrary to the recommendation of the committee.
- To inform each candidate in writing after completion of the college review process:
 - of the recommendations by the eligible faculty and dean
 - of the availability for review of the written evaluations by the eligible faculty and dean
 - of the opportunity to submit written comments on the above material, within ten days from receipt of the letter from the dean for inclusion in the dossier. The letter is accompanied by a form that the candidate returns to the dean, indicating whether or not he or she expects to submit comments.
- To provide a written response to any candidate comments that warrant response for inclusion in the dossier. [See Handbook policy 3.7.1 – 3.7.3.](#)
- To receive the Committee of Eligible Faculty's written evaluation and recommendation of candidates who are joint appointees from other tenure-initiating units, and to forward this material, along with the dean's independent written evaluation and recommendation, to the department chair of the other tenure-initiating unit by the date requested.

E. External Evaluation of Scholarship

Using the current guidelines from the OAA, external evaluations are obtained for all tenure-track promotion and tenure reviews, and all clinical and research faculty promotion reviews in which scholarship must be assessed. The dean or the CEF/APT Chairperson shall be responsible for requesting letters from external evaluators and from other units at this university in which the candidate has an appointment or a substantial professional involvement, whether compensated or not. A minimum of five credible and useful external evaluations must be obtained. No more than one-half of the letters contained in the dossier should be from persons suggested by the candidate. All solicited letters that are received must be included in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by anyone other than the above-authorized person may not be included in the dossier. Written evaluations shall be due by October 1.

A credible external evaluator is a person highly qualified to judge the candidate's scholarship (or

other performance, if relevant) who is not a close personal friend, research collaborator, or former academic advisor or post-doctoral mentor of the candidate. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. Letters from professors at full rank at institutions comparable to Ohio State are preferred, but in the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from associate professors at comparable institutions.

A useful evaluation provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will "usefulness" be defined by the perspective taken by an evaluator on the merits of the case.

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

F. Evaluation of Teaching

Two peer evaluators assigned by the associate dean for academic affairs and educational innovation will conduct peer evaluations for the period under review, which will be available to the APT Committee, CEF, supervisor and will be included in the dossier. The evaluation should include, at a minimum, an evaluative review of the documentation regarding quality of teaching from the third and fifth years, and other times of promotion and/or tenure consideration.

G. Evaluation of Service

A service evaluation should include review of services activities during the evaluation period, the length of the service, and any evidence of quality of the service. Administrative activities, advisory activities and evaluations as well as professional service activities should be included in the evaluation as appropriate.

H. Evaluation of Practice

A practice evaluation should include, at a minimum, an evaluative review of the documentation regarding quality of practice from the third and fifth years, and other times of promotion and/or tenure consideration.

I. Review Process

At the meeting of the CEF, one of the two members of the CEF assigned to evaluate the faculty member will lead the discussion of the candidate's qualifications and achievements in the areas of teaching, research and scholarship, and service. Members of the CEF shall vote by secret

ballot on the recommendation for promotion and/or tenure. All deliberations and voting of the CEF are confidential.

Although a single college APT Committee member is assigned oversight responsibility for promotion and tenure reviews, all members of the CEF must accept personal responsibility for assuring that reviews are procedurally correct, fair, confidential, and free of bias for all faculty members. The procedural oversight designee should assure that the review body follows written procedures governing its reviews and that the proceedings are carried out in a highly professional manner. Any procedural difficulties or other concerns about the review should first be brought to the attention of the CEF/APT Committee chairperson, who must provide a response to the oversight designee regarding either actions taken, or why the action suggested is not warranted. The CEF/APT chairperson or his/her designee shall prepare a letter summarizing the strengths and weaknesses of the candidate, the results of the faculty vote, and the recommendation made by the CEF. The CEF/APT Committee chairperson shall submit the dossier and the letter of the CEF to the dean of the college.

J. Dean's Review

The dean shall prepare an independent written assessment of the candidate and make a recommendation to the executive vice president and provost for inclusion in the dossier.

K. Meeting of Dean and CEF/APT Committee Chairperson

The dean and the CEF/APT chairperson will meet with the faculty member to discuss both reviews and recommendations.

L. Post-Review Notification of Candidate

The dean shall notify the candidate in writing of the review and of the availability of all the review materials. The candidate may request a copy of the review materials.

M. Opportunity for Candidate Response

The candidate may provide the dean with written comments on the review for inclusion in the dossier within 10 calendar days of notification of the completion of the CEF recommendation letter as well as the completion of the dean's recommendation letter to the executive vice president and provost. The dean, after consultation with the CEF, may provide a written response to the candidate's comments for inclusion in the dossier. Only one iteration of comments about this review is permitted. The dean shall forward the dossier, along with all evaluations and reports, to the executive vice president and provost, except in the case of Associated Faculty for whom the dean recommends against promotion. A negative recommendation by the dean is final in such cases.

N. Final Notification

The dean shall notify the candidate in writing of the results of the university review.

IX. Documentation

A. Documentation in Excellence in Teaching

The OAA core dossier outline serves as the basic standard for documentation that will be examined in assessing performance. Listed below are the possible forms of documentation to be included in the dossier in the areas of teaching, research and scholarship, and service/clinical practice.

To judge instruction, the following components may be considered:

- command of subject, including incorporation of recent developments into instruction;
- organization and presentation of class material;
- contributions to curricula development;
- creativity in course development, methods of presentation, and incorporation of new materials and ideas;
- effective mentoring of future teachers—teaching assistants;
- utilization of evidence-based pedagogies
- advising undergraduate and graduate students;
- directing graduate and undergraduate scholarly activities;
- clinical laboratory instruction/supervision; and
- clinical instruction/supervision.

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

- Peer evaluations of teaching, as described in the Pattern of Administration.
- Evidence of the development of new and effective instructional techniques and materials, shown through written explanation by the candidate, including syllabi, examinations, and assignments.
- Number of courses and sections taught and number of students enrolled.
- Recognition or awards for distinguished teaching.
- Solicited letters/evaluations from former students. No unsolicited letters.

Instruction-related publications authored, co-authored or (co-)edited: number, scope, and distribution:

- Peer-evaluated publications designed primarily to communicate with other educators (e.g., journal articles on curricula, course innovations, and student placement).
- Textbooks, chapters in textbooks or peer-evaluated books of readings; and
- Articles, papers, reviews, and other non-reviewed class materials.
- Academic advising, mentoring, and direction of undergraduate and graduate students in scholarly papers, theses, dissertations, and scholarly projects, including the achievements of these students.
- Maintenance and development of competence through organized workshops, study leaves, courses, and clinical visits.
- Leadership in development of courses and curricula that goes beyond normal teaching and service expectations.
- All faculty members must obtain students' evaluations of their teaching using the SEI.

Trends and/or patterns of responses in evaluations are considered to be as important as or potentially more important than individual items or scores for any particular year. For fourth-year and promotion reviews, if the primary means of collecting student input was narrative comments, someone other than the candidate shall summarize the comments on a course-by-course basis for inclusion in the dossier.

- Any other information that the candidate may wish to submit.

B. Documentation of Excellence in Research and Scholarship

Items for evaluating research and scholarship include publications, grants, research activities with students, patents, commercialization and other scholarly activities listed below. The involvement of graduate and undergraduate students is an indicator of a clinical faculty member's research and scholarship productivity. Publications co-authored with students and other creative works in which students collaborate is a reflection of a clinical faculty member's mentorship.

Recognizing that research and scholarship is a process of growth, candidates may include materials in this section from throughout their career. While all scholarly/creative works can be listed, the primary time period for review in the dossier for probationary faculty is the date of hire to present; and for tenured or non-probationary faculty, it is the date of last promotion to present.

C. Publications

A general hierarchy of publication significance for research and scholarship is listed below. Manuscripts in review provide evidence of continuing research and scholarly efforts. Manuscripts accepted for publication, documented by copies of correspondence from the publisher, will be treated as publications for the purpose of evaluation for research and scholarship performance.

- Peer reviewed data-based articles have primary importance as evidence of research accomplishments.
- Critical review articles often require significant investigation on the part of the author and pass a rigorous peer review. Such publications are treated as research and scholarly output.
- Books, book chapters, and monographs based on original research and/or innovations in clinical practice.
- Published, invited, and selected papers presented at professional meetings.
- Textbooks, edited volumes, and other materials that are intended to be primarily instructional tools are judged as scholarly output to the extent that they present new ideas or constitute conceptual or empirical innovation.
- Publications that are not peer-reviewed and unpublished papers if the author demonstrates their quality and usefulness can be considered.
- Book reviews written for journals reflect the author's status as a scholar, but may occasionally also represent research output.

D. Grants

- Grants are mechanisms to support research and scholarship support investigations that address significant health and health care problems. Funding may be derived from a variety of sources. However, a general hierarchy of grant awards can be identified. Principal/Co-principal investigator of an externally funded, peer-reviewed, highly competitive research grant.
- Significant member of an externally funded, peer-reviewed, highly competitive research grant.
- Principal/Co-principal investigator of an externally funded, peer-reviewed, highly competitive program or demonstration grant.
- Significant member of an externally funded, peer-reviewed, highly competitive program or demonstration grant.
- Principal/Co-principal investigator of an internally funded research grant.
- Significant member of an internally funded research grant.

E. Documentation of Excellence in Clinical Practice

Excellent clinical practice may be a responsibility of clinical faculty and of tenure-track faculty as appropriate to their responsibilities within the college. When faculty are engaged in practice, documentation must include a description of area of practice, where practice is done, average hours of practice per week, major contributions, and quality of practice. The following items should be considered in compiling documentation in the area of practice:

- Evidence of the development or revision of clinical practice guidelines;
- Analysis of practice descriptors and statistics;
- Recognition or awards for excellence in clinical practice;
- Peer evaluation by colleagues and multidisciplinary team members;
- Letters/evaluations from present and former patients;
- Practice-related publications;
- Evidence of clinical mentoring and direction of undergraduate, graduate, and professional peers;
- Leadership in the development of practice innovations, clinical practice standards, and clinical pathways;
- Invited and peer-reviewed presentations on clinical topics to professional audiences;
- Presentations and activities that promote health in the community;
- Participation in clinical/practice standards committees and quality-review boards; and
- Any other information that the candidate may wish to submit.

F. Documentation of Excellence in Service

Excellence in service is a responsibility of all clinical faculty and of tenure-track faculty as appropriate to their responsibilities within the college. The following items should be considered in compiling documentation in the area of service:

- Active participation at the college and university levels;
- Advisory services to undergraduate and graduate students;
- Active participation in relevant professional organizations;
- Community service activities; and

- Professional services to peers in the discipline of nursing, to other health care providers, and to community leaders.

X. Appeals of Promotion and Tenure Decisions

[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.

XI. Seventh Year Reviews

The college follows [Faculty Rule 3335-6-05](#) on seventh-year reviews, which set forth the conditions of and procedures for a seventh-year review for a faculty member denied tenure as a result of the sixth-year review.

XII. Procedures for Student and Peer Evaluation of Teaching

The procedure for evaluation of instruction is guided by the principles set forth in the Office of Academic Affairs guidelines (see Volume 1 of the [Policies and Procedures Handbook](#)). This process includes, but is not limited to the Student Evaluation of Instruction (SEI) or Student Evaluation of Clinical Instruction (SECI). Faculty members are required to include SEI/SECI summary data and narrative student evaluations in their annual review materials. Formal peer evaluations of teaching are conducted as part of the 4th and 6th year promotion and tenure review of tenure-track faculty and the penultimate and promotion review of clinical faculty. These reviews may include observation of classroom and clinical teaching, review of course materials, including materials developed for online instruction, and assessment of the role of the faculty member in course development, evaluation, and improvement. Two teaching evaluators are assigned by the associate dean for academic affairs and educational innovation. Whenever possible, the two teaching evaluations will be conducted in two different academic years during the review period, conducted by different evaluators, to provide faculty feedback and opportunity for improvement.

A. Student Evaluation of Teaching (SEI)

Use of the SEI is required in every course offered in this college. Faculty members should choose a day late in the semester when attendance is likely to be high if s/he is going to provide in-class time for students to complete the evaluation using a mobile application. The faculty member must leave the classroom during the time allotted for completing the evaluation. The faculty member should reiterate to students that the feedback provided in the evaluations is used both for performance reviews and to provide feedback that can be taken into account in future teaching.

B. Peer Evaluation of Teaching

The college oversees the peer evaluation of teaching process.

Annually, the associate dean for academic affairs and educational innovation requests faculty members to review faculty going up for promotions. 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 college. Although there is no presumption that a peer reviewer must be of equal or higher rank than the faculty member being reviewed, such a model will be followed to the extent possible.

The responsibilities of the peer reviewers are as follows:

- To review the teaching of probationary faculty at least two times in the first four years of service and at least twice more before the commencement of the mandatory tenure review, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned
- To review the teaching of non-probationary faculty: at least two peer reviews should be completed before the next post-tenure or penultimate review.
- To review, upon the associate dean for academic affairs and educational innovation's request, the teaching of any faculty member not currently scheduled for review. Such reviews are normally triggered by low or declining student evaluations or other evidence of the need for providing assistance in improving teaching.
- To review the teaching of a faculty member not currently scheduled for review, upon that individual's request, to the extent that time permits. Reviews conducted at the request of the faculty member are considered formative only. The supervisor is informed that the review took place, but the report is given only to the faculty member who requested the review. Faculty seeking formative reviews should also seek the services of the [University Institute for Teaching and Learning](#).

Reviews conducted upon the request of the associate dean for academic affairs and educational innovation or the faculty member focus on the specific aspects of instruction requested by the associate dean or faculty member and may or may not include class visitations.

Scheduled peer teaching evaluations are comprehensive and should include, in addition to class visitation, review of course syllabi and related instruction materials. In the case of peer review for the purposes of promotion and tenure reviews, the class visitation is conducted by one or more senior peers whom the promotion and tenure chair has identified in consultation with the candidate. The peer reviewer should talk with the candidate to establish a time for the visit and to understand the goals of the course and the candidate's teaching philosophy

In observing the course and reviewing the syllabus and other materials, the peer reviewer should focus on such issues as the appropriateness of the course design given the goals and level of the course, the quality and effectiveness of the instructional materials and assessment tools, and the appropriateness of the approach relative to current disciplinary knowledge. At

the conclusion of the class visits, the reviewer may choose to meet with the candidate to give feedback. The evaluator submits a written report to the candidate. The candidate may provide written comments on this report and the reviewer may respond if he/she wishes. The reports are included in the candidate's promotion and tenure dossier.

Hyperlinks

Academic Rights and Responsibilities: <https://oaa.osu.edu/rightsandresponsibilities.html>

Affirmative Action, Equal Employment Opportunity and Non-Discrimination/Harassment:
<http://hr.osu.edu/policy/policy110.pdf>

American Association of University Professors' Statement on Professional Ethics

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm>

Application for Leave form: <https://eleave.osu.edu>

Code of Student Conduct: <https://trustees.osu.edu/rules/code-of-student-conduct/>

Committee on Academic Misconduct: <https://oaa.osu.edu/coam.html>

Faculty Rule 3335-3 (administration): <https://trustees.osu.edu/rules/university-rules/chapter-3335-3-administration.html>

Faculty Rule 3335-5 (governance): <https://trustees.osu.edu/rules/university-rules/chapter-3335-5-faculty-governance-and-committees.html>

Faculty Rule 3335-6 (tenure-track faculty appointments): <https://trustees.osu.edu/rules/university-rules/chapter-3335-6-rules-of-the-university-faculty-concerning-faculty-appointments-reappointments-promotion-and-tenure.html>

Faculty Rule 3335-7 (clinical and research faculty appointments):

<https://trustees.osu.edu/rules/university-rules/chapter-3335-7-rules-of-the-university-faculty-concerning-clinical-faculty-appointment-reappointment-and-nonreappointment-and-promotion.html>

Faculty Rule 3335-8 (instruction): <https://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html>

Kirwan Institute for the Study of Race and Ethnicity: <http://kirwaninstitute.osu.edu/implicit-bias-training/>

Office of Academic Affairs Governance Documents Webpage: <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>

Office of Academic Affairs Policies and Procedures Handbook: <https://oaa.osu.edu/policies-and-procedures-handbook>

Office of Diversity and Inclusion: <https://odi.osu.edu/>

Office of Human Resources Employee and Labor Relations: <https://hr.osu.edu/services/elr/>

Office of Human Resources Employment Services: www.hr.osu.edu/

Office of Human Resources Policies and Forms: <https://hr.osu.edu/policies-forms>

Policy 1.15 (sexual misconduct): <https://hr.osu.edu/public/documents/policy/policy115.pdf>

Policy 6.27 (paid leave): <https://hr.osu.edu/public/documents/policy/policy627.pdf>

Policy 6.45 (unpaid leave): <https://hr.osu.edu/public/documents/policy/policy645.pdf>

Policy on Faculty Annual Review: <http://oaa.osu.edu/assets/files/documents/annualreview.pdf>

Policy on Faculty Appointments: <https://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>

Policy on Faculty Compensation: <https://oaa.osu.edu/assets/files/documents/facultycompensation.pdf>

Policy on Faculty Conflict of Commitment:

<https://oaa.osu.edu/assets/files/documents/conflictofcommitment.pdf>

Policy on Faculty Financial Conflict of Interest:

<https://oaa.osu.edu/sites/default/files/uploads/policies/Faculty-Financial-Conflict-of-Interest.pdf>

Policy on Faculty Paid External Consulting:

<https://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf>

Policy on Faculty Professional Leave:

<https://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf>

Policy on Special Assignment: <https://oaa.osu.edu/assets/files/documents/specialassignment.pdf>

University Institute for Teaching and Learning: <https://uitl.osu.edu/>

XIII. APPENDICES

Table 1: Tenure-track faculty criteria for rank

Table 2: Clinical faculty criteria for rank

Table 3: Research faculty criteria for rank

Table 1: Tenured/Tenure-Track Faculty Criteria

Research and Scholarship		
Assistant Professor	Associate Professor	Professor
<p>Potential for developing a focused program of research and scholarship as evidenced by:</p> <ul style="list-style-type: none"> • Peer-reviewed publications as first- author and co-author • Funding for research that includes internal and external awards • Regional and/or national presentation of research 	<p>A developed and focused program of research as evidenced by:</p> <ul style="list-style-type: none"> • External funding as a PI on a peer reviewed, highly competitive award • A consistent and building record of first-authored and co-authored peer reviewed research-based publications • Evidence of impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Mentoring of students at all levels in research • Service on graduate student committees in the college and in other university departments. • Commercialization activities 	<p>A developed and sustained program of research; as evidenced by:</p> <ul style="list-style-type: none"> • Externally funded, peer reviewed, highly competitive awards as PI/Co-PI • First-authored and co-authored peer reviewed research-based publications • Impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Effective mentoring of junior faculty • Mentoring of graduate students. Student outcomes are crucial, e.g., quality of students' dissertations, co-authored publications, impact on the science. The student's research success reflects on the candidate's scholarship and research mentoring • Serving on expert panels • National/international recognition for scholarly contributions to the science • Chairs graduate students committees in the college and serves on committees in other university departments • Commercialization activities
Teaching		
Assistant Professor	Associate Professor	Professor
<p>Potential to develop as an effective teacher as evidenced by:</p> <ul style="list-style-type: none"> • Faculty evaluation of interview presentation • Interviews with senior faculty • Prior student evaluations of teaching (if available) • Self-evaluation of teaching activities and skills 	<p>Achievement of excellence in teaching as evidenced by:</p> <ul style="list-style-type: none"> • SEI's, (reports and narrative comments) • Peer evaluations of teaching • Student accomplishments • Involvement in and contributions to college curriculum activities • Effective advisement of students • Mentoring junior faculty to become effective teachers 	<p>A sustained record of excellence in teaching as evidenced by:</p> <ul style="list-style-type: none"> • Student evaluation of teaching, including University SEI reports and narrative comments • Peer evaluations of teaching • Student accomplishments including research and scholarship awards, publications • Demonstrated leadership in curriculum activities • Sustained and effective advisement of students

Service		
Assistant Professor	Associate Professor	Professor
<p>Demonstrates understanding of service to college, university, and professional organizations.</p> <ul style="list-style-type: none"> • Participates in professional associations at state and national levels • Membership in regional and national research or special interest networks for research, scholarship, and continuing education 	<p>Demonstrated pattern of effective service by participation and beginning leadership activities in academic and/or professional activities.</p> <p>A combination of college and university service, with beginning national service is expected.</p> <p><u>At the College and University Level:</u></p> <ul style="list-style-type: none"> • Participates in college and university committees • Facilitates the ongoing function of college operations and activities • Serves on college and University governance, standing, and special committees, and on task forces • Actively participates in recruiting students and faculty for the college • Advises undergraduate and graduate professional and service organizations • Serves on college and university committees related to student affairs <p><u>Professional Services</u></p> <ul style="list-style-type: none"> • Actively participates in professional associations at state, national, and international levels, e.g., manuscript review, special committees, task forces, advisory committees • Participates in regional and national research networks for service, research, scholarship, and continuing education • Manuscript reviewer for relevant journals 	<p>Demonstrated leadership in academic and/or professional. A mix of college, university, and national service is expected.</p> <p><u>At the College and University Services</u></p> <ul style="list-style-type: none"> • Provides leadership for college, and university committees • Facilitates the ongoing function of college operations and activities • Provides leadership on college and University governance, standing, and special committees, and on task forces • Actively participates in recruiting students and faculty for the college • Advises undergraduate and graduate professional and service organizations • Provides leadership on college and university committees related to student affairs • Effective mentoring of faculty <p><u>Professional Services</u></p> <ul style="list-style-type: none"> • Provides leadership to professional associations at state, national, and international levels, e.g., holding office, editorial board member, special committees, task forces, advisory committees. • Provides consultation and contributes to policy making boards of community, government, and health care agencies, at local, state, national and international levels • Provides professional services to peers, including reviewing course materials, manuscripts, proposals, and evaluations of instruction and research

Table 2: Clinical Faculty Criteria

Scholarship		
Criterion for Scholarship		
Criterion for showing an increasing depth of evidence regarding competence and skill as a scholar across the Assistant, Associate and Professor levels of Clinical Nursing.		
Assistant Professor	Associate Professor	Professor
<p>Evidence of developing an area of clinical scholarship, some examples include:</p> <ul style="list-style-type: none"> • Demonstrated use of evidence based practices in clinical and educational activities. • Develops, publishes and contributes to clinically relevant practice documents, such as evidence-based practice protocols, case studies, or clinical reviews. • Publishes in peer-reviewed journal • Presents scholarly work at local and/or state conferences. • Has educational background consistent with the area of scholarship • Participates in clinical or evidence-based practice and quality improvement at the local level. • Participates in research projects 	<p>Indicators show evidence of a focused and defined pattern of clinical scholarship, some examples include:</p> <ul style="list-style-type: none"> • Establishes a consistent record of peer-reviewed publications regarding clinical and/or educational insights as first author or co-author. This may include peer reviewed journal articles, book chapters or nationally relevant evidence-based protocols. Publications that are in press may be counted as meeting this criterion • Explains and shows evidence of impact of publications and/or book chapters in the defined area of scholarship. This is supported by available current metrics that are relevant to the defined area of scholarship. Such metrics may include impact factors, number and use of the textbooks across the country and/or internationally, or national awards related to the textbook • Mentoring students at all levels in clinical scholarship. This may include having students involved in the development of clinically relevant publications, assisting them to become members of a professional organization, nominating students for awards in professional organizations • Participates and/or leads segments of evidence-based research at the regional or national level. • Presents scholarly work at state and/or regional conferences • Serving on local and state expert panels • Leads research 	<p>Indicators show evidence of a sustained pattern of clinically relevant scholarship, some examples include:</p> <ul style="list-style-type: none"> • Publishes first-authored and/or senior authored peer-reviewed clinically relevant scholarly publications. This may include peer reviewed journals, book chapters, nationally relevant evidence-based protocols • Evidence of sustained impact of publications on the field using metrics related to the determined area of clinical scholarship. This may include publishing, serving on editorial boards, being an invited author for a clinically relevant peer reviewed journal, electronic media, and/or book chapters • Mentoring of junior Clinical Nursing faculty. This may include helping faculty to grow their areas of scholarship and facilitate their involvement in professional organizations at the national and international levels • Mentoring students at all levels: involvement with graduate students is crucial, and student achievements (e.g., publications, awards, involvement in national organizations on committees, presenting) reflect on the quality of the mentoring • Serving on expert panels/boards/committees at the national and/or international levels • National/international recognition/awards for scholarly contributions to the determined area of scholarship • Obtains funding for evidence-based practice related research at the local, regional, national or

	<ul style="list-style-type: none"> • Serving as an expert nationally, such as through educational consulting work, journal reviewer or policy consultant • Commercialization activities 	<ul style="list-style-type: none"> international level • Obtains funding for research at the local, regional, national or international level • Serving on national and international panels, committees, boards, etc. • Commercialization activities
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Teaching

Criterion for showing an increasing depth of evidence regarding competence and skill as a teacher across the Assistant, Associate and Professor levels of Clinical Nursing

Assistant Professor	Associate Professor	Professor
<p>Indicators that show evidence of developing competence and skill as a teacher, some examples include:</p> <ul style="list-style-type: none"> • Provides a confidential means for student evaluation of teaching; documentation includes university SEI reports and narrative comments • Receives satisfactory teaching evaluations. This may include metrics from teaching assignments, guest lecturers or other teaching experience • Conducts self-evaluation and review of teaching evaluations to strengthen teaching activities • Consults with the University Teaching Center in order to ascertain areas of strength and those not as strong in order to improve teaching competence and skill • Requests and receives peer evaluations of teaching • Student accomplishments and awards • Participates in college curriculum activities on committees • Participates in student advisement 	<p>Indicators that show evidence of increasing achievement of competence and skill as a teacher, some examples include:</p> <ul style="list-style-type: none"> • Receives positive teaching and course evaluations from students and peers. • Develops innovative, effective, and current evidence-based educational materials • Utilizes responses from student and peer evaluations in order to evaluate and make changes within teaching strategies • Participates in teaching faculty development in order to increase teaching competence and skill • Develops and presents evidence-based teaching workshops at state and/or regional conferences • Participates in interdisciplinary clinically relevant engagement educational efforts • Participates in college curriculum committees focused on curricular or practice endeavors • Provides effective individual advisement for students • Participates as a member on Doctor of Nursing Practice and/or Doctor of Philosophy committees • Provides mentoring regarding teaching strategies for Assistant Clinical faculty • Receives awards/recognition of teaching at the university, state, regional, national and/or international levels 	<p>Indicators that show evidence of a sustained patterns of excellence in teaching including leadership and impact on education at the national and/or internationally levels, some examples include:</p> <ul style="list-style-type: none"> • Provides editorial work for clinically relevant educational textbooks • Develops editorial work for clinically relevant columns within peer reviewed journal • Provides academic opportunities for national and international students • Writes invited editorials at the national and international levels • Develops evidence-based teaching materials and leads the use of these materials within national and international organizations. This includes E-learning opportunities • Serves an Adviser for and Chair of Doctor of Nursing Practice Committees • Provides mentoring regarding teaching strategies for Assistant and Associate Clinical faculty • Mentors students for scholastic activities (paper and/or posters); leadership and career development • Serves as a Chair and leads major curriculum revisions • Receives awards/recognition of teaching at the national and/or international levels

	<ul style="list-style-type: none"> • Student evaluation of teaching; documentation includes university SEI reports and narrative comments • Peer evaluations of teaching • Student accomplishments • Involvement in and contributions to college curriculum activities • Effective advisement of students 	<ul style="list-style-type: none"> • Continues to sustain positive student teaching evaluations • Continues to sustain, mentor and advise students • Continues to sustain and re-refine teaching strategies and materials • Student evaluation of teaching; documentation includes university SEI reports and narrative comments • Peer evaluations of teaching • Student accomplishments, including scholarship awards, publications, etc. • Mentoring of Associated, Assistant and Associate Clinical faculty • Sustained and effective advisement of students
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Service

Criterion for showing an increasing involvement and depth regarding contribution of service across the Assistant, Associate and Professor levels of Clinical Nursing

Assistant Professor	Associate Professor	Professor
<p>Indicators show participation in faculty governance and service in the College of Nursing, College service and beginning local and state service is expected, some examples include:</p> <ul style="list-style-type: none"> • Regular attendance and active engagement at College of Nursing faculty meetings across all levels • Service on at least one college standing and/or other special committee • Membership and attendance in a professional organization that is relevant to the faculty person's clinical concentration area • Participation (e.g. conducting workshops, presentations) in professional organizations/associations at local and state levels 	<p>Indicators show a pattern of effective service and beginning leadership activities in academic and/or professional activities, some examples include:</p> <ul style="list-style-type: none"> • Regular attendance at and participation in discussions in College of Nursing faculty meetings • Demonstrated pattern of effective service by participation in leadership activities in academic and/or professional activities (e.g., College services and beginning national service is expected) • Participation in college committees • Participation on college governance, standing, and special committees, and on task forces • Active participation in recruiting students and faculty for the college among which might include serving on recruitment panels • Advisement of undergraduate and graduate professional and service organizations • Service on graduate students 'committees in 	<p>Indicators show a continuing pattern of leadership in academic and/or professional service. A mix of college, university, and national and/or national service is expected, some examples include:</p> <ul style="list-style-type: none"> • Regular attendance at College of Nursing faculty meetings, leadership discussions on new initiatives • Leadership on college standing and special committees, and on task forces • Active participation in recruiting students and faculty for the college • Advisement of undergraduate and graduate professional and service organizations • Chair of graduate students' committees in the college • Sustained Leadership of professional associations at state, national, and international levels (e.g., holding office, editorial responsibilities, manuscript review, special committees, task forces, advisory committees) • Leadership in regional and national networks for

	<p>the college</p> <ul style="list-style-type: none"> • Service on college committees related to student affairs • Active participation in professional associations at state, national, and international levels (e.g., manuscript review, special committees, task forces, advisory committees) • Participation in regional and national networks for service, scholarship, and continuing education • Participation in university level service 	<p>service, scholarship, and continuing education</p> <ul style="list-style-type: none"> • Consultation and contribution to policy-making boards of community, government, and health care agencies, at local, state, national, and international levels • Professional service to peers, including reviewing course materials, manuscripts, proposals, and evaluations of instruction
Practice		
*This can refer to area(s) that inform clinical practice or refer to a clinical practice setting. Criterion for showing an increasing involvement and depth regarding contribution to a clinical concentration area across the Assistant, Associate and Professor levels of Clinical Nursing		
Assistant Professor	Associate Professor	Professor
<p>Indicators show engagement in a clinical concentration area, some examples include:</p> <ul style="list-style-type: none"> • Beginning to develop practice statistics related to the clinical concentration area (e.g., satisfaction, quality indicators) • Clinical Concentration-related publications at the local level 	<p>Indicators show engagement and participation in a clinical concentration area in activities that strengthen the clinical concentration area at the local and/or national level, some examples include:</p> <ul style="list-style-type: none"> • Participation in the development or revision of clinical concentration area guidelines (e.g., use of evidenced-based approaches in order to improve clinical care within systems and/or organizations) • Awards related for work within the clinical concentration areas • Recognition or awards for excellence in the clinical concentration area at the state level. • Participating in peer evaluations of clinical colleagues and multidisciplinary team members within the OSU College of Nursing • Practice-related publications at the state and regional areas • Evidence of clinical mentoring and direction of undergraduate, graduate, and professional peers • Involvement in the development of practice 	<p>Indicators show a sustained pattern of engagement and leadership in activities that strengthen clinical practice nationally, and internationally, some examples include:</p> <ul style="list-style-type: none"> • Leadership in the development of clinical concentration and/or practice guidelines • Analysis of practice descriptors and statistics • Recognition or awards for excellence in clinical concentration area and/or clinical practice at the national and/or international levels • Participating in peer evaluation of colleagues (e.g., Promotion materials for OSU College of Nursing and/or other Colleges of Nursing at national and/or international levels) • Evidence based practice-related publications • Leadership in clinical mentoring and direction of undergraduate, graduate, and professional peers • Leadership in the development of practice innovations and clinical practice standards at the national and international levels • Invited and peer-reviewed presentations on clinical topics to professional audiences at the national and/or international levels

	<p>innovations, clinical practice standards, and clinical pathways beyond normal clinical practice expectations</p> <ul style="list-style-type: none"> • Invited and peer-reviewed presentations on clinical topics to professional audiences • Participation in clinical research, clinical/practice standards committees and quality-review boards 	<ul style="list-style-type: none"> • Leadership in leading clinical evidence-based research, implementation of evidence-based projects, clinical/practice standards committees and/or quality-review boards
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- American Association of Colleges of Nursing. (2016). *Defining scholarship for the discipline of nursing*. <http://www.aacn.nche.edu/publications/position/defining-scholarship>
- Boyer, E. (1997). *Scholarship reconsidered: Priorities for the professoriate*. San Francisco, CA: Jossey-Bass

Table 3: Research Faculty Criteria

Research and Scholarship		
Assistant Professor	Associate Professor	Professor
<p>Developing a focused program of research and scholarship as evidence by:</p> <ul style="list-style-type: none"> • peer-reviewed publications as first-author and co-author • prior funding for research training and research that includes internal and external awards • Regional and/or national presentation of research 	<p>A developed program of research and scholarship as evidenced by:</p> <ul style="list-style-type: none"> • A significant level of external funding on peer reviewed, highly competitive awards • A consistent and building record of first-authored and co-authored peer reviewed research-based publications • Impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Mentoring of students at all levels in research 	<p>A developed and sustained program of research; as evidenced by:</p> <ul style="list-style-type: none"> • Sustained significant level of externally funded, peer reviewed, highly competitive awards; • Publication of first-authored and co-authored peer reviewed research-based publications • Impact of publications on the field using current metrics • A mix of interdisciplinary and nursing specific publications • Mentoring of junior faculty and post doctoral fellow with co-authored publications • Mentoring of students at all levels with co-authored publications • Serving on expert panels • National/international recognition for scholarly contributions to the science
Service		
Assistant Professor	Associate Professor	Professor
<p>Demonstrates potential for involvement in service.</p> <p>At the College Level:</p> <ul style="list-style-type: none"> • Expressed interest in facilitating the college operations and activities, such as committee membership where appropriate <p>Professional Services:</p> <ul style="list-style-type: none"> • Membership in professional associations relevant to research program at state and national levels. • Membership in appropriate regional and national research networks and professional organizations 	<p>Demonstrated pattern of effective service by participation and beginning leadership activities in professional activities. Beginning national service is expected.</p> <p>At the College Level:</p> <ul style="list-style-type: none"> • Actively participates in recruiting students and faculty for the college. • Serves on graduate students committees in the college <p>Professional Services:</p> <ul style="list-style-type: none"> • Actively participates in professional associations at state, national, and international levels, e.g., manuscript review, special committees, task 	<p>Demonstrated continuing pattern of leadership in professional activities.</p> <p>At the College and University Services:</p> <ul style="list-style-type: none"> • Facilitates the ongoing function of college operations and activities • Actively participates in recruiting students and faculty for the college. • Serves on graduate student committees in the college and serves on committees in other university departments. <p>Professional Services:</p> <ul style="list-style-type: none"> • Provides leadership to professional associations at state, national, and international levels, e.g.,

	<p>forces, advisory committees.</p> <ul style="list-style-type: none"> • Manuscript review • Participates in regional and national research networks for service, research, scholarship, and continuing education 	<p>holding office, editorial responsibilities, special committees, task forces, advisory committees</p> <ul style="list-style-type: none"> • Leadership roles in regional and national research networks for service, research, scholarship, and continuing education • Provides consultation and contributes to policy making boards of community, government, and health care agencies, at local, state, national and international levels • Provides professional services to peers, including reviewing course materials, manuscripts, proposals, and evaluations of instruction and research
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