Office of Academic Affairs
Policies and Procedures Handbook

Introduction

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Revised: 05/01/08
Edited: 05/01/08

This handbook contains the faculty and academic unit procedures promulgated by the Office of Academic Affairs. It is an accompaniment to the OAA policies posted at https://oaa.osu.edu/policies-and-procedures-handbook. It is updated annually or in response to a change to the Rules of the University Faculty and Bylaws of the Board of Trustees.

Revisions and edits

Each section includes the dates the last time the section was revised and edited. Edits do not represent substantive changes to that section. If, for example, a section was revised on 09/01/99, it is still current, since no revision has been needed since then.

Rules of the University Faculty

When referring the reader to specific language in the Rules of the University Faculty, this handbook will provide the web reference for the index housed on the Ohio State Board of Trustees website (https://trustees.osu.edu/) and the chapter and section numbers that will allow the reader to find the specific reference.

Examples

Examples, provided in parentheses, are exemplary only. They do not represent an exhaustive list.
### Common abbreviations used in this document

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ACE</td>
<td>American Council on Education</td>
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<tr>
<td>APT</td>
<td>Appointments, promotion, and tenure</td>
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<tr>
<td>B&amp;F</td>
<td>Business and Finance, Office of</td>
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<tr>
<td>BOT</td>
<td>Board of Trustees</td>
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<tr>
<td>CAFR</td>
<td>Committee on Academic Freedom and Responsibility</td>
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<td>CEF</td>
<td>Committee of the Eligible Faculty</td>
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<td>CIO</td>
<td>Chief Information Officer</td>
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<td>COAM</td>
<td>Committee on Academic Misconduct</td>
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<td>DOL</td>
<td>Department of Labor</td>
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<td>EHS</td>
<td>Environmental Health and Safety, Office of</td>
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<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<td>FPL</td>
<td>Faculty Professional Leave</td>
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<tr>
<td>FTE</td>
<td>Full time equivalent</td>
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<td>GL</td>
<td>General Ledger</td>
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<td>IRP</td>
<td>Institutional Research and Planning, Office of</td>
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<td>IUC</td>
<td>Inter-University Council</td>
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<td>LOA</td>
<td>Leave of Absence</td>
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<td>OAA</td>
<td>Office of Academic Affairs</td>
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<td>ODI</td>
<td>Office of Diversity and Inclusion</td>
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<td>ODS</td>
<td>Office of Disability Services</td>
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<td>OHR</td>
<td>Office of Human Resources</td>
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<td>OIA</td>
<td>Office of International Affairs</td>
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<td>ORRP</td>
<td>Office of Responsible Research Practices</td>
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<td>OSP</td>
<td>Office of Sponsored Programs</td>
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<tr>
<td>P&amp;T</td>
<td>Promotion and tenure</td>
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<tr>
<td>POA</td>
<td>Pattern of Administration</td>
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<tr>
<td>POD</td>
<td>Procedures Oversight Designee</td>
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<tr>
<td>SA</td>
<td>Special Assignment</td>
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<td>SOH</td>
<td>Special Opportunity Hire</td>
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<tr>
<td>SEI</td>
<td>Student Evaluation of Instruction</td>
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<td>TCO</td>
<td>Technology Commercialization Office</td>
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<td>TIU</td>
<td>Tenure-initiating unit</td>
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<tr>
<td>UITL</td>
<td>University Institute for Teaching and Learning</td>
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1.0 Pattern of administration
Revised: 05/01/08

1.0.1 Departments and Schools (hereafter, TIUs)
Revised: 04/29/16; 6/18/19

Faculty Rule 3335-3-35 requires chairs of departments and directors of schools (hereafter, TIU heads) to develop a pattern of administration (POA) document in consultation with the faculty. It does not require formal faculty acceptance of the document, although units may provide for such a process. It is obviously desirable for the TIU head and faculty to reach consensus on the document; however, the TIU head may have to implement changes without consensus.

The Office of Academic Affairs (OAA) expects newly appointed or reappointed TIU heads to complete the consultation process outlined in their current POA and to have in place a new or reaffirmed POA that has been approved by the dean and by OAA no later than one year from the date they are appointed or reappointed. The current POA remains in effect until a new or revised one is approved by OAA. The vice provost for academic policy and faculty resources encourages TIU heads to submit drafts of POAs to OAA for consultation and advice. Formal submissions, however, are be submitted to OAA by TIU heads or their dean following college review and approval.

The POA should strike a balance between assuring active and meaningful involvement of the faculty in the governance of the unit and recognizing that the TIU head has ultimate responsibility for the unit’s administration.

A unit may develop advisory bodies to consider and make recommendations on any issue requiring a decision, from course assignments to salary recommendations, but the TIU head must retain responsibility for the final decision or recommendation to a higher level of administration. The TIU head has ultimate responsibility for allocating the unit’s resources in a way that makes the most fiscal and programmatic sense and cannot delegate that responsibility.

The POA should not include content that overlaps material required in the TIU’s Appointments, Promotion, and Tenure (APT) document. Redundant content in the POA and the APT document serves no purpose and often results in inconsistencies.

The POA should refer to and be consistent with the Rules of the University Faculty. It is inadvisable to quote rules extensively, however, since such passages will not reflect later revisions. In place of quoted material, provide the address of the website of the Board of Trustees (BOT), Rules of the University Faculty (https://trustees.osu.edu/bylaws-and-rules/faculty-rules), and the rule number. If quoting from the rules is deemed essential, please clearly demarcate the quotation (indent and/or italicize).

The POA must include a cover page with college, TIU name, date reviewed by faculty and dean, a table of contents, and be paginated. In order to promote consistency across the university, the university’s editorial style guide found at http://www.apstylebook.com/osu/ is to be followed. OAA encourages units to make their POA available on their websites and maintains a digital collection of governance documents on its own website at https://oaa.osu.edu/governance.html.

OAA offers a suggested (not required) outline for a POA (see Section 1.1 below). The outline covers topics appropriate for most units but may not fit the needs of all, given the diversity of unit missions, structures, and cultures.
In addition, there is a sample POA on the OAA website at http://oaa.osu.edu/policiesprocedureshandbook.html. To the extent possible, the sample provides actual content and language that could be adopted in its present form, or modified to better suit the particular needs of a unit. The suggested content and language are based on university rules and policies as well as on common practices that work well for many units. TIU heads are strongly encouraged to follow the sample POA. Sections of italicized text in the prototype document are notes and comments; they are not to appear in a TIU’s POA.

Please note that material required in the APT Document (see Section 2.0: Appointments, Promotion and Tenure Document) is not included in the POA outline. For ease of use, the POA and APT should be maintained as separate documents.

Formal department guidelines not included in the POA must be submitted as appendices for college and OAA review when the POA is submitted for review and approval. TIU heads should refer to the university’s guidelines on policies (https://policies.osu.edu/) when considering implementing a TIU guideline not covered in this handbook.

1.0.2 Colleges
Revised: 02/15/13; 07/20/17; 6/18/19

Faculty Rule 3335-3-29 requires college deans to develop a pattern of administration (POA) document in consultation with the faculty. The rule requires newly appointed or reappointed deans to complete the consultation process outlined in their current POA and to put in place a new or reaffirmed POA. It does not require formal faculty acceptance of the document, although units may provide for such a process. It is obviously desirable for the dean and faculty to reach consensus on the document; however, the dean may have to implement changes without consensus.

OAA expects that deans will submit a new or reaffirmed POA no later than one year from the date they are appointed or reappointed. The current POA remains in effect until a new or revised one is approved by OAA.

Colleges must include at a minimum an introductory statement as well as sections on the college mission; types of faculty appointments and their respective governance rights; organization of college services and staff; overview of college administration; description of college faculty governance structure; guidelines governing faculty responsibilities and teaching assignments; guidelines governing allocation of college resources; grievance procedures; and a statement recognizing in principle the presumption favoring faculty rule on those matters in which faculty have primary responsibility, including: curriculum, subject matter and methods of instruction, research, faculty status (appointment, promotion and tenure of faculty), and those aspects of student life that relate to the educational process.

Colleges must have two committees that are not required at the department or school level. One is a college investigations committee, per Faculty Rule 3335-5-04. The other is a salary appeals committee (see Volume 1, Chapter 3). Because business for these committees is rare, these functions may be assigned to another standing committee or the POA may establish procedures for appointing them should the need arise.

Examples of committees found in colleges across the university include committees on budget, curriculum, diversity, faculty development, graduate education, honors and scholars, library, personnel, research, technology, and undergraduate education. Most colleges have an executive committee. Many
colleges have faculty advisory committees, staff advisory committees, and graduate student and undergraduate student advisory committees.

The BOT requires that every college, department, and school have formal criteria and procedures for reviewing the merits of proposals for faculty professional leave submitted from faculty within their units.

Colleges that wish to establish college centers must include a template for proposals to establish centers and procedures for their periodic review (no less than every five years). See Faculty Rule 3335-3-36 and the OAA Academic Organization, Curriculum and Assessment Handbook for guidelines on establishing a college center. New centers will not be approved until this section of the POA has been approved by OAA.

Colleges that wish to establish college distinguished professorships must include criteria for review and procedures for awarding such distinctions. See the Faculty Appointments Policy (https://policies.osu.edu/)

Colleges are encouraged to provide guidelines on parental modification of duties to assist TIU heads in making flexible arrangements for tenure-track and clinical/teaching/practice faculty seeking accommodation for childbirth/adoption.

College guidelines for approval of a faculty member’s use of a textbook(s) or other material authored by that faculty member and the sale of which results in a royalty being paid to him or her should be formalized in the POA. See Office of Academic Affairs Policies and Procedures Handbook, Volume 1, Chapter 2, Section 1.8: Use of self-authored material, (https://oaa.osu.edu/policies-and-procedures-handbook).

Formal college guidelines not included in the POA must also be submitted as appendices for OAA review when the POA is submitted for review and approval. Deans should refer to the university’s guidelines on policies (https://policies.osu.edu/) when considering implementing a guideline not already covered in this handbook.

1.1 Suggested outline
Revised: 06/22/12; 6/18/19

This outline uses “department” as the example.

Pattern of Administration for the Department of XXX
Cover Page
Date reviewed by department and college
Table of contents

I. Introduction
II. Department Mission
III. Academic Rights and Responsibilities
IV. Faculty
   A. Distinguished Professor (colleges only)
V. Organization of Department Services and Staff
VI. Overview of Departmental Administration and Decision-Making
VII. Department Administration
   A. Chair
B. Committees
C. Centers (colleges only)

VIII. Faculty Meetings

IX. Distribution of Faculty Duties and Responsibilities
A. Tenure-track Faculty
   i. Special Assignments
B. Clinical/teaching/practice Faculty
C. Research Faculty
D. Associated Faculty
E. Parental Modification of Duties

X. Course Offerings and Teaching Schedules

XI. Allocation of Department Resources

XII. Leaves and Absences
   A. Discretionary Absence
   B. Absence for Medical Reasons
   C. Unpaid Leave of Absence
   D. Faculty Professional Leave

XIII. Supplemental Compensation and Paid External Consulting Activity

XIV. Financial Conflicts of Interest

XV. Grievance Procedures
   A. Salary Grievance
   B. Faculty Misconduct
   C. Faculty Promotion and Tenure Appeals
   D. Sexual Misconduct
   E. Student Complaints
   F. Code of Student Conduct
   G. Professional Student Honor Code

1.2 Mission
Revised: 05/01/08

Include the TIU’s academic mission. This statement must also appear in the TIU’s APT Document. This is the only example of duplicated material in the two documents; the language must be identical in both. (See Section 2.1.3: Mission, for full information on the mission statement.)

1.3 Academic rights and responsibilities
Revised: 08/01/07

Include the link to the university’s reaffirmation of academic rights and responsibilities, http://oaa.osu.edu/rightsandresponsibilities.html.

1.4 Faculty
Revised: 12/18/13; 07/20/17; 6/18/19

Describe who is considered a faculty member in the TIU for voting purposes and for purposes of consultation (if the two are different). TIUs differ in how they handle granting voting rights to joint appointments (both salaried and non-salaried). Joint-appointed faculty may vote on promotion and tenure cases only in their TIU (see Faculty Appointments Policy, http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf). This section could also describe who
is considered a member of the graduate faculty if this information is not contained in a separate graduate handbook.

TIUs with clinical/teaching/practice faculty should define clinical/teaching/practice faculty and should address what titles they will be given, what governance rights will be extended to clinical/teaching/practice faculty, and what appointment cap is in effect. Clinical/teaching/practice faculty may not participate in or vote on tenure-track promotion and tenure decisions. The TIU’s tenure-track faculty may vote to allow clinical/teaching/practice faculty to vote on research appointment and promotion decisions.

TIUs with research faculty should define research faculty and should address what titles they will be given and what appointment cap is in effect. Research faculty may not participate in or vote on tenure-track promotion and tenure decisions or clinical/teaching/practice appointment and promotion decisions.

With the approval of the tenure-track faculty, associated faculty may be given governance rights within the TIU. Emeritus faculty may not be given voting rights, but may be asked to consult with TIU committees.

Colleges, departments, and schools should determine a process for a faculty member to request permission to use a textbook(s) or other material that is authored by that faculty member and sale of which results in a royalty being paid to him or her.

1.5 Organization of services and staff
Revised: 08/26/04

In larger TIUs with many support personnel, OAA recommends a description of the TIU’s offices and staff and their functions. This section may not be necessary in small units.

1.6 Overview of administration and decision-making
Revised: 08/26/04
Edited: 08/01/07

Include a statement on how department policy and program decisions are made.

1.6.1 TIU Head
Revised: 05/01/08

Quote Faculty Rule 3335-3-35(C) on responsibilities of the TIU head. State clearly those matters for which the TIU head has final authority. This is the only section where direct quotation of material available online is encouraged.

If the TIU has other administrative positions such as vice, associate, or assistant TIU heads, describe these positions in this section.

1.6.2 Committees
Revised: 01/01/11; 6/18/19

Develop a committee structure that assures that the time faculty members spend in committee work is time well spent. There is no model that fits all, or even most, units. Considerations include the number of faculty in the unit (the fewer the faculty, the greater the importance of a highly efficient committee
structure), the complexity of the unit’s programs, and the unit culture. The number of committees, their size, and their intensity of effort should be consistent with the size of the TIU (fewer faculty, fewer and smaller committees) and handled with good judgment regarding faculty input on the various types of business to be conducted. When possible, probationary faculty members’ committee responsibilities should be limited to allow acclimation to the university.

Describe the TIU’s standing committee structure, including the responsibilities of each committee, who the members are, how they are selected, length of term, and how the chair is selected. If students are permitted on committees, state how they are selected and whether or not they may vote. State under what circumstances ad hoc committees will be formed and how they will be formed.

Units are strongly advised to have a committee that can review grievances.

An increasing number of larger TIUs have an executive committee or faculty advisory committee, the purpose of which is to provide an efficient source of advice and consultation to the TIU head on a broad array of matters. Effective use of such a committee can reduce the need for single function standing committees. Members may serve by virtue of position (associate TIU head or graduate studies chair), by appointment, by election, or a combination of these.

In accordance with Faculty Rule 3335-6-04(B)(1), TIUs are required to have a committee of the eligible faculty that votes on personnel matters. Most TIUs have a standing committee that focuses on undergraduate curriculum and related matters, a standing committee that focuses on graduate curriculum and related matters, and a standing committee that provides administrative service for promotion and tenure reviews. All other standing committees are specific to TIU needs. The TIU head typically appoints members to standing committees—in part to assure a fair distribution of service effort among faculty and in part to assure appropriate membership in terms of expertise, diversity, and other considerations.

Examples of other TIU committees used across the university include committees on awards, curriculum, book selection, diversity, graduate admissions and recruitment, graduate studies, honors, salary, space, subfields, technology, and undergraduate studies.

Many functions occur irregularly and may be carried out by ad hoc committees. These include faculty searches and periodic curriculum review. The TIU head typically appoints members to ad hoc committees.

The TIU head is an ex officio member of every committee and is a non-voting member of the committee of eligible faculty.

1.7 Faculty meetings
Revised: 08/04/09; 6/18/19

Colleges, departments, and schools should include how faculty meetings are scheduled, how faculty members are informed of meetings, and how meeting agendas are established and distributed. Include what constitutes a quorum and what vote is required to approve those matters on which a vote is taken (See Section 2.2.3: Quorum, and Section 2.2.4: Recommendation from the Committee of the Eligible Faculty, for guidance on quorum, voting, and abstentions). Note that Faculty Rule 3335-5-18 requires that faculty meet at least once each semester of the academic year.
1.8 Distribution of faculty duties and responsibilities  
Revised: 05/26/18; 6/18/19

OAA requires that every college, department, school, and regional campus have guidelines on the distribution of faculty duties and responsibilities. For colleges with TIUs, the college guidelines should establish minimum expectations for all of its units. See Volume 1, Chapter 2, Section 1.4.3.1: Teaching, for additional information on unit guidelines on the distribution of faculty duties and responsibilities.

Include guidelines for tenure-track, clinical/teaching/practice, research, and associated faculty.

Include TIU expectations regarding faculty office hours.

Describe any TIU guidelines that supplement college guidelines and university policies with respect to conflicts of commitment, and direct the reader to the Faculty Conflict of Commitment Policy (http://oaa.osu.edu/assets/files/documents/conflictofcommitment.pdf).

1.8.1 Special assignments  
Revised: 01/01/11

Describe any TIU guidelines that supplement college guidelines and university policy with regard to Special Assignments (SAs). See http://oaa.osu.edu/assets/files/documents/specialassignment.pdf.

1.8.2 Guidelines for determining FTE exceptions to Faculty Appointments Policy (colleges only)  
Revised: 06/15/15  
Edited: 06/15/15

The Faculty Appointments Policy requires colleges to have formal guidelines for addressing types of courses that warrant a change to the credit-hour FTE equivalency for lecturers or other associated/adjunct faculty appointments (four courses per semester for full-time teaching). These guidelines must be written into the college POA and approved by OAA. The guidelines must take into account reasonable estimates on the number of hours spent in the classroom, preparing, grading, answering student email, and holding office hours. Colleges can approve additional pay for a course that has a limited or one-time increase in effort, such as a first-time preparation or slightly larger class size.

1.9 Course offerings and teaching schedules  
Revised: 08/26/04

Describe how the unit’s course offering schedule (see Volume 1, Chapter 2, Section 1.5: Course Scheduling) and faculty teaching schedule are developed (see Volume 1, Chapter 2, Section 1.4.3: Duties and Responsibilities). Also refer the reader to the OAA Policies and Procedures Handbook at https://oaa.osu.edu/policies-and-procedures-handbook.

1.10 Allocation of resources  
Revised: 08/26/04

Describe any TIU guidelines with respect to travel funds, space assignments, and other resources other than merit salary increases, which are discussed in the APT Document.
1.11 Leaves and absences
Revised: 05/01/08

Describe any TIU guidelines that supplement college guidelines and university policies with regard to how leaves are considered and approved, and how absences from duty are handled:

- Faculty Professional Leave (FPL), http://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf
- Unpaid Leave of Absence (LOA), http://hr.osu.edu/policy/policy645.pdf

If the TIU has no supplemental guidelines, at minimum, list each topic and direct the reader to the appropriate university policy or Faculty Rule.

The BOT requires that every college, department, and school have formal criteria for reviewing the merits of proposals, including procedures for peer review for faculty professional leave submitted from faculty within their units.

1.12 Supplemental compensation and paid external consulting activity
Revised: 06/26/18

Describe any TIU guidelines that supplement college guidelines and university policies with respect to the circumstances under which supplemental compensation for university work will be considered and external professional service activities will be approved.

University policies represent upper limits on what is possible, and individual TIUs are encouraged to consider whether lower limits are appropriate to their circumstances.

If the TIU has no supplemental guidelines, at minimum, list each topic and direct the reader to the Faculty Compensation Policy (http://oaa.osu.edu/assets/files/documents/facultycompensation.pdf) and the Faculty Paid External Consulting Policy (http://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf). For purposes of the Faculty Paid External Consulting Policy and unless otherwise set forth in the TIU/college guidelines or POA, a “nominal honorarium” for external professional activities is that which is considered “usual and customary” in higher education and the specific field of study. A guideline may include a maximum honorarium figure, with approval required for higher honoraria. Approval of External Consulting is at the discretion of the TIU head and dean. The TIU/college POA is to include additional guidelines for when external work will not be approved.

Faculty with an administrative position (e.g., Dean, TIU Head, Associate and Assistant Deans, Center Directors) remain subject to the Faculty Paid External Consulting policy, and, with approval, are permitted to engage in paid external work activities. However, faculty members with administrative positions are not permitted to accept compensation/honorarium for services that are carried out in a manner that relates to or are the result of one’s administrative duties and responsibilities.

1.13 Financial conflicts of interest
Revised: 08/26/04

Describe any TIU guidelines that supplement college guidelines and university policies with respect to reporting and managing potential financial conflicts of interest.
If the unit has no supplemental guidelines, at minimum least list each topic and direct the reader to the Financial Conflict of Interest Policy for Faculty [http://oaa.osu.edu/assets/files/documents/FinConfInt.pdf](http://oaa.osu.edu/assets/files/documents/FinConfInt.pdf).

1.14 Grievance procedures  
Revised: 01/01/11

Describe the TIU’s mechanism for reviewing faculty, staff, and student grievances. This includes salary grievance procedures. If the TIU does not have such mechanisms, it should establish them. This section should include references, including web addresses to:

- Affirmative Action, Equal Employment Opportunity & Non-Discrimination/Harassment  
  [https://policies.osu.edu/](https://policies.osu.edu/)
- Sexual Misconduct  
  [https://policies.osu.edu/](https://policies.osu.edu/)
- Anonymous Reporting Line  
- Hearing procedures for complaints against faculty members, Faculty Rule 3335-5-04  
- Code of Student Conduct  
- Professional student honor code (if applicable)

Tenure appeals procedures should be covered in the TIU’s APT Document.

2.0 Appointments, Promotion & Tenure Document  
Revised: 03/25/05; 6/26/18

2.0.1 Requirements  
Revised: 06/26/18; 6/18/19

[Faculty Rule 3335-6-02](http://trustees.osu.edu/rules/university-rules/chapter-3335-6-faculty-member-employment-and-hiring.html) and [Faculty Rule 3335-3-35](http://trustees.osu.edu/rules/university-rules/chapter-3335-3-faculty-member-reward.html) require that every TIU have an APT document describing the criteria and procedures for making recommendations regarding the appointment, advancement, and reward of faculty.

OAA expects newly appointed or reappointed TIU heads to complete the consultation process outlined in the current POA and to have in place a new or reaffirmed APT document that has been approved by OAA no later than one year from the date they are appointed or reappointed. Specific sections of the document can be revised as the need arises. Such revisions must be approved by the college and OAA and should be submitted electronically with the specific revision highlighted. The current APT document remains in effect until a new or reaffirmed one is approved by OAA. Units are responsible for providing a copy of the current APT document to tenure-track, clinical/teaching/practice, and research faculty with the letter of offer.

This document is crucial to establishing and upholding the quality of the unit’s academic endeavors. Development or revision of the document provides an opportunity for the TIU to consider:

- its mission in the context of college and university missions;
- the quality of its programs and its standing among comparable units in peer institutions; and
- how the mission and program quality affect faculty appointments, advancement, and reward; and
• if the current document meets the faculty outcomes expected.

The document should communicate TIU goals in a way that is clear both within and beyond the TIU and should state explicitly the qualities sought by the TIU in new faculty and the expectations held for appointed faculty.

The unit APT document must:

• be reviewed and either reaffirmed or revised during the first year of a TIU head’s appointment or reappointment;
• be approved by the dean and OAA. The vice provost for academic policy and faculty resources encourages TIU heads to submit drafts of APT documents to OAA for consultation and advice; formal submissions, however, should be submitted to OAA following the college dean’s review and approval; and
• follow the required outline exactly, except for sections that do not pertain to the unit (e.g., Columbus campus units that do not appoint clinical/teaching/practice or research faculty or have faculty on the regional campuses do not need to include information relevant to those appointments).

Because a common format is needed to facilitate reference to APT documents by promotion and tenure reviewing bodies, the required outline (see Section 2.1.1 below) must be followed as presented. Units do not have the option of modifying this outline.

Units are to refer to and be consistent with the Rules of the University Faculty. It is inadvisable to quote rules extensively, however, since such passages will not reflect later revisions. In place of quoted material, provide the address of the web site of the BOT, Rules of the University Faculty (https://trustees.osu.edu/bylaws-and-rules/faculty-rules) and the rule number. If quoting from the rules is deemed essential, please clearly demarcate the quotation (indent and/or italicize).

Include current references to all university titles, rules, policies, offices, and entities. All such references must be checked during the required governance document review in the first year of a TIU head’s appointment or reappointment. See Section 3.0: Updating Obsolete Material, for a summary of commonly found obsolete references that must be corrected before governance documents are submitted for review.

Include a cover page with college, department, or school name and dates reviewed by faculty and dean. Include a table of contents and paginate the APT Document. In order to promote consistency across the university, follow the university’s editorial style guide at http://www.apstylebook.com/osu/. OAA encourages units to make their APT documents available on their websites and to retain copies for 10 years. OAA maintains a digital collection of governance documents on its own website (http://oaa.osu.edu/governance.html). Note that the officially approved version of the document is the one posted on the OAA website. TIU heads should be diligent in seeking college and OAA approval when making changes to their APT Document.

A sample APT Document can be found on the OAA website at https://oaa.osu.edu/policies-and-procedures-handbook. To the extent possible, the sample provides actual content and language that could be adopted in its present form, or modified to better suit the particular needs of a unit. The suggested content and language are based on university rules and policies as well as on common practices that work well for many units. While OAA encourages TIU heads to follow the sample APT Document whenever possible, OAA acknowledges that wholesale adoption of the sample is inconsistent with each unit’s need.
for a thoughtfully crafted and clear document that is specific to its discipline and supports its unique mission.

Sections of italicized text in the sample document are notes and comments; they should not appear in a TIU’s APT Document. Highlight deviations from and additions to this sample document when submitting the draft document to OAA for approval. Also highlight changes to the current APT Document.

2.0.2 College APT Documents
Revised: 08/01/14

Faculty Rule 3335-6-02 requires each college to have an Appointments, Promotion, and Tenure (APT) document.

OAA expects newly appointed or reappointed deans to complete the consultation process outlined in their current POA and to have in place a new or reaffirmed APT document that has been approved by OAA no later than the end of the academic year in which they were appointed or reappointed. Specific sections of the document can be revised as the need arises. Such revisions must be approved by the POA and OAA and should be submitted electronically with the specific revision highlighted. The current APT document remains in effect until a new or reaffirmed one is approved by OAA.

The college APT documents should describe, in qualitative terms, the college’s criteria for appointments, promotion, and tenure within the context of the college’s mission. The document should also describe the college’s procedures for conducting college-level reviews for promotion and tenure.

2.1 Preliminary information
Revised: 01/01/11

2.1.1 Required outline
Revised: 06/25/18; 6/18/19

This outline uses “department” as the example. Sections on faculty at a regional campus should be included only by those units with regional campus faculty members. Sections on clinical/teaching/practice and research faculty should be included only by units approved for those types of faculty appointments. If a TIU adopts its college’s APT, this should be stated on the document.

Appointments, Promotion, and Tenure Criteria and Procedures for the Department of XXX

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2.1.2 Preamble
Revised: 03/25/05

Explain the document's purpose and its relationship to other documents that contain promotion and tenure policies and procedures.

2.1.3 Mission
Revised: 03/25/05

The TIU’s academic mission statement should:

- identify the audiences of the unit’s teaching, research, and service;
- explain how these audiences affect the nature of its teaching, research and service; and
- establish the relative importance of the various kinds of faculty effort in the context of the mission
This statement must also appear in the TIU’s POA Document. This is the only example of duplicated material in the two documents; the language must be identical in both.

As part of its mission, the unit should set the goal of increasing the quality of its endeavors. In addition, the unit should assure that its guidelines on faculty duties and responsibilities (see Volume 1, Chapter 2, Section 1.4.3: Duties and Responsibilities) included in its POA are consistent with its mission and its criteria for appointments, promotion, and tenure and for merit salary increases and other rewards.

2.2 Definitions
Revised: 08/20/10

2.2.1 Committee of the Eligible Faculty
Revised: 06/25/18; 6/18/19

Faculty Rule 3335-6-04(B)(1) states that “with the exception noted below, eligible faculty are tenured faculty of higher rank than the candidate excluding the tenure initiating unit chair, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president. For tenure reviews of probationary professors, eligible faculty are tenured professors excluding the tenure initiating unit chair, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president.” OAA interprets the definition of eligible faculty found in this rule to mean faculty members who are tenured in the TIU in which tenure is being considered. A tenured faculty member who holds a joint appointment is a member of the eligible faculty only in the TIU where his/her tenure resides.

Clinical/teaching/practice faculty may not participate in the promotion and tenure reviews of tenure-track faculty (see Faculty Rule 3335-7-04(A)), but shall participate in the promotion review of clinical/teaching/practice. The TIU’s tenure-track faculty may vote to include clinical/teaching/practice faculty in the review of research faculty.

Research faculty may not participate in the promotion and tenure reviews of tenure-track faculty or the promotion reviews of clinical/teaching/practice faculty (See Faculty Rule 3335-7-37), but shall participate in the promotion reviews of research faculty.

For faculty recommendations on initial appointment, the committee of the eligible faculty includes assistant professors. A second review and vote are taken when an appointment at senior rank is under consideration. Senior-rank faculty under consideration, regardless of type (tenure-track, clinical/teaching/practice, research, associated), may be reviewed only by faculty of the rank at or above consideration (associate and professor for associate, and professor for professor).

Members of the eligible faculty with a conflict of interest must recuse themselves from the review process. At a minimum, faculty with a familial or comparable relationship with a candidate must not participate in a review of that candidate. In addition, a close professional relationship may give rise to a conflict of interest, such as when a faculty member is co-author on a significant portion of the candidate’s publications, has collaborated with the candidate on major grants supporting research, has served as the candidate’s dissertation advisor, is dependent in some way on the candidate’s professional activities, or has a relationship with the candidate that has created a bias. When there is a question about potential conflicts, the committee of eligible faculty promotion and tenure chair, in consultation with the Procedures Oversight Designee (POD), shall determine whether it is appropriate for the faculty member
to recuse himself or herself from a particular review. Faculty members who do not voluntarily recuse themselves may be removed by the TIU head.

OAA requires that there be a minimum of three faculty members involved in any promotion and tenure vote. In the event that a TIU does not have three eligible faculty members who can undertake the review, the TIU head, after consulting the dean, will appoint a faculty member from another TIU within the college. In smaller units, the TIU head may appoint faculty from another TIU within the college on an ad-hoc basis to provide the minimum required in, for example, a promotion vote to professor. If the college is a TIU, the dean may appoint a member from another college. In such instances, unless approved by OAA, the individual from outside the college should not serve as chair of or POD for the committee of the eligible faculty.

Faculty who did not attend the discussion of a particular case are not permitted to vote on that case. Faculty members who are not present cannot vote in absentia unless they participate by conference call or video link.

OAA strongly recommends that all votes be cast by secret ballot. Votes must be cast prior to the meeting adjournment.

2.2.2 Promotion and Tenure Committee
Revised: 08/20/10

Units may choose to have a Promotion and Tenure (P&T) Committee (a subset of the committee of the eligible faculty) that assists the committee of the eligible faculty in managing the personnel and promotion and tenure issues of the unit. The TIU head appoints a chair to this committee who may also chair the committee of the eligible faculty.

2.2.3 Quorum
Revised: 04/29/16
Edited: 04/29/16

There may be confusion surrounding quorum, voting, and abstentions. This section should contain definitions and examples to clarify decision-making through voting.

A quorum is the required number of members present at a meeting for official action to occur. This includes taking a vote. A quorum can vary depending on the size and nature of the unit. To conduct business, most units require a majority of eligible faculty on duty in a given semester to be present. Others require a super-majority, typically two-thirds, while others require less than a majority such as 20% or 25%. OAA recommends that TIUs require a quorum of two-thirds for a vote to be valid.

OAA strongly urges units to give thorough consideration to the size and needs of the unit when determining both the quorum needed to hold a meeting of the committee of the eligible faculty and the majority needed for a positive recommendation.

2.2.4 Recommendation from the Committee of the Eligible Faculty
Revised: 05/05/16

This section states the required vote in order for there to be a positive recommendation from the committee of the eligible faculty. Eligible faculty are those faculty members on duty at the time of vote.
A vote is defined as a “yes” or “no” vote. Abstentions are not votes, according to Robert’s Rules of Order. Thus, only yes or no votes will be counted in determining whether a majority is or is not achieved.

An abstention indicates that an individual does not wish to go on the record with a position. As such, abstentions are not counted as votes but are counted when determining a quorum. When calling for a voice vote, the TIU head should not call for abstentions since this would force the individual to go on record. In paper balloting, a blank ballot, a ballot with “abstain” written on it, and a ballot that is not returned are all the same. Only votes that are cast (aye/nay, yes/no, for/against) are counted.

In accordance with Robert’s Rules, OAA endorses the following options for establishing the majority required for approving a P&T action.

**Majority**: Approval requires at least more than half of the votes cast to be in the affirmative.

**Two-thirds majority**: Approval requires at least two-thirds of the votes cast to be in the affirmative.

Here are examples based on a membership of 100, only a quorum in attendance, and five abstentions. The table indicates the fewest number of votes needed for approving a motion.

<table>
<thead>
<tr>
<th>Quorum</th>
<th>25% Present</th>
<th>Majority Present</th>
<th>2/3 Present</th>
</tr>
</thead>
<tbody>
<tr>
<td># to attain quorum</td>
<td>25</td>
<td>51</td>
<td>67</td>
</tr>
<tr>
<td>Majority</td>
<td>11</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>2/3 Vote</td>
<td>14</td>
<td>31</td>
<td>42</td>
</tr>
</tbody>
</table>

Units may have different voting requirements for new hires and for reappointment, promotion and tenure, promotion, and contract renewal, unless a college APT document has specified college-wide requirements. This distinction must be clearly delineated in this section of the APT Document.

OAA recommends considering both the percent of the vote and the actual count of positive and negative votes when assessing the disposition of a vote at all levels of review.

### 2.3 Appointments
Revised: 03/25/05

#### 2.3.1 Criteria
Revised: 06/25/18

See the Policy on Faculty Appointments [here](https://policies.osu.edu/) for the definition and uses of faculty titles.

Qualifications for instructional staff will be judged primarily on earned degrees, but other factors, including but not limited to equivalent experience, may be considered by Ohio State in determining whether a faculty member is qualified. As a default standard, newly appointed faculty must possess an academic degree in a field or subject area relevant to the courses taught and at least one level above the level at which they teach, except in programs for terminal degrees, when the accreditation standards of the profession require otherwise, or when equivalent experience is established.
The minimum threshold of experience for alternative qualification must be defined by the TIU and college, if TIU is department or school, and will establish alternative processes for documenting alternative qualifications, evaluation of instruction by, and otherwise supervising these instructors, consistent with the minimum threshold of experience and evaluation process described in the Faculty Appointments Policy (policies.osu.edu). A minimum threshold of equivalent experience shall consider the number of years of real-world experience and/or demonstrated skills in the same area in which the potential instructor of record will be teaching. OAA has final-decision-making authority to determine whether the qualification of an instructor of record whose highest degree is less than a master’s degree meets the minimum threshold.

A resume for all faculty members, including associated faculty members, must be kept in each TIU.

2.3.1.1 Tenure-track faculty
Revised: 02/15/13

This section is used to establish criteria for appointment at the rank of instructor and assistant professor. Tenure-track appointments generally should be at the assistant professor level or higher. Appointments as instructor should be reserved for faculty who are in the process of completing required credentialing but otherwise fit the criteria for assistant professor. Any specific information regarding instructors should be included. Promotion occurs without review the semester following completion of the required credentialing.

Criteria for appointment at higher ranks should be consistent with the criteria for promotion to those ranks established in this APT document. The unit is encouraged to commit itself to making only faculty appointments that enhance or have strong potential to enhance the quality of the unit. Refer to Faculty Rule 3335-6-02 regarding criteria for appointment, reappointment, and promotion and tenure, and to Faculty Rule 3335-6-03 regarding probationary service and duration of appointments for tenure-track faculty.

2.3.1.2 Tenure-track faculty at a regional campus
Revised: 03/25/05

Criteria for appointment at each rank should reflect the greater relative importance of teaching on the regional campus compared to research.

2.3.1.3 Clinical/teaching/practice faculty
Revised: 07/08/11; 6/18/19

This section and all subsequent sections pertaining to clinical/teaching/practice faculty are relevant only to academic units authorized to make such appointments (see Faculty Rule 3335-7).

This section is used to establish criteria for appointment at the rank of clinical/teaching/practice instructor and assistant professor. Criteria for appointment at the rank of instructor for clinical/teaching/practice appointments should follow the principles guiding the same rank on the tenure-track.

Criteria for appointment at higher ranks should be consistent with the criteria for promotion to those ranks established in this APT document.
The suggested appointment criteria included in the prototype document are somewhat generic since the nature of clinical/teaching/practice appointments varies according to the mission of the unit. The unit should strive for an equivalent or greater level of detail in adapting the suggested content to its particular needs. For each rank, the document should spell out the required practice criteria, such as:

- required licensure/certification;
- teaching experience related to the teaching areas to be assigned; and
- meeting the promotion criteria to each rank.

2.3.1.4 Research faculty
Revised: 03/25/05

This section and all subsequent sections pertaining to research faculty are relevant only to academic units authorized to make such appointments (see Faculty Rule 3335-7).

This section is used to establish criteria for appointment at the rank of research assistant professor.

Criteria for appointment at higher ranks should be consistent with the criteria for promotion to those ranks established in this APT document.

2.3.1.5 Associated faculty
Revised: 06/15/15; 6/18/19

This section is used to establish criteria for appointment and reappointment of compensated and uncompensated associated faculty, with criteria for appointment at each rank comparable to the criteria for the tenure-track or clinical/teaching/practice ranks. These criteria will also serve as a basis for evaluating the promotions of associated faculty members. Associated appointments may be made for a period of up to three years and require a formal renewal at the end of the contract period if they are to be continued.

Visiting faculty appointments may be renewed annually for only three consecutive years.

Definitions and policies for associated faculty can be found in Faculty Rule 3335-5-19.

Promotion procedures for associated faculty can be found in Volume 3 on guidelines, procedures, and dossier outline.

The types of associated appointments are as follows:

- **Clinical practice titles** (compensated or uncompensated)—practitioner who provides clinical teaching and patient care in the health sciences
  - Clinical instructor of practice, clinical assistant professor of practice, clinical associate clinical professor of practice, clinical professor of practice

- **Tenure-track titles 1–49%** (compensated)—provides significant service to the teaching, research, and service program of the unit
  - Instructor, assistant professor, associate professor, professor
• Tenure-track titles 0% (uncompensated)—provides significant service to the teaching, research, and service program of the unit
  o instructor, assistant professor, associate professor, professor

• Visiting titles (compensated or uncompensated)—temporary faculty and persons on leave from other academic institutions
  o visiting instructor, visiting assistant professor, visiting associate professor, visiting professor

• Adjunct titles (compensated and uncompensated)—provides significant service to the instructional and/or research program of the unit. These individuals typically hold a staff appointment at Ohio State, though they may be employed outside the university.
  o adjunct instructor, adjunct assistant professor, adjunct associate professor, adjunct professor

• Lecturer and senior lecturer (compensated)—provides service to the instructional program of the unit

Uncompensated associated appointments are appropriate only for individuals who provide substantial service to the academic mission of the appointing unit. Units should establish guidelines for the circumstances in which such associated faculty may identify themselves as Ohio State faculty.

2.3.1.6 Emeritus Faculty
Revised 7/1/19

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

Faculty will send a request for emeritus faculty status to the TIU head (regional campus dean for associated faculty on regional campuses) outlining academic performance and citizenship. The Committee of Eligible faculty (tenured and nonprobationary clinical/teaching/practice associate professors and professors) will review the application and make a recommendation to the TIU head. The TIU head will decide upon the request, and if appropriate submit it to the dean.

If the faculty member requesting emeritus status has in the ten years prior to the application engaged in serious dishonorable conduct in violation of law, rule, or policy and/or caused harm to the university’s reputation or is retiring pending a procedure according to Faculty Rule 3335-05-04, emeritus status will not be considered. See http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf for further information.

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

Various offices within the university offer perquisites to emeritus faculty. Some of these include, but are subject to modification:

• Emeritus parking hangtag free of charge (application provided by the BOT).
• Emeritus permanent university ID card permitting library privileges.
• Continuing use of OSU e-mail account (request by calling the Office of Information Technology's Help Line at 614-688-4357).
• Reduced membership fee offered by the Faculty Club.
• Use of recreational facilities on same basis as university faculty.
• Athletic tickets, including football ticket applications, offered by the Department of Athletics at university faculty prices.
• Emeritus faculty are eligible to receive campus-wide news publications issued by the university.
• At the discretion of the TIU and/or college, emeritus faculty may attend certain faculty meetings without vote. Unit Patterns of Administration provide information about the participation of emeritus faculty in faculty meetings. Emeritus faculty may not participate in meetings involving personnel decisions.
• Use of hotel contracts and car rental contracts with OSU/Big Ten.
• The provision of office space, secretarial support, office supplies, and computer use, either at retirement or anytime thereafter, at the sole discretion of each TIU and/or college.

2.3.1.7 Courtesy appointments for tenure-track, clinical/teaching/practice, or research faculty
Revised: 03/25/05; 6/18/19

This section is used to establish criteria for making and continuing courtesy appointments.

Courtesy appointments are warranted only if they are accompanied by substantial involvement in the academic work of the TIU. Criteria should include the expectations for such involvement. Unlike associated appointments, courtesy appointments do not require formal annual renewal, but continuation of the appointment should reflect ongoing involvement.

2.3.2 Procedures
Revised: 03/25/05

2.3.2.1 Tenure-track faculty
Revised: 06/25/18

OAA requires a national search to ensure a diverse pool of highly qualified candidates. Requests for exceptions to this policy must be submitted to OAA. Search procedures must entail substantial faculty involvement and be consistent with the OAA Policy on Faculty Recruitment and Selection [https://oaa.osu.edu/sites/default/files-links_files/facultyrecruitment_0.pdf](https://oaa.osu.edu/sites/default/files-links_files/facultyrecruitment_0.pdf).

All searches must include serious efforts to achieve a pool of highly qualified applicants that includes members of underrepresented groups. The university remains strongly committed to diversifying its faculty. Units that lack women and minority faculty must make every possible effort to recruit qualified faculty in these groups. Recruitment techniques must demonstrate the reach to diverse pools of candidates.

Every search committee member is required to have participated in an orientation on hiring for inclusive excellence within 24 months prior to a search. Every search committee must have a diversity advocate with special responsibility for assuring that the search is conducted according to affirmative action principles. See the OHR policy on Affirmative Action, Equal Employment Opportunity, and Non-Discrimination/Harassment (Policy 1.10) for guidance concerning this role.
Advertising is rarely sufficient to accomplish the above goals. Networking and other forms of personal contact with those in a position to recommend or to be candidates are usually required.

Appointments at senior rank require prior approval by the college dean and OAA.

Appointments at junior rank with prior service credit require prior approval by the college dean and OAA.

The required documentation for appointments at senior rank and junior appointments with prior service credit can be found in the Policy on Faculty Appointments (http://oaa.osu.edu/assets/files/documents/facultyrecruitment.pdf).

2.3.2.2 Tenure-track faculty at a regional campus
Revised: 03/25/05

The regional campus has primary responsibility for determining the position description for a faculty search, but it should consult with, and reach agreement on, the description with the TIU head of the TIU that will serve as the TIU for the appointee. The search committee for the position should include representation from both the regional campus and Columbus Campus TIU.

Candidates should be interviewed by, at a minimum, the regional campus dean/director, the TIU head, and either the search committee or broader representation of the regional and Columbus faculties. A hiring decision requires agreement on the part of the TIU head and regional campus dean/director. Negotiations with a candidate should not begin without such agreement, and the letter of offer must be signed both by the TIU head and the regional campus dean.

2.3.2.3 Clinical/teaching/practice faculty
Revised: 06/15/10; 6/18/19

If the unit is authorized to have clinical/teaching/practice faculty, this section should establish the procedures for appointment of such faculty.

OAA requires a national search to ensure a diverse pool of highly qualified candidates. Requests for exceptions to this policy must be approved by the college.

Appointments at senior rank require prior approval by the college dean and OAA.

2.3.2.4 Research faculty
Revised: 06/15/10

If the unit has voted to have research faculty, this section should establish the procedures for appointment of such faculty.

OAA requires a national search to ensure a diverse pool of highly qualified candidates. Requests for exceptions to this policy must be approved by the college.

Appointments at senior rank require prior approval by the college dean and OAA.

2.3.2.5 Transfer from the tenure track
Revised: 07/15/19
Tenure-track faculty may transfer to a clinical/teaching/practice or research appointment if appropriate circumstances exist. Tenure is lost upon transfer, and transfers must be approved by the TIU head, the college dean, and the executive vice president and provost.

Transfers from a clinical/teaching/practice appointment and from a research appointment to the tenure track are not permitted.

2.3.2.6 Associated faculty
Revised: 06/15/10

Describe how the decision is made to initiate or not to renew an associated appointment.

Initial appointments at senior rank require prior approval by the college dean and OAA.

2.3.2.7 Courtesy appointments for tenure-track, clinical/teaching/practice, or research faculty
Revised: 03/25/05; 6/18/19

State how the decision is made to initiate and terminate a courtesy appointment for a faculty member from another TIU.

2.4 Annual performance and merit review
Revised: 08/04/09

Explain the procedures for the annual performance and merit review of each category of faculty in the TIU. Every faculty member must have an annual performance review that includes a scheduled opportunity to hold a face-to-face meeting with the TIU head or the TIU head’s designee.

The means for carrying out the review will vary according to the traditions of the various fields within the unit.

2.4.1 Documentation
Revised: 07/15/19

For their annual performance and merit review, faculty members must submit the following documents to the TIU head no later than the final day of autumn semester classes:

- updated CV, which will be made available to all faculty in an accessible place (*all faculty*)

Other documentation for the annual performance and merit review will be the same as that for consideration for promotion and/or tenure. It is essential that the unit require adequate documentation of faculty performance in teaching, scholarship, and service. This section should list the documents that faculty must submit for annual performance reviews and consideration for salary increases.

2.4.2 Probationary tenure-track faculty
Revised: 03/25/05
Refer to Faculty Rule 3335-6-03 on probationary service and duration of appointments for tenure-track faculty. The procedures for faculty participation in the annual review of probationary tenure-track faculty is to be described in this section, including provision for handling differing assessments by the unit faculty and the TIU head. Such differences should be resolved so that conflicting advice is not offered to a probationary faculty member.

A nonrenewal recommendation during the first-, second-, third- or fifth-year review must result from application of Fourth-Year Review procedures.

See the Policy on Faculty Annual Review (https://policies.osu.edu/) for OAA guidelines on the annual review process of probationary tenure-track faculty.

2.4.2.1 Probationary tenure-track faculty at a regional campus  
Revised: 03/25/05

See the Policy on Faculty Annual Review (https://policies.osu.edu/) for OAA guidelines on the annual review process of probationary tenure-track faculty.

2.4.2.2 Fourth-Year Review  
Revised: 03/25/05

See the Policy on Faculty Annual Review (https://policies.osu.edu/) for OAA guidelines on the Fourth-Year Review process of probationary tenure-track faculty.

2.4.2.3 Exclusion of time from the probationary period  
Revised: 03/25/05

See Volume 1, Chapter 2, Section 1.4.5, for OAA guidelines on the exclusion of time from the probationary period of probationary tenure-track faculty.

2.4.3 Tenured faculty  
Revised: 03/25/05

See the Policy on Faculty Annual Review (https://policies.osu.edu/) for OAA guidelines on the review of tenured faculty.

2.4.3.1 Tenured faculty at a regional campus  
Revised: 03/25/05

See the Policy on Faculty Annual Review (https://policies.osu.edu/) for OAA guidelines on the review of tenured faculty at a regional campus.

2.4.4 Clinical/teaching/practice faculty  
Revised: 03/25/05; 6/18/19

See the Policy on Faculty Annual Review (https://policies.osu.edu/) for OAA guidelines on the review of clinical/teaching/practice faculty.
2.4.5 Research faculty
Revised: 03/25/05

See the Policy on Faculty Annual Review (https://policies.osu.edu/) for OAA guidelines on the review of research faculty.

2.4.6 Associated faculty
Revised: 03/25/05

See Volume 3, Section 6.0 for OAA guidelines on the review of associated faculty.

2.4.7 Salary recommendations
Revised: 03/25/05; 07/15/19

Clearly state the criteria for salary increases and any other performance-based rewards (see the Policy on Faculty Compensation (https://policies.osu.edu/)).

State the procedures for determining salary recommendations and recommendations for other rewards.

2.5 Promotion and tenure and promotion reviews
Revised: 03/25/05

2.5.1 Criteria and documentation
Revised: 05/05/16

Include general statements about the quality of performance in teaching, research, and service expected for promotion and tenure or promotion. Teaching, research, and service are not in themselves criteria, nor are teaching evaluations or publications. A list of evidence to be examined belongs under “Documentation” (see Section 2.5.1.3: Documentation) below.

Although criteria will vary both according to unit mission and the specific responsibilities of each faculty member, every candidate should be held to a standard of excellence in all aspects of performance. Though the total body of work over the course of a career is considered in promotion and tenure decisions, the highest priority is placed on achievements while a faculty member is at Ohio State. The pattern of performance over the probationary period should yield a high degree of confidence that the candidate will continue to develop professionally.

Above all, candidates are to be held to a very high standard of excellence in the areas central to their responsibilities. If a candidate's primary teaching role is and will continue to be undergraduate teaching, then excellence in undergraduate teaching should be required. A mediocre performance in this area would not be adequately counterbalanced by excellent performance in another aspect of teaching that is a significantly smaller part of the individual’s responsibilities. Units may also, if they wish, define excellence in teaching, research, and service to include professional ethical conduct consistent with the American Association of University Professors’ Statement on Professional Ethics (www.aau.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm).

2.5.1.1 Citizenship, collegiality, and/or ethical behavior
Revised: 07/26/04

https://oaa.osu.edu/policies-and-procedures-handbook
Citizenship, collegiality, and/or ethical behavior may not be established as a fourth criterion in promotion and tenure reviews independent of teaching, research, and service. On request of the Senate Rules Committee, in May 2000, OAA responded that the Faculty Rules provide solely for review of teaching, research, and service in promotion and tenure reviews. Review bodies may consider citizenship, collegiality, and/or ethical behavior in the context of evaluating the three main areas of activity, but may not use such behavior as an independent category.

2.5.1.2 Promotion to associate professor with tenure
Revised: 03/25/05

See Faculty Rule 3335-6-02(B) and (D). Note that according to this rule, tenure will not be awarded below the rank of associate professor. A unit should establish and exercise very high standards for the awarding of tenure since a positive tenure decision has a powerful impact on the quality and future of the unit.

2.5.1.3 Documentation
Revised 07/15/19

Describe in detail the specific criteria and the documentation that will be examined in assessing whether promotion and/or tenure is merited. Criteria and documentation will vary according to the field of study and the unit’s mission. The OAA core dossier outline (see Policies and Procedures Handbook, Volume 3, Section 4.1: Outline; see also Section 2.5.2.3 in this Handbook chapter) serves as a basic standard for documentation, but a unit is not limited to assessing the stated items. Appendix A in the sample Appointments, Promotion and Tenure document provides examples of criteria and documentation that units may elect to use, or which may serve as guidelines for units developing their own criteria and documentation.

Units may weigh forms of documentation differentially as appropriate to their mission and to the responsibilities of the candidate. In some fields of study or in some instances, an item listed in one area may be considered a reflection of performance in another area.

General guidelines appear in Sections 2.5.1.4, 2.5.1.5, and 2.5.1.6 below.

2.5.1.4 Teaching
Revised: 06/25/18; 6/18/19

OAA requires evaluation of instruction in all courses and by all faculty members. The faculty member is responsible for the evaluation of instruction, to be carried out on a regular basis and in a systematic manner to be determined by each TIU, subject to the approval of the dean of the college. Moreover, the evaluation of university teaching should be a comprehensive, integrated process that includes collection of data from students, peers, administrators, and the faculty members themselves. These data are interpreted with the understanding that both university instruction and its evaluation entail professional judgments according to expectations of the TIU.

Faculty members are expected to participate in continuing education related to their teaching assignments. All faculty are expected to complete Teach @ OSU (https://uitl.osu.edu/)

2.5.1.5 Research and creative works
Revised: 03/25/05; 6/18/19
When the product of scholarship is primarily disseminated in the form of publications, documentation could include the measures of the quality of the publication outlets, internal evaluation of the candidate’s work, and frequency with which the candidate’s work is cited by others, if appropriate. External funding for research may be a form of documentation of scholarship (aside from its importance in facilitating the conduct of research) when the review processes that lead to its receipt are measures of the quality of a faculty member’s past and planned research.

When the product of scholarship is disseminated in other forms, such as performances, works of art, inventions, commercialization, community-engaged scholarship, or digital media, the unit should describe the specific ways in which the quality of these works will be assessed.

External evaluations of scholarship are required. Units should nonetheless make every effort to assess the quality of a candidate’s work from multiple approaches rather than rely solely on the external letters of evaluation. Total reliance on external evaluations is inappropriate, possibly leading to decisions that are inconsistent with TIU standards and expectations.

2.5.1.6 Service
Revised: 03/25/05

Activities generally considered to be service include:

- administrative work for the TIU, college, or university;
- service to the profession such as leadership roles and editorial and reviewing activities; and
- application of professional expertise in outreach to the community (community outreach not germane to a faculty member’s professional expertise is not relevant to promotion and tenure reviews.)

Determine quality as well as quantity indicators of service roles. Beyond the unit and external to the university, quality indicators of service would include election or appointment to leadership roles, other evidence that the candidate’s services are sought rather than volunteered, and awards.

Depending on the nature of a candidate’s service, it may be appropriate to obtain written evaluations from those who are in a position to evaluate specific contributions.

2.5.1.7 Promotion to associate professor without tenure
Revised: 06/15/10

The College of Medicine has an approved exception for tenure-track faculty with substantial clinical service responsibilities. Promotion to the rank of associate professor without the simultaneous award of tenure may take place subject to OAA approved criteria for this action at both the unit and college level.

The College of Medicine and its TIUs must have clearly articulated criteria in teaching, research, and service for promotion to associate professor without tenure established in their APT documents.

Faculty members who are promoted without the award of tenure must be considered for tenure no later than the mandatory review date or six years following promotion, whichever comes first.
2.5.1.8 Promotion to professor
Revised: 06/18/19; 6/18/19

See Faculty Rule 3335-6-02(C) and (D). Promotion standards are to reflect the reality that (a) not all faculty members have the same distribution of assignments, (b) not all faculty members will be able to contribute excellence equally in all evaluation dimensions, and (c) there is a multi-faceted institutional responsibility that must be achieved by the skills of the faculty collectively.

Promotion to professor should be awarded not only to those faculty who have demonstrated impact in their scholarship of research and creative inquiry, teaching and learning, and service, but also to those who have exhibited excellence in the scholarship of leadership to make visible and demonstrable impact upon the mission of the TIU and The Ohio State University.

2.5.1.9 Regional campus faculty
Revised: 03/25/05

Units with regional campus faculty must state the criteria for their promotion to associate professor with tenure and for their promotion to professor. Criteria for regional campus faculty should be developed in consultation with the unit’s regional campus faculty and the deans of the regional campuses. These criteria must reflect the following considerations:

- The primary function of the regional campuses is to provide high-quality undergraduate instruction and to serve the academic needs of their communities.
- Regional campus faculty are expected to establish a program of high-quality scholarly activity, but the character and quantity of that activity may differ from that of Columbus campus faculty because of the weight of other responsibilities and because of lack of access to comparable resources. For example, regional campus faculty do not have graduate teaching associates to assist them in their teaching, nor do they generally have access to research facilities comparable to those of Columbus-based faculty.
- Teaching and service responsibilities of regional campus faculty are often more substantial than those of Columbus-based faculty.

2.5.1.10 Clinical/teaching/practice faculty
Revised: 03/25/05; 6/18/19

Because clinical/teaching/practice faculty may be hired at the rank of instructor, this section is to describe the criteria for promotion to clinical/teaching/practice assistant professor, associate professor, and professor. These criteria are to reflect the fact that clinical/teaching/practice faculty members are primarily engaged in patient care or professional practices and clinical/teaching/practice instruction. Any expectations for scholarly work should be substantively different from those for tenure-track faculty.

The suggested promotion criteria in the prototype APT document are somewhat generic since the nature of clinical/teaching/practice appointments varies according to the mission of the unit. The unit should strive for an equivalent or greater level of detail in adapting the suggested content to its particular needs. For each rank, the document should spell out the required practice criteria, such as:

- required licensure/certification;
- teaching experience related to the teaching areas to be assigned; and
- meeting the promotion criteria to each rank.
2.5.1.11 Research faculty  
Revised: 03/25/05

Because the entry rank at which research faculty may be hired is assistant professor, this section is to describe the criteria for promotion to research associate professor and research professor. These criteria are to reflect the fact that research faculty members are primarily engaged in research.

2.5.2 Procedures  
Revised: 03/25/05; 07/15/19

The unit’s procedures for promotion and tenure and promotion reviews must be consistent with those set forth in Faculty Rule 3335-6-04. This rule provides general information but does not delineate all aspects of the review process. Listed below are unit-specific issues that should be addressed in this section to supplement Faculty Rule 3335-6-04.

Unit procedures should always assure a thorough and critical review. A unit that conceptualizes a review as advocacy of the candidate, as building rather than evaluating a case, is not acting in its own best interests. Advocacy of a weak candidate not only sends an unfavorable message about the unit to higher level review bodies but, if successful, may in the long term be detrimental to the unit.

Include a description of how the unit will determine which faculty members to review for promotion in rank or for non-mandatory promotion and tenure. Screening reviews are encouraged since premature reviews are costly in many ways and should be avoided. Faculty Rule 3335-6-04(A)(3) states that a unit may establish screening procedures with the limitation that a tenured faculty member who asks to be reviewed for a promotion in rank cannot be denied consideration for promotion for more than one year. A non-tenured faculty member may be denied a non-mandatory promotion and tenure review each year up to the year of the mandatory review.

Describe the roles of the candidate, the P&T committee (if the unit has a P&T committee), the committee of the eligible faculty, and the TIU head.

Include in this section which administrator or body (the TIU head, the chair of the committee of the eligible faculty, the P&T committee, the committee of the eligible faculty) will be authorized to remove from the review a faculty member with a conflict of interest when the faculty member refuses to withdraw voluntarily.

Include the approximate timing for each stage of the review and who is responsible for verifying the accuracy of citations and other aspects of candidates’ dossiers.

2.5.2.1 Regional campus faculty  
Revised: 03/25/05

A TIU’s procedures for deciding when to review tenured faculty members for promotion are to be applied to tenured regional campus faculty.

Regional campus faculty are first reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean/director. The regional campus review focuses on teaching and service. The regional campus dean forwards the report and recommendation of
the regional campus review to the TIU head, from which point the review follows the same course as all promotion and tenure reviews.

2.5.2.2 External evaluations
Revised: 03/25/05

Describe how a slate of potential evaluators is determined, who is responsible for contacting the evaluators, and the timetable for requesting external evaluations. Include what aspects of performance these persons are asked to evaluate and what materials are provided to them. See Volume 3, Section 3.7: External Evaluations, for advice on these matters.

If a candidate is asked to provide names of external evaluators, the number of names suggested by the candidate should be restricted to three to four to avoid limiting the number of credible evaluators available to be suggested by others.

2.5.2.3 Dossier
Revised: 02/15/13; 07/20/17; 07/15/19

Every candidate must submit a complete and accurate dossier in accordance with the Office of Academic Affairs dossier outline. See Policies and Procedures Handbook Volume 3, Section 4.1: Outline. All candidates with a start date of August 2018 or later must use VITA for the dossier. All candidates must use the OAA format and outline regardless of start date.

2.6 Appeals
Revised: 03/25/05

Faculty Rule 3335-6-05(A) sets forth general criteria for appeals of negative promotion and tenure decisions and provides further detail on appeals alleging improper evaluation.

2.7 Seventh-Year Review
Revised: 03/25/05

Faculty Rule 3335-6-05(B) sets forth the conditions of and procedures for a Seventh-Year Review for a faculty member denied tenure as a result of a sixth year review.

2.8 Procedures for Student and Peer Evaluation of Teaching
Revised: 06/25/18

Peer review of teaching aims to apply appropriate disciplinary (peer) standards to the teaching performance of faculty members. TIUs must provide opportunities for and mechanisms that support both formative and summative evaluation of teaching. The TIU must set forth detailed guidelines for peer evaluation of teaching to be used in faculty performance reviews that is appropriate for the unit’s instructional situation(s).

Peer evaluation should focus on those aspects of teaching that students cannot evaluate, such as appropriateness of curricular choices given the goals of the course (survey, major required course), implicit and explicit goals of instruction, choice of examination/evaluation materials by the faculty member, and consistency with current disciplinary knowledge. Assessment of these aspects can be made by peers within the unit or external reviewers as determined by procedures established by the TIU.
TIUs may select from among many modalities of peer review. See the University Institute for Teaching and Learning (website: https://uitl.osu.edu/) for links to on-line resources at Ohio State and at other institutions, as well as published sources that offer principles and methods for the formative and summative evaluation of teaching. TIUs must not only establish guidelines governing evaluation of instruction but also abide by those guidelines, applying them evenly and without prejudice. For further discussion, see Volume 1, Chapter 2, Section 1.4.4: Evaluation of Instruction.

2.8.1 Student evaluation of teaching
Revised: 06/15/15; 6/18/19

Student evaluation is focused on students’ perceptions of instruction, taking into account those factors shown by research to affect such responses, including class size and whether the course was required or an elective in the student’s program. The TIU must set forth a detailed plan for obtaining student evaluation information to be used in faculty performance reviews. Faculty must use a standard, objective, TIU-approved tool for student evaluation. As noted above, the TIU’s selection of an assessment tool is subject to the approval of the dean of the college. This assessment tool may be generated by the unit, or the Ohio State SEI may be used. For required components and further discussion see Volume 1, Chapter 2, Section 1.4.4.2: Student Evaluation.

Solicited letters from former students, and particularly from former graduate students, are not credible forms of evaluation of teaching.

Other methods of documenting and evaluating teaching include:

- the candidate’s self-assessment and statement of plans and goals;
- a summary of the candidate’s portfolio on teaching, including documentation of formative evaluation;
- assessment of the success of the candidate’s current and former graduate students and post-docs;
- the extent to which pedagogical materials developed by the candidate have been adopted by other faculty;
- the extent to which the candidate is invited to provide expertise on teaching at Ohio State, in professional societies, or at other institutions;
- teaching awards or other recognitions;
- completion of University Institute Teaching and Learning Endorsement; and
- validated questionnaires collecting data from graduate students.

2.8.2 Peer evaluation of teaching
Revised: 8/01/14; 6/18/19

Periodic peer evaluation is required for all tenure-track and clinical/teaching/practice faculty who deliver formal course instruction and recommended for any associated faculty with multiple-year appointments. In case of professors, such evaluation can take the form of peer review without a formal written evaluation. In addition, peer evaluation for promotion should include at least two different evaluations, with the exact number to be determined by the TIU according to college guidelines.

3.0 Updating obsolete material in TIU governance documents
Revised: 06/15/15; 6/18/19
All university titles, rules, policies, offices, and entities must be checked for currency during the required governance document review in the first year of a TIU head’s appointment or reappointment.

Many POA and APT documents that are submitted for approval contain obsolete material. Common examples of such material are summarized below so that units may make the needed corrections before forwarding their documents for review.

All university rules and policies are available on the web. It is inadvisable for the governance documents to quote these extensively as such passages will not reflect later revisions to the material at the website. In place of quoted material, the address of the website should be provided.

For matters relating to Employee and Labor Relations, please contact OHR, Employee and Labor Relations, (614) 292-2800. For specific contact information see https://hr.osu.edu/services/elr/.

Do not cite material directly or indirectly from obsolete handbooks. The Faculty Handbook (last issued 1984) and Handbook for Deans, Directors, and Chairs (last issued 1996) no longer exist. Most references can be replaced by references to the OAA Policies and Procedures Handbook (https://oaa.osu.edu/policies-and-procedures-handbook) or to the University Faculty Rules (https://trustees.osu.edu/bylaws-and-rules/faculty-rules).

Faculty Rule 3335-3-29 has been revised to require that colleges have a Pattern of Administration with specified content.

Faculty Rule 3335-5-19 has been revised. “Track” refers only to tenure-track faculty.

Faculty Rule 3335-5-19 has been revised. Clinical associated appointments are now called “clinical practice faculty.”

Faculty Rule 3335-5-19 has been revised allowing the tenure-track faculty (and clinical/teaching/practice and/or research faculty with TIU voting rights) to enfranchise associated faculty, allowing the associated faculty to participate in college or academic unit governance.

Faculty Rule 3335-7 has been revised to change the titles of clinical faculty allowed to clinical, teaching, or practice faculty. Units must write specific criteria to match the title(s) selected by the units.

Faculty Rule 3335-7-03 has been revised. Unless an exception is approved by the University Senate and the Board of Trustees, clinical/teaching/practice faculty may comprise no more than forty percent of the total tenure-track, clinical/teaching/practice, and research faculty (as defined in rule 3335-5-19 of the Administrative Code) in each of the colleges of the health sciences and no more than twenty percent of the tenure-track, clinical/teaching/practice, and research faculty in all other colleges. In all tenure-initiating units not in health sciences, the number of clinical/teaching/practice track faculty members must be fewer than the number of tenure-track faculty members in each unit.
Office of Academic Affairs
Policies and Procedures Handbook: Volume 1

Chapter 2: Unit Administration

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1.0 Tenure initiating unit
Revised: 06/15/10

The concept of the TIU (tenure initiating unit) is described in Faculty Rule 3335-6-06. Characteristics of departments and schools are described in Faculty Rule 3335-3-34. Each tenure-track faculty member, including those with multiple appointments, has a tenure home in a single unit (department, school, division, or in the case of colleges without departments, college).

Multiple faculty appointments totaling 50% or more of service to the university shall be considered to be the same as a single appointment of 50% or more for the purpose of determining eligibility for tenure of a tenure-track faculty member. Faculty members with multiple appointments may vote on promotion and tenure matters only in the TIU designated as their tenure home. TIUs should seek to have input from all appointments in annual reviews and promotion and tenure reviews.

1.1 Chairs and directors (TIU heads)
Revised: 05/05/16; 07/20/17; 6/19/19

The term of service and responsibilities of TIU heads (department chairs and school directors) are described in Faculty Rule 3335-3-35.

TIU heads are appointed by the college dean, subject to the formal approval of the executive vice president and provost, president, and the Board of Trustees (BOT).

The dean determines whether the appointee is to be drawn from the faculty within the unit, usually following an internal search; is to be selected following a national search; or is to be selected in some other way. The dean may also appoint search committees for TIU heads.

Deans determine the terms of appointment in light of the needs of the TIU, circumstances of the person to be appointed, and any other relevant considerations including Office of Academic Affairs (OAA) compensation policies (see Faculty Compensation Policy (http://oaa.osu.edu/assets/files/documents/facultycompensation.pdf)).

TIU heads are normally appointed for a four-year term. Mid-year appointments terminate at the end of the third full academic year of appointment. A shorter appointment period may occasionally be specified in special circumstances.

TIU heads must be members of the faculty of the unit they administer. TIU heads are subject to annual review and may be removed before the end of the appointment period. Interim or acting TIU heads must be faculty members or emeritus faculty members from a TIU within the college, unless an exception is made by the executive vice president and provost.

For additional information on the review of principal administrative officials, see Board of Trustees Bylaw 3335-1-03(G).

Letters of offer appointing or reappointing TIU heads, including interim and acting, require prior approval by OAA following approval by the college dean. All such appointments are forwarded to the BOT for final approval (except those for a period of less than 90 days). Copies of final letters of appointment, including indication of acceptance by the TIU head, must be sent to OAA to be forwarded to the BOT for final approval.
Deans must include documentation of the search and/or reappointment process with letters of offer or reappointment when submitting them to OAA for prior approval.

Appointment of an outside appointee to a senior rank requires approval by the eligible faculty, chair, the college dean, and OAA. See Faculty Appointments Policy (http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf) for a description of the required documentation for all appointments to a senior rank and the section on sample documents for the suggested language for a letter of offer including appointment to a senior rank.

Appointments are effective on July 1 for 12-month appointees (end date June 30). The July reappointment date is used even if the first appointment as TIU head was on a mid-year date.

1.1.1 Definitions
Revised: 11/09/04

Interim: formal replacement until a new person is hired; position is vacant.
Acting: stand-in for a person still in the position but on leave; position is filled.

1.2 Assistant, associate, and vice chairs and directors
Revised: 02/15/13

TIU heads may appoint such assistant, associate, and vice chairs and directors as are needed to carry out the business of the department or school.

The TIU head determines the terms of appointment, subject to approval of the dean of the college. Such appointments are subject to annual reviews and may be removed before the end of the appointment period.

1.3 Department staff
Revised: 02/15/13

The TIU head is responsible for appointing, supervising, and evaluating the staff of the unit. This responsibility may be delegated in larger departments, but the TIU head is ultimately accountable for the matters covered in this section.

TIU heads can obtain information on staff hiring procedures from college fiscal officers or human resources directors and from Employee and Labor Relations (292-2800). The OHR home page may be found at: https://hr.osu.edu/services/elr/.

1.3.1 Teaching component in unclassified administrative & professional (A&P) staff positions
Revised: 03/25/05

If the assigned job duties of an unclassified A&P staff position include teaching, the maximum percentage of time that may be devoted to teaching is 33%, as required in OHR policy 4.20 (https://hr.osu.edu/wp-content/uploads/policy420.pdf).

If teaching is not part of the assigned job duties of an unclassified A&P staff position, teaching may be done for supplemental compensation, subject to the 20% cap that applies equally to faculty and staff.
1.4 Department faculty
Revised: 04/01/99

1.4.1 Units approved for clinical/teaching/practice faculty
Revised: 06/26/18; 6/19/19

This is a list of colleges (bold), departments, and schools approved for clinical/teaching/practice faculty. Unless an exception is approved by the University Senate and the BOT, clinical/teaching/practice faculty may comprise no more than 40% of the total tenure-track, clinical/teaching/practice, and research faculty in the following colleges of the Health Sciences: Nursing, Optometry, Pharmacy, Public Health, Veterinary Medicine. Clinical/Teaching/Practice faculty may comprise no more than 20% of the tenure-track, clinical/teaching/practice, and research faculty in non-Health Sciences colleges. In all TIUs not in the health sciences, the number of clinical/teaching/practice plus research faculty members must be fewer than the number of tenure-track faculty members in each unit. The Colleges of Nursing and Dentistry have approved exceptions; clinical/teaching/practice faculty in those colleges may comprise no more than 75% of the total tenure-track, clinical/teaching/practice, and research faculty. The College of Medicine has an approved exception and has no appointment cap in clinical departments; in all other departments in Medicine, clinical/teaching/practice faculty may comprise no more than 40% of the tenure-track, clinical/teaching/practice, and research faculty. Units that impose a stricter limit are noted in parentheses. For all units without an approved exception, the combined number of research plus clinical/teaching/practice faculty positions in a unit must constitute a minority with respect to the number of tenure-track faculty in the unit.

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<td>Biomedical Chemistry and Pharmacology (40)</td>
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** Clinical/teaching/practice and research faculty are capped at 25% of the total tenure-track, clinical/teaching/practice, and research faculty.

*** Clinical/teaching/practice and research faculty are capped at 20% of the total tenure-track, clinical/teaching/practice, and research faculty.
1.4.2 Units approved for research faculty
Revised: 05/05/16; 6/19/19

This is a list of colleges (bold), departments, and schools approved for research faculty. Unless otherwise authorized by a majority vote of the tenure-track faculty in a unit, research faculty must comprise no more than 20% of the number of tenure-track faculty in the unit. In all cases, however, the combined number of research plus clinical/teaching/practice faculty positions in a unit must constitute a minority with respect to the number of tenure-track faculty in the unit. Units that authorize a different cap are noted in parentheses.

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<tr>
<th>Arts and Sciences</th>
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**Clinical/teaching/practice** and research faculty are capped at 25% of the total tenure-track, clinical/teaching/practice, and research faculty.

***Clinical/teaching/practice** and research faculty are capped at 20% of the total tenure-track, clinical/teaching/practice, and research faculty.

1.4.3 Duties and responsibilities
Revised: 06/15/10

OAA requires departments, in cooperation with their colleges, to establish guidelines that describe the allocation of effort in the department as a whole (as opposed to that of individual faculty members). Such guidelines must be established within the parameters set by Faculty Rule 3335-5-07.

Using the guidelines developed by the Ohio Board of Regents’ Advisory Committee (now the Ohio Department of Higher Education) as a basis for the university policy as well as college and departmental
guidelines, the following range of teaching responsibilities applies to all colleges and departments whose missions include undergraduate students.

- Departments with active baccalaureate programs and no—or limited—activity in graduate programs should have a norm for teaching activities of at least 70% of the total departmental workload with the remainder devoted to other scholarly activities of research/creative activity and service.

- Departments with active baccalaureate and master’s degree programs should have a norm for teaching activities that is at least 60% of the total departmental workload with the remainder devoted to research/creative activity, service, and other professional activities consistent with the department’s mission.

- Departments with active baccalaureate, master’s, and doctoral programs should have a norm of at least 50% of the total departmental workload devoted to teaching. The remaining workload time should be devoted to sponsored and department funded research/creative activity, service, and other professional responsibilities consistent with the department’s mission.

College and departmental guidelines should define the range and general expectations regarding teaching, scholarship, and research, as well as service responsibilities in terms of the academic mission of the college and department.

Guidelines should provide for a differentiation of faculty roles and recognize the fact that different colleges within the university and different departments within each college have different missions, resulting in differing expectations for various colleges and departments. These expectations should be acknowledged by college guidelines on faculty duties and responsibilities. They should recognize that departments within a college may have different, but equally valuable, missions and that faculty within departments may make different, but equally valuable, contributions to those missions.

The purpose of departmental guidelines on faculty duties and responsibilities is to identify the relative emphasis to be placed on teaching, research, and service. Where appropriate, the departmental guidelines on faculty duties and responsibilities should place special emphasis on identifying the relative importance given to undergraduate instruction and to meeting the academic needs of undergraduate students.

The guidelines on faculty duties and responsibilities should include—but are not limited to—time in a formal classroom setting. In nearly all departments, the faculty commitment to teaching extends beyond the classroom to include a variety of learning activities, such as supervision of individual tutorial projects, formal advising and mentoring, and informal supervision and advising on research projects and assignments, and clinical rotations.

A department’s guidelines on faculty duties and responsibilities should consider the expectations that result from the types, strengths, and viability of the degree programs it offers, its research and other scholarly activities, the external funding it receives, and the service it provides. Workload policies should include statements of:

- Overall workload expectations to ensure a balance of faculty time and effort spent in teaching, research, and service
  - The department chair is responsible for achieving this balance for the department through the assignment of duties to individual faculty.
• Types and amounts of instruction needed to accomplish the teaching mission of the unit
  o Normally this will include an analysis of the likely numbers and types of courses/sections
    necessary to satisfy the demand for undergraduate general education, undergraduate
    major and graduate and/or professional programs.

• Expectations for research, scholarship, and creative activity by the faculty

The mission of the department will determine the relative balance of effort in teaching, research/creative
activity, and service. OAA anticipates that there will be significant differences in the missions of many
departments and, as a result, there will be differences among departments in the relative amounts of effort
faculty spend in their teaching, research/creative activity, engagement, and service responsibilities.
Within departments, significant differences in the assignment of responsibilities to individual faculty
members may exist, reflecting individual faculty strengths, interests, and abilities to contribute to the
overall mission of the department. These responsibilities should be articulated on an annual basis as part
of the faculty review process.

In establishing suggested ranges in departmental teaching, the department chair should focus on total
teaching effort rather than on some of the more traditional measures of teaching workload such as number
of courses, number of credit hours, or weighted student credit hours. The emphasis on effort is a more
realistic approach to recognizing the complexity and diversity evident in delivering instruction. The effort
required to teach a course is related to a variety of factors (the number of students enrolled, the
availability of instructional support staff, the nature of the material being taught, the number and type of
assignments to be graded, the method of instructional delivery). A focus on the percentage of workload
effort devoted to teaching should be general enough to include a variety of delivery systems, yet specific
enough to ensure greater accountability by departments in meeting student instructional needs.

Part-time faculty members include those persons appointed to carry out instructional responsibilities
dictated by enrollment demand or by the special needs of an academic unit. Because their primary
responsibility is teaching, part-time faculty are not usually expected to engage in other university duties.
The actual assignment of instructional responsibilities for a part-time faculty member will be determined
by contractual agreement with the university according to Section III of the OAA Faculty Appointments

All programs may not fit administratively into one of the categories described above. For example, some
departments have graduate programs but no, or few, undergraduate ones; this may be the case in the
health sciences and some of the professional colleges. In such cases, the appropriate proportion of time
that an academic unit devotes to teaching should be determined by the department chair in consultation
with the college dean, subject to the approval of the executive vice president and provost.

1.4.3.1 Teaching
Revised: 04/01/99

For academic units in which formal course offerings are the primary mode of instruction, the guidelines
on faculty duties and responsibilities must include an indication of the average, minimum, and maximum
course load per year (in terms of either courses or credit hours).

In situations in which formal course offerings are not the primary mode of instruction (cooperative
extension, clinical areas in the health sciences, and the libraries), a unit’s guidelines may specify the
average, minimum, and maximum percentage of time faculty are expected to devote to instructional
activities or may describe expectations in some other appropriate way.
Optional content could include expectations with respect to numbers of undergraduate, graduate, and/or professional students advised, development of instructional materials, and/or other instructional activities of importance to a particular unit. In specifying formal course loads, units may also choose to distinguish type and level of course and course size.

Every department, college without departments, and regional campus must have written guidelines for the equitable assignment and distribution of faculty duties and responsibilities. Faculty Rule 3335-3-35 requires that such guidelines be a part of the academic unit’s POA. These guidelines do not constitute a contractual obligation. Fluctuations in demands and resources in the department (college, regional campus) and the individual circumstances of faculty members may warrant temporary deviations from the policy.

A unit’s guidelines should address how variations in scholarly activity and formal classroom instruction will be balanced to assure a reasonably equitable distribution of responsibilities among faculty. Academic units that offer little or no formal classroom instruction should indicate how variations in scholarly activity and instructional activity, however measured, will be balanced. Additional detail is optional.

The chair is responsible for assuring that every faculty member has duties and responsibilities commensurate with his or her appointment and that departmental workload is distributed equitably among faculty. Although faculty members are expected to exercise “self-determination” in conducting their research or other scholarly activity, the chair is responsible for assigning teaching and, in most cases, departmental service.

In making these assignments, the chair must balance the needs of the department with the preferences of the faculty member within the context of the department’s policy on faculty duties and responsibilities.

While on duty, faculty members are expected to be accountable for interaction with students, service assignments, and other responsibilities even if they have no formal course assignment that semester/term. In accordance with Faculty Rule 3335-5-08, on-duty faculty members who need to be away from campus to conduct research or other university business may do so with permission of their chair, dean, and OAA through an approved leave of absence form. Absences of more than ten consecutive business days require approval by OAA.

1.4.3.1.1 Faculty teaching workload
Revised: 04/01/99

In setting college workload guidelines, flexibility is important in order to recognize that there may be ranges in teaching, research, and service expectations among departments, as well as among the faculty within departments.

The dean of each college, in consultation with the executive vice president and provost and the college’s department chairs, is responsible for approving the appropriate division of workload expectations for each department (or equivalent unit in the college) according to the department’s level of activity in the degree programs it offers. In determining the relative emphasis that a given department would place upon undergraduate programs, research, and graduate and professional programs, the dean should consider the research productivity of the faculty, including externally funded research, and the average number of graduate and/or professional degrees granted annually.
At all times, consideration should be given to the fact that students at Ohio State learn in a research-intensive environment where research and teaching are seen as two inseparable facets of the learning experience for both faculty and students.

1.4.3.2 Research/Scholarship/Creative Works
Revised: 04/01/99

A unit’s guidelines on faculty duties and responsibilities must include a statement describing the average level of scholarly productivity expected within a time frame appropriate to the discipline.

In departments in which seeking and obtaining external funding is customary, the guidelines should state the expectations for seeking and obtaining such funding.

The degree of specificity in all such statements will vary widely across disciplines. Given that scholarly activity is self-generated rather than assigned, however, the language in this section should be sufficiently explicit to communicate expectations clearly and to provide a basis for adjusting duties and responsibilities in instruction and service in response to variations in the level of scholarly productivity.

1.4.3.3 Service
Revised: 04/01/99

A unit’s guidelines on faculty duties and responsibilities must include a statement regarding expectations for faculty participation in department, college, university, and, for regional campus faculty, regional campus governance, and for participation in professional organizations, and professional consultation.

Many faculty members voluntarily take on a variety of professional activities that fall outside the department’s policy on faculty duties and responsibilities. These activities often benefit the department or university and, to the extent possible, should be taken into account in considering a faculty member’s total distribution of duties.

However, fairness to other faculty and the department’s need to meet its programmatic obligations may become issues when a faculty member seeks relief from departmental obligations in order to devote considerable time to personal professional interests that may not contribute to departmental goals. The chair may decline to approve such requests when approval is not judged to be in the best interests of the department.

1.4.4 Evaluation of instruction
Revised: 04/16/02; 07/17/19

Without systematic forms of teaching assessment, there is little basis on which to evaluate either the quality of instruction or the performance of individual faculty members. TIUs should establish measurable criteria for evaluation of teaching. Criteria that are research-based and specific to the unit's teaching mission are most useful in faculty evaluation of teaching. The TIU's documentation and procedures for peer evaluation and for student evaluation must be included in its APT document.

Assessment may be made by peers within the unit or external evaluators as determined by procedures established by the TIU. Such reviews should, in general, be completed by senior faculty for probationary faculty and by professors for associate professors.
Peer evaluation conducted for the purpose of informing reviews for promotion and tenure or promotion should be completed early enough to allow for the use of feedback for improvement and often enough and across a sufficient range of instructional contexts to provide a meaningful body of evidence.

See [https://uitl.osu.edu/teaching-support/teaching-portfolio-development](https://uitl.osu.edu/teaching-support/teaching-portfolio-development) for links to resources at Ohio State and at other institutions that outline principles and methods for formative and summative evaluation of teaching. These resources are intended to assist both individual faculty planning to evaluate their teaching and academic units developing statements on policy and procedures.

1.4.4.1 Peer evaluation
Revised: 04/16/02; 07/17/19

Successful peer evaluation entails a commitment of time and resources as units educate faculty on evidence-based practices and develop and implement specific policies and procedures. OAA does not require any particular form of peer evaluation; however, units are required to develop detailed plans that are appropriate for their instructional contexts.


1.4.4.1.1 Required
Revised: 05/05/16; 07/20/17; 07/17/19

Periodic peer evaluation is required for all tenure-track, clinical/teaching/practice faculty, and associated faculty with multiple-year appointments who deliver formal course instruction. In addition, if teaching is a component of a faculty member’s assignments, peer evaluation for promotion is required and must include at least two new summative evaluations occurring at each promotion (assistant to associate and associate to professor) and reappointment, with the exact number to be determined by the TIU in line with college guidelines. OAA recommends a greater number of summative peer evaluations for faculty members with high teaching loads. If faculty members teach in multiple modes, for example, on-line and in-classroom, all methods should be evaluated.

Peer evaluation is the responsibility of the chair and faculty of the TIU, not the individual faculty member being reviewed. The chair and the TIU faculty must determine the methods of peer evaluation that work best for the particular unit and apply them consistently.

1.4.4.1.2 Recommended
Revised: 04/16/02; 07/17/19

Peer evaluation should focus on aspects of teaching most effectively assessed by other experts in the discipline such as appropriateness of curricular choices, implicit and explicit goals of instruction, choice of examination/evaluation materials, and consistency with highest standards of disciplinary knowledge/research and evidence-based practices. Peer evaluation should have clear goals and be grounded in a unit culture that values teaching excellence. Classroom observations should not serve as the sole method for peer evaluation of teaching effectiveness. All faculty should also be encouraged to seek formative assessment of their teaching prior to mandatory reviews for tenure or promotion.

1.4.4.1.3 Instruction
Revised: 04/16/02; 07/17/19
Peer evaluation of instruction should focus on assessing the appropriateness of evidence-based teaching strategies deployed in the particular learning context (survey, major-required course, lab, seminar, etc.). This assessment may include evaluating delivery of content, engagement of students, relevance of topics covered, and evidence that the objectives of the session were met.

1.4.4.1.4 Course materials
Revised: 08/04/09; 07/17/19

Peer evaluating teaching should examine syllabi, assignments, projects, and examinations to determine the extent to which:

- learning outcomes and course objectives are appropriate;
- course materials and assignments are current, relevant, and consistent with course objectives;
- syllabi are effective maps of the course and invitations to students to actively engage in their learning process;
- feedback on assignments is appropriately detailed and contributes to learning;
- examinations and projects offer opportunities for students to demonstrate learning and mastery of learning outcomes; and
- there have been responses to formative peer evaluations and SEI feedback, including comments by students.

1.4.4.1.5 Guidelines for revising current practices
Revised: 03/15/02; 08/01/07; 07/17/19

The following brief guidelines, taken in part from Nancy Van Note Chism's *Peer Review of Teaching: A Sourcebook*, 2nd ed. (Bolton, MA: Anker, 2007), will greatly benefit units that wish to initiate substantive and effective change in current practices of peer evaluation of teaching at the most local levels (units or schools).

When considering peer evaluation of teaching, the first step is to review current practices and seek effective change. Faculty must come together to address several philosophical and pedagogical issues before revising existing practice or implementing new practices. The kinds of issues addressed during local discussions (which will take place over several meetings and/or during retreats to address teaching) might include the following:

- Define good teaching within the unit, its qualities and goals (a "what" of peer evaluation). For what purpose is teaching reviewed (the "why")?
- Define "peer" (a "who" of peer evaluation). Who is eligible to conduct reviews of teaching?
- Define who will be reviewed (a second "who"). According to OAA guidelines, all faculty teaching must be reviewed periodically.
- Enumerate the range of practices defined as teaching (a "what" and "where" of peer evaluation). These practices may include classroom teaching, online or hybrid instruction, advising, dissertation and thesis advising, independent study, curriculum development.
- Articulate the areas of focus for evaluation of classroom teaching (articulation of course goals, use of evidence-based practices, mastery of course content, effective use of instructional methods and materials, appropriate evaluation of student work).
• Establish the processes by which peer evaluation of teaching will take place (the "how" of peer evaluation). What tools and methods will be used? What kinds of documentation will be required of faculty, peer evaluators, unit heads?

• Define a schedule by which all faculty members will be reviewed (the "when").

• Articulate the relationship between and provide opportunities for both formative and summative evaluation of teaching.

• Articulate the relationship among types of evaluation of teaching (student, peer, administrative, self).

Once a unit has discussed and reached consensus on issues addressing peer evaluation, it can then begin to implement the new processes. To do so effectively, the unit must:

• prepare faculty to participate effectively in the new review processes;
• monitor, review, and evaluate the new processes; and
• commit to further change and adjust the system if data suggests that is necessary.

Finally, units must "close the loop" by using the data gathered in peer evaluation to improve the quality of teaching within the unit. Teachers (and peers) use what they learn from both formative and summative evaluation to become better teachers. Units must seek to use the data collected to make informed and equitable judgments about teaching when undertaking summative evaluation of teaching. Peer evaluation of teaching must also be situated in terms of the other data available (self-evaluation, student evaluation, administrative review). Similarly, all data should be interpreted in terms of both the unit's and candidate's goals, philosophies of teaching, and mission.

1.4.4.2 Student evaluation
Revised: 02/15/13; 07/17/19

Faculty Rule 3335-3-35(A)(14) requires units to assure that students are given the opportunity to evaluate each course every time it is taught. The university recognizes the value of soliciting commentary from students on their experiences in the classroom. TIU faculty must develop and implement policies for collecting student input, including qualitative and quantitative data as appropriate, and establish procedures for interpreting data collected from students. TIUs should not rely solely on student responses to courses and instruction such as the Student Evaluation of Instruction (SEI) in assessing the quality of a faculty member's teaching.

1.4.4.2.1 Required
Revised: 06/15/10; 07/17/19

Every TIU's APT document must specify a single required method of soliciting student feedback in each distinct learning context (large lecture course, small seminar, online instruction). Faculty members may supplement this with other methods.

Student feedback must be solicited in every course regarding:

• instructor's preparedness for class;
• clarity of communication;
• ability to generate interest in the course content;
• accessibility;
• ability to create a conducive learning environment; and
• timeliness of and quality of responses to student work.

When the results of soliciting student feedback are a component of performance review, the process cannot be under the control of the faculty member. TIUs must have a mechanism for assuring that faculty members themselves do not collect student feedback required for performance reviews.

If instruments are used in the P&T process that are not automated, the TIU must identify an individual other than the faculty member to summarize the results for inclusion in the dossier. Units may determine whether comments received on the electronic SEI should be collected and summarized for the purposes of P&T review. Such comments are not retained by the Registrar’s Office and will be available directly to instructors unless otherwise requested by the TIU.

1.4.4.2.2 Recommended
Revised: 06/15/10; 07/17/19

Open-ended or semi-structured questions may be used to solicit student feedback; however, an aggregate summary must be compiled by an individual other than the faculty member. Student comments on instruction may be useful in identifying both areas of excellence and areas for improvement. When few student responses are available, they offer minimal basis for generalization unless themes arise across courses taught and over time. Student comments that aid specifically in the interpretation of the statistical data are useful.

Efforts should be made to maximize response rates. Decreased response rates resulting from the transition to online SEIs should not be cited as negative indicators.

When assessing teaching, TIU’s should not rely solely on whether a faculty member does or does not meet or exceed the college or university mean in the cumulative average on the SEI. The focus of evaluation should be on patterns of responses and rather than on small differences in mean values.

1.4.4.3 Administrator evaluation
Revised: 06/26/18

TIU heads play a particularly important role in the definition, development, and implementation of appropriate practices of peer evaluation of teaching. Administrator evaluation of classroom teaching should focus on:

• evaluating drop rates, failure rates, and other data associated with the course;
• judging whether a pattern of negative data is a direct consequence of the quality of instruction or is possibly related to other factors;
• providing important corroborating evidence related to the quality of teaching by faculty in a particular unit;
• identifying particular teaching contributions of the faculty member to the teaching mission and mandates of the unit;
• evaluating the effectiveness of extra-classroom teaching of faculty; and
• reviewing and documenting significant course redesign and completed by faculty member.

1.4.4.4 Self evaluation
Revised: 04/16/02
Reflective practice and self-assessment by faculty members are necessary components of the systematic evaluation of instruction. Individual faculty members should be given every opportunity to:

- explain the goals and intentions of their courses and assignment designs;
- describe the philosophy of teaching and learning that informs their practice;
- interpret the relationship between student ratings and classroom events; and
- reflect on evaluation information to improve their teaching.

Although self-assessment cannot be the only source of data for making credible personnel decisions, the personal narrative that provides an explanation of a faculty member’s teaching goals is a valuable source for promotion and tenure decisions.

1.4.4.5 Interpretation and integration
Revised: 04/16/02

Units must develop procedures for interpreting evaluation of teaching in a fair and responsible way and must develop a system to integrate the data from all relevant sources within the context of the discipline using the TIU’s criteria for judging teaching effectiveness and excellence.

Systems of evaluation must make both summative judgments about the quality of teaching and provide timely and formative feedback with the opportunity for faculty to use this feedback to improve their instruction of Ohio State students.

1.4.5 Exclusion from the probationary period
Revised: 03/02/07

See Faculty Rule 3335-6-03(D).

1.4.5.1 Birth of a child or adoption of a child under age six
Revised: 08/01/14

The Notification of Birth or Adoption of Child Form (http://oaa.osu.edu/assets/files/documents/Form111.pdf) is used to inform the university that a probationary tenure-track faculty member has had a child or has adopted a child under age six while employed at Ohio State so that a year can be excluded from the faculty member’s probationary period. Candidates may inform their chair, dean, or OAA in writing of the birth or adoption. The administrator receiving the notification should ensure that it reaches OAA. OAA must receive this form within one year of the birth or adoption unless the exclusion of time is prohibited under Faculty Rule 3335-6-03(D)(3), and no later than April 1 of the mandatory review year.

1.4.5.2 Adverse events and unpaid leaves of absence
Revised: 08/01/14

Annually, every unit should remind its probationary faculty (other than those who have received nonrenewal notices) of Faculty Rule 3335-6-03(D)(2).

Under this rule, the maximum time that may be excluded from the probationary period is three years of service, except in extraordinary circumstances.
Applications to exclude time under this rule must be submitted on the Request for Exclusion of Service Time from the Tenure Probationary Period form.

Requests to exclude time under Section (D)(2) require, in addition to the form, the following items:

- unit eligible faculty committee review;
- documentation of the adverse event leading to the request including, if not self-evident, why the adverse event was beyond the faculty member’s control, and how it interfered with productivity; and
- documentation of the faculty member’s productivity to date (usually a CV).

The adverse event providing the basis for the request must be clearly beyond the experience of most probationary faculty. For example, most faculty who conduct laboratory-based research must purchase equipment, obtain various kinds of approvals (drug licenses or animal research protocols), and obtain funding before they can begin their research. To the extent that such delays are normal, they do not constitute a basis for an exclusion of time from the probationary period.

As stated in Faculty Rule 3335-6-03, an exclusion of time from the probationary period in no way limits the right of the university to terminate a probationary appointment prior to the time of the mandatory review for promotion and tenure, should circumstances warrant such action.

An exclusion of time results in a revised mandatory review year for promotion and tenure. A faculty member who has had time excluded from the probationary period may undergo promotion and tenure review prior to the revised mandatory review year, should the unit faculty judge such a review to be appropriate. Such action is at the discretion of the unit faculty, not the probationary faculty member.

A negative decision resulting from a promotion and tenure review occurring prior to the revised mandatory review year will not result in nonrenewal of the probationary appointment. The faculty member still has the option of undergoing promotion and tenure review in the revised mandatory review year.

1.4.6 Part-time faculty
Revised: 08/01/14

Probationary tenure-track faculty whose appointment is less than full-time (but 50% FTE or greater) may request an exclusion of time from the probationary period in accordance with Faculty Rule 3335-6-03 (D)(1)(c). The exclusion shall be for an integral number of years based on the principle that the usual probationary period represents full-time service. The maximum permissible exclusion under this paragraph is one year for a probationary instructor, three years for a probationary assistant professor (including time spent at the rank of instructor), and one year for a probationary associate professor or professor.

OAA policy does not approve exclusions in advance. During the second year of a faculty member’s reduced appointment, OAA will approve an exclusion of one year, for example, in recognition of two years of service at 50% FTE. At the appropriate time, the TIU head forwards a letter requesting approval of the exclusion to the dean and then OAA.

The TIU head’s letter to the dean should state all relevant information (the amount of the reduction, when it will take effect, and whether it is permanent or temporary). For probationary tenure-track faculty, the
letter should include a projected revision of the review schedule and projected year in which the adjusted “Fourth-Year” review would fall, if the Fourth-Year Review has not already occurred.

For additional information on reduction of FTE, see the Faculty Appointments Policy (http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf).

1.4.7 Reporting for duty
Revised: 06/05/16; 6/19/19

Nine-month faculty members are generally expected to report for duty August 15th through May 14th. The period from Spring Commencement through May 14 is on duty for 9-month faculty members and may be used for end-of-the-year meetings.

1.5 Course scheduling
Revised: 08/01/14

Although unit heads must give consideration to the teaching specialties and preferences of faculty, the primary consideration in scheduling classes must be to provide for the needs of students, both the unit’s own students and those from other units who need specific courses to meet their degree requirements. Unit heads are to make every effort to assure the regular availability of required courses and the sensible timing of high-demand offerings so that all students have a fair chance of fitting such courses into their schedules.

It is the unit head’s responsibility to assure that the schedule of course offerings each semester makes the most effective use of the unit’s instructional resources. Faculty Rule 3335-8-16 establishes a standard that courses should have an enrollment of at least 15 students.

Units should review annually the patterns of enrollment in their course offerings, especially their elective offerings. Unit heads are to identify offerings that may represent a less than optimal use of instructional resources. Units are to discontinue, or not re-offer until there is reason to expect adequate enrollment, courses with enrollments that are frequently below minimum. Unit heads should assign other courses to faculty who teach such courses, or whose courses are cancelled because of low enrollment. Faculty may not cancel courses on their own. The unit head is responsible for determining whether a scheduled course is to be cancelled.

1.6 New courses and abolition of courses
Revised: 08/05/05

The Academic Organization, Curriculum, and Assessment Handbook (https://oaa.osu.edu/academicorganizationcurriculumhandbook.html), contains information on the creation of new courses and the abolition of courses.

1.7 Instruction
Revised: 08/01/07

The Rules of the University Faculty (https://trustees.osu.edu/bylaws-and-rules/faculty-rules) contain policy on instruction that applies to all faculty members at the university.

Precedence of scheduled hours:

- Faculty Rule 3335-8-11
Class rosters:
• Faculty Rule 3335-8-13

Course examinations:
• Faculty Rule 3335-8-19

Schedules for final examinations:
• Faculty Rule 3335-8-20

Marks:
• Faculty Rule 3335-8-21

Report of marks:
• Faculty Rule 3335-8-22

Alteration of marks:
• Faculty Rule 3335-8-23

Retention or disposal of materials submitted to meet course requirements:
• Faculty Rule 3335-8-23.1

Credit hours:
• Faculty Rule 3335-8-24

Admission to courses as an auditor:
• Faculty Rule 3335-8-29

Absences:
• Faculty Rule 3335-9-21

Group absences:
• Faculty Rule 3335-9-22

1.8 Use of self-authored material
Revised: 06/09/16

Should a faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to him or her, such textbook or material may be required for a course by the faculty member only if (1) the faculty member’s chair/program director and dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the department or college reviews and approves the use of the textbook or material for use in the course taught by the faculty member. Sales of such items shall not be conducted directly between a faculty member and a student.

1.9 Graduate associates
Revised: 08/01/07
The Graduate School Handbook, updated annually and available at https://gradsch.osu.edu/handbook, contains the university policies on graduate associate appointments.

2.0 College administration
Revised: 09/01/99

2.1 Deans
Revised: 09/01/99

The term of service and responsibilities of deans are described in Faculty Rule 3335-3-29. The BOT appoints deans for five-year terms subject to an annual performance review. Deans undergo a reappointment review after the fourth year of service if they wish to be considered for reappointment.

The dean title implies both academic responsibilities (responsibilities related to curriculum and faculty) and decision-making authority. The title should be used only for positions involving academic responsibilities and the incumbent should have appropriate credentials.

2.2 Associate and assistant deans
Revised: 08/01/01; 07/17/19

Deans may appoint associate and assistant deans as are needed to carry out the business of the college. The dean determines the terms of appointment. Vice dean may be used as a working title for associate dean.

Letters of offer to associate and assistant deans require prior approval by OAA. OAA suggests that these appointments be for a length of one year and that they be renewable. Associate and assistant deans are subject to annual review and may be removed before the end of the appointment period.

2.2.1 Associate deans
Revised: 08/01/01

Associate deans’ duties may include considerable decision-making authority in academic areas such as research, curriculum development and implementation, academic support services for students, academic support services for faculty, and space and facilities.

Associate deans may also have responsibility for faculty appointments, grievances, discipline, and other personnel matters specific to faculty. Associate deans must be tenure-track or clinical faculty members.

2.2.2 Assistant deans
Revised: 05/01/08

Assistant deans’ duties may include both support activities and some decision-making authority in academic areas such as curriculum development and implementation, academic support services or students, and academic support services for faculty.

Ideally, assistant deans should hold the terminal degree in a discipline in the college in which they serve or a related discipline, but do not need to be faculty members. However, if an assistant dean has authority
in the area of faculty appointments, grievances, and related matters, that individual must have faculty status.

3.0 Regional campuses  
Revised: 07/26/04

The four regional campuses—Lima, Mansfield, Marion, and Newark—offer Associate of Arts degrees as well as undergraduate and graduate programs in selected areas.

Courses on these campuses must be approved by the relevant units on the Columbus campus. All courses taught on the regional campuses are Ohio State courses, not regional campus courses.

Regional campus faculty members are assigned to the campus that hired them for the duration of their employment with the university unless a campus transfer is made under the terms of Faculty Rule 3335-6-07.

The TIU of regional campus faculty is the discipline-based unit on the Columbus campus. This arrangement necessitates considerable cooperation between the regional campus and the Columbus campus TIU in order to assure that appointments, annual reviews, and P&T reviews are carried out in a manner fair to the faculty and consistent with the needs and standards of both the TIU and the regional campus.

4.0 University Senate  
Revised: 02/15/13; 6/19/19

For the powers of the University Senate, see Faculty Rule 3335-5-41. The web site of the University Senate is www.senate.osu.edu.

The University Senate is the shared governing body of The Ohio State University. It is comprised of 71 faculty, 41 students (26 undergraduate, 10 graduate, and 5 professional), 5 staff members, and 24 administrators. Faculty members are elected from each of the 15 colleges, with the number of representatives proportional to the size of the college. Faculty representatives are also elected from each regional campus, the University Libraries, and the armed services departments. Student members are elected from the Undergraduate Student Government (USG), the Council of Graduate Students (CGS), and the Inter-Professional Council (IPC). Staff members are selected by the University Staff Advisory Committee. The administrative members of the Senate include the deans of each college, the President, the Executive Vice President and Provost, and other senior leaders. Most of the business of the University Senate is conducted through its 19 committees.

5.0 Rules of the University Faculty  
Revised: 07/26/04; 07/17/19

Chapters of the Rules of the University Faculty (https://trustees.osu.edu/bylaws-and-rules/faculty-rules) with special relevance to faculty and academic administrators are:

- **3335-3** Administration
- **3335-5** Faculty, Governance and Committees
- **3335-6** Tenure-track Faculty Appointments, Reappointments, and Promotion and Tenure
- **3335-7** Clinical/Teaching/Practice & Research Faculty Appointment, Reappointment and Nonreappointment, and Promotion
The remaining Chapters of the Rules of the University Faculty are:

- 3335-8 Instruction
- 3335-9 Attendance and Graduation
- 3335-11 Student Affairs
- 3335-13 University Property

5.1 Bylaws of the University Senate
Revised: 07/26/04

- 3335-17 Election Bylaws of University Senate
- 3335-19 Bylaws of University Senate

5.2 Code of Student Conduct
Revised: 07/26/04

- 3335-23 Code of Student Conduct

6.0 Faculty in memoriam resolutions
Revised: 07/26/04

The BOT Office makes reasonable efforts to stay informed of deaths of active and emeritus faculty. When a death is noted (in local newspaper obituaries) the BOT Office contacts the dean of the faculty member’s college and requests that a memoriam be written and sent to the BOT Office. That resolution is then taken to the next BOT meeting for approval. After the BOT meeting, a certified copy of the memoriam and a letter from the president is sent to the family of the deceased.

7.0 Managing situations that are highly charged with emotion or potentially violent
Revised: 06/26/18

Ohio State must always be aware of and respond carefully to incidents or circumstances that increase risks to the university community. Below are general guidelines, including information about when and how to access these resources for assisting and/or taking action when anyone of the university community experiences distress or cause a disruption.

Workplace violence does not occur in a vacuum but is preceded by patterns of problematic behaviors and interactions. Individuals should be encouraged to speak out to others if actions, words, or behaviors cause uncomfortable situations in the workplace.

If initial attempts to bring a stop to behaviors such as verbal outbursts or intimidation are not effective or are met with an escalation of anger, appropriate assistance is available from departmental Senior HR professionals, the Office of Human Resource Consulting, or the University Employee Assistance Program (contact information for these two offices appears below).

When reasonable attempts do not work, it may be necessary to convene a meeting of a university Crisis Assessment Team (CAT Team; contact information appears below), consisting of representatives from the Office of Human Resources, University Police, Employee Health, University Employee Assistance Program, Environmental Health and Safety, and other units when appropriate, such as the Office of Legal
Affairs and/or the Office of Academic Affairs. The Crisis Assessment Team will meet with leaders from the affected area, conduct a risk assessment, and make specific recommendations to be implemented.

If you are concerned for your safety or that of others, call 911.

The most important point is to not tolerate or excuse inappropriate behavior but to reach out for consultation and guidance. Directors and peers should remember the following:

- A goal of The Ohio State University is to provide a workplace in which violence of any kind is neither tolerated nor excused.
- Extremely violent acts do not occur in a vacuum but are often the culmination of a pattern of escalating negative interactions.
- Zero tolerance for violence and intimidation, whether verbal or physical, must become part of the culture of the organization through education, performance expectations, and predictable administrative response to offenses.

The Ohio State University provides multiple resources to assist leaders and others in responding appropriately and with support to inappropriate workplace behavior.

- Workplace Violence Policy (HR policy 7.05 [https://hr.osu.edu/wp-content/uploads/policy705.pdf](https://hr.osu.edu/wp-content/uploads/policy705.pdf))
- Senior Human Resource Professionals in academic and work settings
- The Office of Organization and Human Resource Consulting, OHRC (614-292-2800)
- The University Employee Assistance Program, EAP (1-800-678-6225)
- Crisis Assessment Team (CAT team), OSU Health Plan (614-292-3283)
- OSU Wexner Medical Center Security (614-293-8500); emergency (911)
- Guide to Assist Disruptive or Distressed Individuals ([https://oaa.osu.edu/assets/files/documents/911handout.pdf](https://oaa.osu.edu/assets/files/documents/911handout.pdf))
- Columbus campus: OSU Police Department (614-292-2121); emergency (911)
- Lima campus: Campus Security Office (419-995-8410); emergency (911)
- Mansfield campus: Campus Security Office (419-755-4346 or -4218); emergency (911)
- Marion campus: Public Safety Office (740-725-6222); emergency (911)
- Newark campus: Public Safety Department (740-366-9237); emergency (911)

8.0 Ethics Law, Ohio
Revised: 08/01/07

The State of Ohio requires all university personnel, including faculty members, to adhere to the Ohio Ethics Law. Additional information can be found on the Office of Legal Affairs (OLA) website, [https://legal.osu.edu/](https://legal.osu.edu/) and [https://legal.osu.edu/topics](https://legal.osu.edu/topics) and on the Ohio Ethics Commission website, [http://www.ethics.ohio.gov/education/factsheets/ethicslaw.pdf](http://www.ethics.ohio.gov/education/factsheets/ethicslaw.pdf)

9.0 Family Educational Rights and Privacy Act (FERPA)
Revised: 08/01/0700

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records. The Ohio State Policy Concerning Privacy and Release of Student Educational Records can be found on the Registrar’s website, [http://registrar.osu.edu/policies/releaseinfo.asp](http://registrar.osu.edu/policies/releaseinfo.asp).
10.0 Immunity, indemnification, and representation  
Revised: 06/26/18

Ohio law provides university employees with immunity from liability in law suits filed in state courts. Individuals seeking to recover damages for the wrongful acts of a university employee must file a state court law suit in the Ohio Court of Claims. The defendant in such a case is the university; employees cannot be named individually in the Ohio Court of Claims.

University employees may in some circumstances be named as individual defendants in law suits filed in federal courts. However, the university may provide legal representation and pay the amount of any judgment in these cases.

University employees must satisfy two conditions in order to obtain the benefit of the immunity in state courts and the indemnification in federal court cases:

- The actions of the employee giving rise to the law suit must be within the scope of the employee’s duties.

- The employee cannot be found to have acted with malice, in bad faith, or with reckless disregard as to the consequences of his or her actions.

Further information concerning the legal liabilities of faculty members, including unit heads, may be obtained from OLA (https://legal.osu.edu)

11.0 Personal use of public property  
Revised: 09/01/99

Unauthorized use of university property for personal purposes is prohibited and could result in criminal charges. In certain limited circumstances, faculty members may use university property in connection with activities authorized under the Faculty Paid External Consulting Policy (http://oaa.osu.edu/assets/files/documents/paidexternalconsulting.pdf). However, faculty members must obtain prior approval from their TIU head and must reimburse the university for the fair market value of such use.

12.0 Public records  
Revised: 05/05/16

The Ohio Public Records Act defines a “record” as any document, device, or item, regardless of physical form or characteristic, created or received by, or coming under the jurisdiction of, any public office of the state or its political subdivisions, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the office.

Such records shall be promptly prepared and made available for inspection to any persons at all reasonable times during regular business hours. Upon request, a person responsible for public records shall make copies available at cost, within a reasonable period of time.

An academic unit should have a single person responsible for dealing with public records requests and in most cases that person should be the unit head. The TIU head or other person responsible for handling
such requests may wish to consult with staff members in the Office of University Compliance and Integrity (http://compliance.osu.edu/public-records/) before responding to a request.

The Act does not require that records be created in response to a request. If there is no record that corresponds to a request, then there is no record to be provided.

The Act allows public entities to charge reasonable costs for making copies. If a unit receives a request for copies of records that appears to justify cost recovery, it should seek the advice of the Office of University Compliance and Integrity. To facilitate prompt access to public records and to ensure compliance with the Ohio Public Records Act, all employees are expected to comply with the university’s public record policy.

The Ohio Revised Code requires public institutions and agencies to abide by the rules for the disposition of public records as established by the State Records Administrator. However, the law exempts public institutions of higher education from the State Records Administrator and authorizes them to establish their own programs of records retention and disposition.

At Ohio State, authority for matters of records retention and disposition is vested in the University Archives (https://library.osu.edu/archives). University Archives maintains a schedule governing the retention and disposition of records common to university units. University Archives also develops schedules for units in cases when they have records not listed on the General Schedule. These schedules are specific to units and are in conformity with Records Retention for Public Colleges and Universities in Ohio: A Manual (Columbus, Ohio: Inter-university Council of Ohio, 1992 and updates).

13.0 Required email
Revised: 06/26/18

The Ohio State University is committed to protecting the information entrusted to us. Once emails leave university servers, the university can no longer protect them. Faculty and staff conducting university business by electronic mail are required to use the osu.edu mailbox. Using the OSU email account ensures that information required to be protected under state or federal law is controlled by the University and protects personal email from potential open records requests or litigation.
Office of Academic Affairs
Policies and Procedures Handbook: Volume 1

Chapter 3: Appeals

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1.0 Promotion and tenure and probationary renewal appeals
Revised: 07/08/11; 07/17/19

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

Unsolicited commentary by colleagues, students, or others on behalf of a candidate will not be considered at any time during the promotion and tenure or probationary renewal review process and will not influence the course of an appeal.

TIU heads, deans, and the executive vice president and provost will normally not discuss a promotion and tenure or probationary renewal decision with individuals not party to the decision-making process.

Members of faculty review bodies and administrators are required to exercise professional judgment in considering the evidence material to making a fair determination in a promotion or tenure case. Differences in or disagreements with professional judgments do not provide a valid basis for appealing a negative promotion and tenure or probationary renewal decision.

Favorable annual reviews are not a basis for appealing a negative promotion and tenure or probationary renewal decision. A favorable annual review during the probationary period serves as the basis for a positive annual reappointment decision but does not imply a commitment to grant tenure. The review for tenure for faculty on the tenure-track and the penultimate year review for clinical/teaching/practice or research faculty entails a much weightier decision than the annual review and entails assessment of both cumulative performance and promise for the future. Performance that is adequate for annual reappointment may not be adequate for the granting of tenure (see Faculty Rule 3335-6-05) or securing a reappointment.

1.1 Allegation of improper evaluation
Revised: 05/05/16; 07/20/17; 3/20/18

The primary basis for an appeal of a negative promotion and tenure or probationary renewal decision is improper evaluation. Faculty members who believe they have been evaluated improperly may appeal a negative decision. Improper evaluation includes violations of (1) written procedures that could reasonably have affected the outcome of a review and/or (2) failure to consider evidence material to a fair determination.

A formal appeal cannot begin until the executive vice president and provost has rendered a decision in the case of tenure-track faculty, and those denied promotion in the case of clinical/teaching/practice and research faculty. However, a candidate may occasionally raise issues about the review process during the review, through the comments process provided for in Faculty Rule 3335-6-04. When appropriate, these issues should be addressed at the time they are raised. The TIU head may wish to consult with the dean and/or the Office of Academic Affairs (OAA) regarding the best ways to address a particular issue.

An appeal alleging improper evaluation is reviewed in accord with procedures described in Faculty Rule 3335-5-05.

All appeals must occur within 30 days of the date of the letter from either the TIU head or dean informing the faculty member of the executive vice president and provost’s negative decision in the case of tenure-track faculty, and those denied promotion in the case of clinical/teaching/practice or research faculty. The faculty member may appeal by sending a written complaint describing the alleged improper evaluation to the chair of the Committee on Academic Freedom and Responsibilities (CAFR), copied to the executive vice president and provost, or the dean in the case of clinical/teaching/practice and research faculty, and shall meet with the chair of CAFR regarding the complaint and next steps.
The faculty member should promptly inform the chair of CAFR and OAA if s/he decides not to pursue the appeal.

During the appeal process, the termination date for the faculty member remains the date provided in the letter informing the faculty member of the negative decision, unless changed by the executive vice president and provost.

1.2 Allegation of discrimination
Revised: 05/05/16; 07/20/17; 07/17/19

An appeal may also be based on the allegation of discrimination. Such an appeal would focus on discrimination based on protected status (see OHR Policy 1.10). A complaint alleging discrimination should be presented in writing to the Office of Institutional Equity (equity.osu.edu), with a copy to the executive vice president and provost, within 30 days of the date of the letter from either the TIU head or dean informing the faculty member of the provost’s or dean’s negative decision. The Office of Institutional Equity shall have the sole discretion for investigating complaints of discrimination. Post the Office of Institutional Equity’s decision, the executive vice president and provost shall take any steps as deemed necessary.

During the appeal process, the termination date for the faculty member remains the date provided in the letter informing the faculty member of the negative decision, unless changed by the executive vice president and provost.

1.3 Seventh-Year Reviews
Revised: 07/26/04

In rare instances, a TIU may petition the dean to conduct a Seventh-Year Review for an assistant professor who has been denied promotion and tenure (see Faculty Rule 3335-6-05(B)).

2.0 Faculty salary equity appeals process
Revised: 03/25/04

Funds for salaries are limited and in allocating those funds, decision-makers make choices that benefit some more than others. Decision-makers should strive to ensure that salary levels among individuals are consistent with differences in the factors that appropriately affect salary.

This appeals process is intended to address only salary appeals that are based on the appellant’s belief that his/her salary is lower than comparable faculty within his/her academic unit and that the salary disparity cannot be explained by factors that appropriately affect salary levels.

Subject to OAA approval, department, school, college, and regional campus patterns of administration may contain additional policies pertinent to this process.

2.1 Eligibility
Revised: 03/25/04; 7/15/19

Faculty who meet all of the following criteria may use this process if:

- they are tenure-track, clinical/teaching/practice, or research faculty members; and
• their salary is 5% or more below the average salary of all other faculty of the same rank in their academic unit or in a recognized discipline or subdiscipline with a distinct salary market within their academic unit (TIU for Columbus faculty; regional campus for regional campus faculty).

There must be at least two such faculty of the same rank within the TIU, in addition to the appellant, for these procedures to apply.

Further, these faculty members must allege that the salary disparity cannot be accounted for by:

• differences in years of service and years in rank
• productivity in teaching, research, and service
• centrality of the person’s work to the academic unit
• past/present administrative duties
• market factors
• other factors set forth as legitimate bases for salary determination in the faculty member’s academic unit APT document or POA or otherwise consistently communicated and applied in hiring and merit salary increase decisions

Three full academic years must have passed since a final decision was rendered on a faculty member’s previous appeal under this process. For example, if a faculty member uses this process during academic year 2018–19 and a final decision is rendered in that time period, s/he may not use the process again until the 2022–23 academic year.

This process is not intended to address all bases of dissatisfaction with salary. Faculty with salary concerns who are not eligible for review under this process may seek information about, and resolution to, their concerns through discussion with the head of their academic unit.

2.2 Parties to the appeal process
Revised: 03/25/04

2.2.1 Academic unit head
Revised: 03/25/04

For purposes of this process, the academic unit head is the head of the TIU, be that a department, school, or college except in the case of regional campus faculty. The academic unit head for regional campus faculty is the regional campus dean/director.

2.2.2 Dean or dean/director
Revised: 03/25/04

For the purposes of this process, the dean or dean/director is the dean of a college, the director of University Libraries, or the dean/director of a regional campus.

2.2.3 College faculty salary appeals committee
Revised: 08/01/07

A faculty salary appeals committee shall be established at the college level (whether or not the college is a TIU). The committee may exist solely for the purpose of reviewing salary appeals under this process or may be an existing committee (i.e., the promotion and tenure committee or college investigation committee).
Because a two-level review process (department and college) is not possible for the nine colleges (including the University Libraries) that serve as TIUs, and the academic unit head and dean are the same person in these units, a slight modification of the faculty salary appeals committee in these units is possible. In these units, the faculty member may select, if s/he wishes, an additional faculty member to serve on the college-level committee. This faculty member must be a full-time tenured faculty member from within the college of the appellant and may not be a member of the comparison group (see Section 2.6 of this chapter).

2.2.4 Regional campus faculty salary appeals committee  
Revised: 06/26/18

The faculty salary appeals committee for the regional campuses shall consist of one faculty member from each regional campus appointed by the dean of that campus. Terms of members shall be four years and initially will be staggered. The chair of the committee shall rotate among the campuses in the order of Lima, Mansfield, Marion, and Newark. Reappointment to the committee is possible. Information about the regional campus faculty salary appeals process appears in Appendix B.

2.3 Time frame for appeal  
Revised: 03/01/12

Appeals under these procedures must be initiated no later than September 30 in order to facilitate completion of the review before salary recommendations are made for the next academic year. Every reasonable effort must be made by the parties to the review process to complete consideration of a salary appeal by mid-April of the academic year.

In the event it is not possible to conclude a review of an appeal in this time frame, the administrator who makes salary recommendations for the appellant will carry out that role as usual. It will usually be necessary to update appeal materials following the annual raise process given that both academic records and salaries included in the original appeal materials will no longer be current.

2.4 College and regional campus salary appeals policies  
Revised: 03/25/04

A college (whether it has tenure initiating units or not) or regional campus POA may establish college-wide or regional campus policies for the documentation of salary appeals under this process if the college or regional campus wishes to have such policies. College and regional campus salary-appeals policies must be approved by OAA before they can be implemented. Colleges and regional campuses may amend these policies as needed subject to approval of OAA.

2.5 TIU salary appeals process  
Revised: 03/25/04

Except where college-wide standards for documentation of appeals are established, individual TIU POAs may establish written policies for the documentation of salary appeals under these procedures if TIUs wish to have such policies. These policies must be approved by the college office and OAA before they can be implemented. Units may amend these policies as needed subject to the required approvals.

2.6 Appellant responsibilities  
Revised: 03/25/04; 07/15/19

The faculty member using this process bears full responsibility for documenting the appeal.
The appellant should provide the recommended documentation for a salary appeal as detailed in Appendix A. Documentation must also be consistent with any TIU and college or regional campus written requirements as well as with the eligibility requirements set forth in Section 2.1 of this chapter.

Unless TIU, college, or regional campus POAs specify otherwise, the comparison group must include all other faculty of the same rank in the TIU (excluding the academic unit head). When a TIU contains distinct and recognized disciplines or subdisciplines that have different salary markets, the comparison group will be limited to all other faculty of the same rank in the appellant’s discipline or subdiscipline within the academic unit (excluding the academic unit head).

As noted in Section 2.1 of this chapter, there must be at least two faculty members who meet these requirements for this process to be applicable.

The faculty member may, but is not required to, initially present his/her documentation to the chair of the college or regional campus faculty salary appeals committee for informal advice as to whether the appeal, as set forth, appears to meet the eligibility and documentation requirements set forth in this document and in any written TIU and college salary appeals documents.

The faculty member may then determine whether to proceed with a salary appeal. The salary appeals committee chair shall not express an opinion as to whether the appeal has merit given that judgment cannot be made based only on the appellant’s perspective.

The faculty member may appeal to the college or regional campus faculty salary appeals committee if the TIU head dismisses the appeal or proposes a resolution that is judged to be unsatisfactory by the faculty member (see Section 2.7 of this chapter).

2.7 Academic head responsibilities
Revised: 02/15/13; 07/17/19

On receipt of documentation alleging salary inequity from a faculty member, the academic unit head shall review the documentation. The academic unit head may request additional information from the faculty member and/or meet with the faculty member as appropriate.

The academic unit head may dismiss the appeal or propose a salary adjustment (see Section 2.10 of this chapter for required approvals for salary adjustments). Salary adjustments should not be communicated to affected faculty until the required approvals have been obtained.

The TIU head will respond in writing to the appeal and will make every effort to do so within 30 days. The response may provide additional analysis, as deemed necessary, and must provide a rationale for the conclusions. The academic unit head will ensure delivery of the final written notice of the disposition of the appeal by also sending an electronic copy to the appellant.

If the academic unit is a TIU within a college, the academic unit head will forward to the college office a copy of all written material generated by the appeal for record keeping purposes.

2.8 College or regional campus faculty salary appeals committee responsibilities
Revised: 03/25/04

On receipt of an appeal from a faculty member who is dissatisfied with the academic unit head’s disposition of that appeal the college or regional campus faculty salary review committee will review the documentation
submitted by the faculty member and the written conclusions of the academic unit head in light of the unit’s salary criteria.

Although the committee may, on occasion, request additional information from either the TIU head or appellant, and/or meet with parties to the complaint, its review should be based primarily on the appellant’s documentation and the academic unit head’s response to that documentation. The committee does not develop new documentation. An inadequately documented appeal should be dismissed.

The college or regional campus faculty salary appeals committee may make a recommendation to the dean or dean/director regarding:

- whether a salary adjustment for the appellant is or is not warranted;
- an explanation of its conclusions; and
- if an adjustment is warranted, its approximate amount

The committee’s recommendation to the dean or dean/director is advisory.

2.9 Dean or dean/director responsibilities
Revised: 03/25/04

On receipt of a recommendation from the college or regional campus faculty salary appeals committee, the dean or dean/director will accept, amend, or reject the faculty committee’s recommendation. If the dean or dean/director determines that a salary adjustment shall be made, the dean or dean/director shall determine the amount and the timing of that increase (see Section 2.10 of this chapter).

The dean or dean/director will communicate the final decision to the appellant and to the appellant’s academic unit head if that person is different from the dean or dean/director. The dean or dean/director will also communicate to the faculty salary appeals committee the final action taken on a complaint and, if the action differs from the faculty committee’s recommendation, the reason for that action.

The dean or dean/director will maintain in the college or regional campus office a record of all appeals, including those dismissed by the academic unit head and not appealed to the college or regional campus faculty committee. Each record should include all written materials developed for and generated by the appeal.

2.10 Salary equity adjustments proposed under these procedures
Revised: 03/25/04

Salary equity adjustments proposed as a result of using these procedures should be funded from annual raise monies available during the annual raise cycle to the extent possible. A proposal to provide an equity salary increase from other academic unit funds, regardless of the proposed timing of the increase, requires the approval of the dean (in colleges with units) and OAA.

2.11 Decisions that cannot be appealed
Revised: 03/25/04

A decision is final under these procedures and cannot be appealed when the TIU head’s written conclusions regarding the matter are not appealed to the college or regional campus faculty salary appeals committee within 30 days of the date of the TIU head’s letter to the appellant reporting conclusions; when the dean or dean/director accepts a recommendation of the college or regional campus faculty salary committee to
dismiss an appeal; or when the dean or dean/director accepts a recommendation of the college or regional
campus faculty salary committee to provide a salary adjustment and offers an adjustment that is at least 75% of
the amount recommended by the committee.

2.12 Decisions that can be appealed
Revised: 03/25/04; 07/17/19

If the dean or dean/director dismisses an appeal that was not dismissed by the faculty committee, or
proposes a salary adjustment that is less than 75% of the amount recommended by the faculty committee,
the appellant may appeal to the executive vice president and provost. The executive vice president and
provost or designee will review the matter and render a final decision.

3.0 Complaints against tenure-track, clinical/teaching/practice, research, or associated faculty
members
Revised: 08/01/07

Faculty Rule 3335-5-04 establishes the procedures for formal complaints against tenure-track,
clinical/teaching/practice, research, and associated faculty members. This rule also applies to administrators
who hold faculty appointments.
APPENDIX A

Recommended Salary Appeal Documentation

The appellant will need to provide a detailed analysis of this or his/her academic record and salary relative to faculty in the comparison group, taking into account years of service, years in rank, and other factors that affect salary as noted in Section 2.1 of this chapter. TIU head or dean/director (or designee) will assist in accumulating this information.

By February 1, data for the cohort in the areas of scholarship or creative activity, teaching, and service should be presented in a spreadsheet format (side-by-side columns) for easy comparison across the cohort within specific categories. In each table, the appellant should be identified by name, but only a number (e.g., faculty #1, faculty #2) should identify other members of the cohort.

Relevant data on scholarship/creative activity should be presented for all years since the terminal degree, and the standard major categories from the Promotion and Tenure dossier should be used (e.g., authored books, edited books, refereed journal articles, book chapters). To the extent possible, comparative data on rates of citation should also be presented, excluding self-citations.

Relevant data on teaching should be presented for the past five years at The Ohio State University, and the standard major categories from the Promotion and Tenure dossier should be used (e.g., numbers of lower division, upper division, and graduate courses taught, and number of PhD and MA committees on which the faculty member has served). Reduction in teaching loads for those individuals holding administrative or research appointments should be noted, and individuals who have not served at The Ohio State University for at least five years should be excluded from this section of the comparative analysis.

Similarly, relevant data on service should be presented for the past five years at The Ohio State University, and the standard major categories from the Promotion and Tenure dossier should be used (e.g., TIU or campus committee assignments, TIU or campus administrative assignments, university committee assignments, major community outreach and engagement, and major service to professional organizations). Individuals who have not been Ohio State faculty for at least five years should be excluded from this section of the analysis, except that data on service to the profession may be included.

Based on this data, the appellant writes a brief statement summarizing the research/creative activity, teaching, and service comparisons, highlighting this or his/her standing in relation to the cohort. The appellant ends the statement with his/her requested salary adjustment, based on his or her place within the cohort.

The appellant forwards the required comparative data and summary statement to the TIU head or dean/director for review. The TIU head or dean/director may request additional information, if needed.
Regional Campuses Faculty Salary Appeals Process

1) The regional campuses review faculty salary appeals in accordance with university policies and procedures as described in the OAA Policies and Procedures Handbook (Volume 1, Chapter 3: Appeals, Section 2.0: Faculty salary equity appeals process). The present “Regional Campuses Faculty Salary Appeals Process” document must be read in conjunction with the OAA Policies and Procedures Handbook, which is available at: https://oaa.osu.edu/policies-and-procedures-handbook.

2) All faculty members have the opportunity to discuss salary equity issues with their dean/director during the annual review process. When a faculty member perceives that inequities persist despite such discussions and the faculty member meets the eligibility criteria specified in the OAA Policies and Procedures Handbook, the faculty member may initiate an appeal by notifying the campus dean/director. This step must occur no later than September 30 in order to facilitate completion of the process before salary recommendations are made for the next academic year.

3) Once notified, the dean/director works with the head of the appellant’s TIU to determine an appropriate comparison cohort. The cohort will consist of Ohio State faculty holding the same rank as the appellant and matching as closely as possible the appellant’s discipline, years since terminal degree, years of service to the university, and campus affiliation. With the small size of many programs on the regional campuses, the dean/director and head of the appellant’s TIU will often need to approach the cohort-determining process with creativity and flexibility. They may wish to consult with the appellant and other regional deans. Principles for determining the cohort include the following:

- The cohort must consist of faculty closest to the appellant in number of years since receiving a terminal degree and number of years of service to the university. The appellant should be in the middle of the cohort with plus-or-minus x years since the terminal degree or x years of service, as appropriate. The ideal cohort will be symmetrical and composed of five or six individuals; the minimum size is two individuals. If the appellant requests a particular individual to be included in the cohort, the cohort may be enlarged to include that person if that person is not already part of the comparison cohort. In such a case, the value of x is increased symmetrically to include the specified individual, as well as others who fall within the range of the new x. Current and former deans/directors are excluded; others who have had salary adjustments outside the merit system can be included only when such adjustments are noted and considered.

- Ideally, the entire cohort should come from the same discipline as the appellant and from the regional campuses (e.g., regional professors in Philosophy). When this is impossible, the field can be conceived more broadly to bring in related disciplines (e.g., regional professors in the humanities) and/or the campus restriction can be loosened to include Columbus faculty in the discipline (e.g., Columbus professors in Philosophy). In considering salary differences in relation to differences in productivity within the cohort, the dean/director will take into account market differences between disciplines and campuses as well as differences in faculty members’ years since terminal degree and years of service.

Once the dean/director notifies the appellant of the names and current salaries of the comparison cohort, the appellant takes over the process and develops the documentation for the appeal.

1. The appellant will need the CVs and the teaching records of the past five years for all members of the cohort. The dean/director (or a designee) will assist with providing CVs and teaching records from the campus and/or will assist in securing such information from other campuses and TIU’s as
needed. The appellant has until February 1 to compile the required tables and statement for the appeal.

2. Data for the cohort in the areas of scholarship or creative activity, teaching, and service should be presented in a spreadsheet format (side-by-side columns) for easy comparison across the cohort within specific categories. In each table, the appellant should be identified by name, but only a number (e.g., faculty #1, faculty #2) should identify other members of the cohort.

3. Relevant data on scholarship/creative activity should be presented for all years since the terminal degree, and the standard major categories from the Promotion and Tenure dossier should be used (e.g., authored books, edited books, referred journal articles, book chapters). To the extent possible, comparative data on rates of citation should also be presented, excluding self-citations.

4. Relevant data on teaching should be presented for the past five years at The Ohio State University, and the standard major categories from the Promotion and Tenure dossier should be used (e.g., numbers of lower division, upper division, and graduate courses taught, and number of Ph.D. and MA committees on which the faculty member has served). Reduction in teaching loads for those individuals holding administrative or research appointments should be noted, and individuals who have not served at The Ohio State University for at least five years should be excluded from this section of the comparative analysis.

5. Similarly, relevant data on service should be presented for the past five years at The Ohio State University; and the standard major categories from the Promotion and Tenure dossier should be used (e.g., campus committee assignments, campus administrative assignments, university committee assignments, major community outreach and engagement, and major service to professional organizations). Individuals who have not been Ohio State faculty for at least five years should be excluded from this section of the analysis, except that data on service to the profession may be included.

6. Based on the data, the appellant writes a brief statement summarizing the research/creative activity, teaching, and service comparisons, highlighting the appellant’s standing in relation to the cohort. The appellant ends the statement with his or her requested salary adjustment, based on his or her place within the cohort.

7. The appellant forwards the required comparative data and summary statement to the dean/director for review. The dean/director may request additional information, if needed. Based on his or her review, the dean/director determines whether or not the appellant’s salary is commensurate with his/her performance when compared with the cohort. If the dean/director finds that the appellant’s salary is incommensurate with performance, the dean/director decides on a salary adjustment. The dean/director may accept or amend the appellant’s request. The dean/director communicates his or her decision to the appellant in writing. This response may provide additional analysis, as deemed necessary, and must provide a rationale for the decision. In general, it is expected that approved salary adjustments will be funded 100% by the campus.

8. The appellant reviews the decision of the dean/director. If the appellant disagrees with the decision of the dean/director, the appeal is sent to the Regional Campus Faculty Salary Appeals Committee. The membership and responsibilities of the Regional Campus Faculty Salary Appeals Committee are stipulated in the OAA Policies and Procedures Handbook sections 2.2.4 and 2.8. A committee member may not serve on the committee for a particular appeal if a personal or professional relationship with the appellant makes impartial evaluation impossible.
9. The dean/director’s responsibilities for responding to the committee’s recommendation—and all subsequent steps in the review process—are specified in the university appeals process (see OAA Policies and Procedures Handbook).
Chapter 4: Office of Academic Affairs Administration

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1.0 Regional Campus Advisory Boards  
Revised: 02/15/13

1.1 Composition and Administration  
Revised: 02/15/13; 07/20/17

A regional campus board has been established for each of the university’s regional campuses located in Lima, Mansfield, Marion, and Newark. Composition and administration of the regional campus boards shall be as follows:

(1) Each of these boards shall be composed of ten members appointed by the executive vice president and provost (“the provost”) in consultation with the dean/director of each regional campus.

(2) Nine members of each board shall be private citizens. One member of each board shall be a student who is currently enrolled and in good standing on his or her campus.

(3) Citizen members shall be appointed for terms of three years. Terms will be staggered so that three terms end each year. In case a vacancy develops, the provost may appoint a citizen member to fill the remaining part of the unexpired term. No citizen member shall serve more than three terms, consecutive or otherwise. (In determining eligibility for reappointment, an initial appointment of two years, or more, shall be construed as a term.)

(4) The student member shall serve a term of one year, and is eligible for reappointment as long as he or she remains a student in good standing on his or her campus.

(5) Terms of the appointed members shall begin on July first.

(6) Board members shall serve without compensation but may be reimbursed for expenses incurred in the performance of their duties. Board members shall be provided immunities or indemnification against any claims or liabilities which may arise from the performance of their duties to the full extent permitted by law.

(7) The dean/director of each campus, in collaboration with the provost, shall establish campus priorities. The chair of each board shall advise the dean/director in establishing board agendas that promote these priorities. Reasonable staff services and other assistance as may be required by a board will be provided by the dean/director. The dean/director may attend all meetings of the board.

(8) The provost or the provost’s designee, in cooperation with the deans/directors, shall serve as the liaison between the regional campus boards and the various colleges, departments, and offices of the university, and may attend all meetings of these boards.

(9) The chairs of the Lima, Mansfield, Marion, and Newark campus faculty assemblies shall serve as resource persons to their campus’s board and, in order to serve that function, may attend all public meetings of the board.

1.2 Nominations and Appointments  
Revised: 02/15/13

Nominations for and appointments to regional campus boards shall proceed as follows, with the goal of continually ensuring a strong, independent group of dedicated members of diverse backgrounds who represent a range of professions and experiences.
(1) All members of the regional campus boards are appointed by the provost, in consultation with the dean/director of each campus.

(2) The deans/directors will consult with their boards in determining nominees.

(3) The following criteria shall guide the nominations of community members:

   (a) They are well acquainted with their respective campus and its region; with the other regional campuses; and with The Ohio State University as a whole;

   (b) They have a record of community service;

   (c) Consideration should be given to nominating individuals with diverse professional expertise and perspectives; and

   (d) Employees of the university and their immediate family members, employees of the co-located technical college and their immediate family members, and members of the board of the co-located technical college are ineligible to serve as citizen members.

(4) Student members should be in good standing on their respective campuses, with an active interest in improving the campus and The Ohio State University in general, and must be willing to inform themselves about the needs, interests, and concerns of other students. However, in their capacity as board members, the student member’s role is as that of any other board member—to balance the needs and issues of all constituencies in their deliberations—not to represent a single constituency.

(5) Deans/directors will communicate their nominations to the provost no later than the Tuesday following Memorial Day of each year.

(6) Vacancies shall be filled by the provost in the same manner and subject to the same qualifications as appointments for full terms.

(7) Members of the regional campus boards serve at the pleasure of the provost.

1.3 Responsibilities
Revised: 02/15/13

The regional campus boards shall serve in an advisory capacity to the dean/director of their respective campuses. Each board shall:

(1) Assist in maintaining key relationships with external constituencies by:

   (a) Developing support for its campus;

   (b) Being knowledgeable about The Ohio State University, in general, and, in particular, about the campus served by the board;

   (c) When appropriate, serving as a knowledgeable and effective advocate for its campus and for The Ohio State University with the state legislature and state and local agencies;
(d) Ensuring effective coordination with the board of the co-located technical college in all areas of common interest; and

(e) Ensuring effective coordination with the Columbus campus through service by appointed board members on appropriate Columbus-based councils and committees.

(2) Offer advice and guidance, as appropriate, about its campus's strategic plan, campus plan, student life plan, safety and security plans, etc. The regional campus boards shall have no jurisdiction with respect to faculty. The hiring, evaluation, promotion, tenure status, duties and responsibilities, and compensation of faculty shall be conducted in accordance with established university rules.

(3) The deans/directors of the regional campuses may at their discretion seek the advice of their respective boards on such matters as annual budgets, capital projects, tuition and fees proposals, etc.

1.4 Meetings
Revised: 02/15/13

Regular meetings of the regional campus boards shall be held on such schedule as may be established by these boards in consultation with the dean/director at times that shall be set and publicly announced.

(1) Special meetings may be called at the direction of a board chair, in consultation with the dean/director, or may, in consultation with the dean/director, be called by a chair at the request of three members of his or her board. In such cases, notice to all members of that board shall be given not less than five days prior to the meeting and publicly announced.

(2) Non-binding recommendations to the dean/director may be passed by a majority of the voting members present.

1.5 Conflict of Interest
Revised: 02/15/13

No regional campus board member shall participate in deliberations on a university contract, action, or transaction when the board member has a financial or personal or fiduciary interest in any person or entity affected by such contract, action, or transaction. The board member having the prohibited interest shall make full disclosure thereof and shall abstain from any deliberations on any such matter. Board members shall provide the provost on or about August first of each year with a full disclosure of any financial or fiduciary interest the board member, a member of the board member’s family, or any business associate of the board member may have in any service provider who may be qualified to do business with the university.

1.6 Officers
Revised: 02/15/13

Officers of regional campus boards shall be as follows:

(1) The executive committees of the regional campus boards shall consist of a chair, vice chair, and a recording secretary of each board. These officers shall be elected annually by their respective board on a schedule to be determined by that board. No officer may serve more than two consecutive, one-year terms in the same office.
(2) The chair shall preside at all meetings of his or her board, shall appoint members of any committees created by the board, shall serve as an ex officio member of all standing and special committees, and shall approve the agenda for all board meetings.

(3) The vice chair shall perform the duties and exercise the powers of the chair during the absence of the chair or in the event of the chair’s inability to act.

(4) The recording secretary shall be responsible for ensuring that minutes of board meetings are produced and maintained; for ensuring that board members are kept informed about board activities and campus issues; for ensuring that correspondence of the board is properly conducted; and for posting board minutes to a designated location on his or her campus’s website in a timely fashion.

1.7 Committees
Revised: 02/15/13

Committees of regional campus boards may form and operate as follows:

(1) In consultation with their respective deans/directors, the regional campus boards shall establish such committees, both standing and ad hoc, as needed to inform their advice and recommendations to the deans/directors.

(2) The charge and composition of the regional campus board committees shall be determined by the board chairs in consultation with their respective dean/director.

(3) The work of the regional campus board committees shall be facilitated by such offices on the Columbus campus as student life, strategic enrollment planning, minority affairs, business and finance, and other units as may be appropriate to a committee’s charge. The provost or the provost’s designee will assure the regular and ongoing contact of the regional campus board committees and these offices and units on the Columbus campus.

(4) The regional campus board committees shall also work with individuals and entities, as appropriate, at the technical school co-located on their campus to ensure the continuing collaboration and mutual benefit of both institutions.

2.0 Faculty Fellow Program
Revised: 02/15/13

2.1 Purpose
Revised: 02/15/13

This program enables OAA to obtain the services of a senior faculty member for an in-depth, time-limited administrative project, releasing him/her from 20% or more of his/her regular duties. The program is also designed to provide a leadership development opportunity for senior faculty.

2.2 Compensation
Revised: 02/15/13; 07/20/17

A faculty fellow appointment does not entail additional compensation. OAA will transfer funds to the fellow’s home unit to cover the fellow’s compensation in proportion to the percent FTE that OAA is obtaining for the fellow’s time.
Compensation can include summer funding for faculty who are on 9-month appointments.

2.3 Appointment Process
Revised: 02/15/13

The provost must approve any proposal for a project to be undertaken by a fellow. Once the proposal is approved, OAA will call for nominations, including self-nominations, through an electronic message sent to faculty, chairs, and deans. The provost will appoint a screening committee to review applications and make a recommendation about an appointment. Applicants may be requested to provide recommendation letters.

2.4 Carole A. Anderson Fellow
Revised: 02/15/13

In selecting the Carole A. Anderson Fellow (Named in honor of Carole A. Anderson, professor emerita of Nursing, retired July 31, 2011), the screening committee may consider participation in a leadership development program or significant university service as a factor in making a recommendation. There will generally be only one Anderson fellow appointed at any given time.

3.0 Dual career hiring cost-sharing fund
Revised: 12/18/13; 7/15/19

As part of its commitment to the recruitment and retention of a diverse and world-class faculty, the Office of Academic Affairs (OAA) has established a hiring fund to help support dual career academic appointments. This fund provides three years of partial salary support for opportunity hires in which a potential or current tenure-track, clinical/teaching/practice, or research faculty member has a spouse or partner who is also interested in an academic appointment. In such cases, the chair or dean of the hiring unit will identify the appropriate unit for the opportunity hire and establish whether the potential candidate would be an appropriate fit for and meet the appointment criteria in that unit.

If there is interest in an opportunity hire, the unit will determine the appropriate type of appointment and consult with its faculty in accordance with its own unit guidelines. Once there is an agreement to offer an appointment, OAA will provide one-third of the initial salary, on a cash basis, for a period of up to three years. This cost-sharing is contingent on the availability of funds, which are reviewed on an annual basis. The remaining salary and all of the benefits will be split between the hiring units, or in the case of a dual career couple being hired into the same unit, assumed by that unit. The unit making the initial hire is responsible for initiating a Memorandum of Understanding that outlines how the funding will be split and administered. The OAA dual career hiring fund applies to any academic appointment, including all tenure-track and non-tenure-track positions as well as postdoctoral positions. The units can be within a single college, as well as across colleges. Colleges should forward requests for cost-sharing from this fund using OAA form 210 (https://oaa.osu.edu/assets/files/documents/Form210.pdf) to FacultyAffairs@osu.edu. Allocations to this fund are made annually and disbursements are subject to the availability of funds at the time of the request.

The university does not expect any department/college to hire candidates that do not meet the same quality standards as candidates hired in the receiving department.

The process will be conducted with all deliberate speed to reach a final agreement in time to allow a successful recruitment of the target candidate.
4.0 Special opportunity hire fund  
Revised: 03/01/15; 6/18/19

The Special Opportunity Hire (SOH) Fund is designed to provide incentives to and reward units for successfully recruiting and retaining faculty members who will contribute to diversity and equal opportunity within their unit and, in turn, the university as a whole.

Units receiving the funds will be expected to assist in this assessment by providing annual reports on the retention of faculty supported through the program and participating in discussions of best practices for their ongoing mentoring and support.

The fund will provide bridge funding, in cash, to help defray the cost of salary support for SOH hires. These hires will emerge from

1) A targeted search for a faculty member who provides a unit a quality it is lacking, either in experience or expertise, and also possesses attributes that will contribute to the unit’s diversity initiatives.
2) A national search where one of several strong candidates bring attributes to the unit that will contribute to the unit’s diversity initiatives.

In either case, the unit must document its longer-term plans for sustaining the SOH (e.g. in light of enrollment trends, research support, clinical needs, and so on).

Associated faculty appointments are not eligible for this program. This program is also separate from the university’s ongoing efforts to support the internationalization of its students and faculty. For this reason, it is expected that candidates will contribute to domestic diversity initiatives.

OAA will provide cash funding for three years. The funds are available only for the general funds portion of the salary (faculty component of salary in College of Medicine). These funds are available to all of the colleges, University Libraries, and the regional campuses. Units may choose among three funding packages, all equivalent to a year of salary support, excluding benefits:

- 75% of the salary in the 1st year and 25% in the 2nd year
- 50% of the salary in the 1st and 2nd years
- 33% of the salary over each of 3 years

Requests for these funds will be accepted on a rolling basis during the academic year and awarded on a first-come, first-served basis until the funds are depleted. Approval is not automatic and will be based on consideration of the information requested on the form as well as on OAA’s assessment of how best to support campus-wide diversity initiatives and needs. Units submitting more than one request at the same time should submit them in ranked order. In cases where the candidate receiving SOH funding also has a partner being offered a faculty appointment, the partner hire is still eligible for cost-sharing through OAA’s dual-career hiring fund.

Colleges are to forward requests for cost-sharing from this fund using OAA form 209 (https://oaa.osu.edu/assets/files/documents/Form209.pdf) to FacultyAffairs@osu.edu along with a copy of the candidate’s CV. The financial plan must contain analysis through enrollment trends or other data that the unit has sufficient teaching, research, and/or clinical work to support this position going forward. The explanation of how the candidate would contribute to the mission of the unit and enhance the unit’s diversity initiatives must refer to goals in the college’s strategic plan.
5.0 Emergency loan fund for new faculty
Revised: 10/18/11

The Ohio State University Emergency Loan Fund for New Faculty is available upon request to assist newly appointed tenure-track, clinical, and research faculty during their first semester on campus in meeting expenses associated with their transition to Ohio State. Although these resources are limited, the university attempts to make emergency loans readily available to ease the financial burden of relocating until first paychecks are received and local credit can be established. Each new faculty member is eligible to borrow up to $1,500. The program is administered through the Office of the University Bursar. This revolving fund is available on a first-come, first-served basis. New loans are awarded as previous recipients repay their loans. The loan is interest free.

Because this is a revolving fund, individuals are required to repay the loan through the Office of the University Bursar by credit card, direct withdrawal from their bank account, or check. There will be a payment of $300 each month beginning in January and continuing until May for a total of 5 months (time-frame adjusted for January hires). Faculty receiving loans will be required to complete a promissory note with the Office of the University Bursar and a data sheet with personal information as well as two personal references. Faculty requesting a loan must complete an application and obtain the appropriate signatures in their college and forward to OAA. Normal processing of the application should result in the check being mailed to the faculty member’s home address within 5-7 business days upon receipt of the completed application in OAA.
Promotion and Tenure Review

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1.0 Timetable
Revised: 05/05/16

All colleges are encouraged to deliver dossiers to the Office of Academic Affairs (OAA) as soon as college-level review, including the comments process, is complete, regardless of due date.

The dates below are the latest time at which dossiers can be delivered for each group of colleges. When the deadline cannot be met for individual cases, OAA Administrative Manager Bobbie Houser (houser.73@osu.edu) should be informed of the status of the case and its anticipated delivery date.

**Second Friday in January**
These eight colleges without departments and the University Libraries must submit all Fourth-Year Reviews and any annual reviews with a non-renewal recommendation by the dean by the second Friday in January in addition to their promotion and tenure (P&T) cases.

- Dentistry
- Law
- Nursing
- Optometry
- Pharmacy
- Public Affairs
- Public Health
- Social Work
- University Libraries

**Fourth Friday in January**
Arts and Sciences

**Second Friday in February**
Business
Education and Human Ecology
Engineering
Food, Agricultural, and Environmental Sciences

**Fourth Friday in February**
Medicine
Veterinary Medicine

If the deadline falls on a university holiday, the dossiers are due the following business day.

2.0 Submission to Academic Affairs
Revised: 06/10/15

Colleges submit all promotion and tenure dossiers to OAA via BuckeyeBox at box.osu.edu. The college office will notify OAA when all dossiers have been uploaded.

2.1 Placement of materials
Revised: 06/10/15
2.1.1 Cover sheet
Revised: 06/10/15

The original signed Record of Review for Promotion in Academic Rank/Tenure/Reappointment (Cover Sheet, Form 109), found on the forms page of the Policies and Procedures Handbook (https://oaa.osu.edu/policies-guidelines-forms) is placed first in the original dossier. Nothing is to be placed on top of this page. The Cover Sheet should be immediately visible when the dossier is opened.

2.1.2 Dossier checklist
Revised: 06/10/15

The original signed checklist (Form 105, https://oaa.osu.edu/policies-guidelines-forms) is placed directly behind the Record of Review.

2.1.3 P&T Reviews section of the TIU’s APT Document
Revised: 06/10/15

Include a complete copy of the APT Document that was used for a particular review only if it is not the same one that appears on the OAA website at http://oaa.osu.edu/governance.html.

2.1.4 Presentation
Revised: 06/10/15

Scan the dossier as a single-sided document.

Use colored sheets of paper between the main sections of the dossier.

Follow the required naming format: College Code-Department Name-Last Name, First Name.pdf. This aids in storing and sorting files, and in finding archived copies. For example:

ASC-Economics-Smith, Jacqueline.pdf
DEN-James, Edward.pdf

College Codes:

- Arts and Sciences  ASC
- Business  BUS
- Dentistry  DEN
- Education and Human Ecology  EHE
- Engineering  ENG
- Food, Agricultural, and Environmental Sciences  FAE
- Law  LAW
- Medicine  MED
- Nursing  NUR
- Optometry  OPT
- Pharmacy  PHA
- Public Affairs  PAF
- Public Health  PHE
- Social Work  SWK
- University Libraries  LIB
- Veterinary Medicine  VET

2.1.5 Report on Candidates Considered
Revised: 06/26/18

Complete one Report on Candidates Considered for Promotion/Tenure/Reappointment (Form 110), found on the forms page of the Policies and Procedures Handbook (http://oaa.osu.edu/forms.html), for each TIU.

List all candidates within the unit on the report for that unit—one report per TIU, not one report per candidate.

Indicate for each candidate the voting recommendation (Y or N, not X) at each level of review including the regional campus review when appropriate.

Save a copy of this report in the college’s folder in BuckeyeBox.

If a faculty member withdraws from a review at any stage, this report should so indicate.

If 4th year reviews are completed at a later date than promotion and tenure reviews, a second form should be sent with completed 4th year review information.

3.0 General considerations
Revised: 05/01/08; 6/21/18

3.1 Public Records Act
Revised: 04/01/07

The Ohio Public Records Act (see Volume 1, Chapter 2, Section 12.0) requires that public records be made available upon request. Documents generated for P&T reviews are public records. Candidates and others may request access to these documents and units must provide them. Evaluators may be informed that candidates have asked to view evaluation letters.

3.2 Residency status
Revised: 04/01/07

The university will award tenure only to U.S. citizens or permanent residents (see Faculty Appointments Policy, http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf).

3.3 Academic rights and freedoms
Revised: 02/15/13

In June 2005 a statement on academic freedom and intellectual diversity on American campuses was released by the American Council on Education (ACE), the major coordinating body for the nation’s higher education institutions, of which The Ohio State University is a member. The ACE statement includes the following principles:

- Academic freedom and intellectual pluralism are core principles of America’s higher education system.
- Government’s recognition and respect for independence of colleges and universities are essential for academic excellence.
- Colleges and universities should welcome diverse beliefs and the free exchange of ideas.
• Grades and other academic decisions should be based solely on considerations that are intellectually relevant to the subject matter.
• Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions.
• Any member of the campus community who believes s/he has been treated unfairly on academic matters must have access to a clear institutional process to address grievances.

Ohio’s Inter-University Council (IUC), a statewide consortium of public universities, endorsed these principles in October 2005. It then passed a resolution recommending that all four-year public universities in Ohio communicate these principles to their campus communities.

See http://oaa.osu.edu/rightsandresponsibilities.html for more information.

3.4 University level review committee
Revised: 02/15/13; 6/18/19

The Provost’s Promotion and Tenure Advisory Committee is appointed during the summer. The committee consists of nine faculty members from different colleges, Arts and Sciences Divisions, or University Libraries. Faculty members serve a three-year term with a third of the committee cycling off in a typical year. The vice provost for academic policy and faculty resources serves as the non-voting convener of the committee.

3.4.1 Procedures
Revised: 05/05/16

The Provost’s Promotion and Tenure Advisory Committee reviews cases when:
• there is concern regarding the appropriateness of lower level recommendations
• there are unclear or inconsistent recommendations from the previous levels of review
• all previous recommendations are negative
• the candidates are from colleges without units and the University Libraries

The committee deliberates on each case and votes by secret ballot on a recommendation to the executive vice president and provost. The voting options are:
• Strongly recommend approval of proposed action
• Weakly recommend approval of proposed action
• Weakly recommend disapproval of proposed action
• Strongly recommend disapproval of proposed action

The vice provost for academic policy and faculty resources prepares a written report of the committee’s assessment and vote for inclusion in the dossier.

3.5 Procedures for tenure-track faculty
Revised: 04/01/07

Most review procedures are covered by the APT documents of the TIU and college.

3.5.1 Verifying residency status
Revised: 04/01/07
In the case of a mandatory review, a faculty member who is neither a U.S. citizen nor a permanent resident may be granted “Visiting Professor” status. Visiting Professors in this category have a maximum of three years to obtain permanent resident status or their employment will be terminated.

3.5.2 APT Document used for promotion and tenure reviews
Revised: 06/26/18; 07/17/19

All tenure-track faculty members undergoing Fourth-Year Review and mandatory or non-mandatory promotion and/or tenure reviews will be reviewed using the unit’s current APT document (as approved and posted on the OAA website). Faculty members, however, may choose to be reviewed under The Ohio State University document that was in effect on their start date or on the date of their last promotion, whichever is more recent.

The current 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.

All clinical/teaching/practice faculty undergoing review for promotion will be reviewed using the unit’s current APT document (as approved and posted on the OAA website). Clinical/teaching/practice faculty members, however, may choose to be reviewed for promotion under The Ohio State University document that was in effect on their start date or on the date of their last reappointment, whichever is more recent.

A faculty member who chooses to use an earlier document shall notify his/her TIU head of this intent by submitting the APT Document that was in effect on their start date or on the date of last promotion when submitting his/her dossier and other materials for review. The deadline for doing so will be the unit’s regular deadline for receiving the dossier and other materials for the review in question.

Note, regardless of document elected, the current review procedure will be used.

3.5.3 Procedures Oversight Designee
Revised: 12/18/13

TIU: The committee of the eligible faculty selects a member of the committee as Procedures Oversight Designee (POD). The POD should not be the chair of the committee of the eligible faculty. The committee may select to have multiple PODs (e.g., one for each faculty member being reviewed).

College: The members of the college P&T committee select one of its members as the POD. The POD should not be the chair of the P&T committee. The college P&T committee may elect to have multiple PODs (e.g., one for each faculty member being reviewed).

Although a single committee member is assigned oversight responsibility, all members of review bodies must accept personal responsibility for assuring that reviews are procedurally correct, fair, and free of bias for all faculty members. Review bodies, not the POD, are ultimately responsible for the integrity of the review process.

A summary of duties for the POD is available at https://oaa.osu.edu/sites/default/files/links_files/PODDuties.pdf.

3.5.4 Integrity of review procedures
Revised: 12/18/13

The POD is to make reasonable efforts to assure that the review body at the relevant level (TIU or college) follows the written procedures governing its reviews and that its proceedings are carried out in a
highly professional manner. The written procedures are to be taken from the current approved TIU APT Document. As noted in section 3.6.2 above, the current approved document of record will be the one posted on the OAA website at https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure. The POD is to monitor the review process in regard to equitable treatment for women and minority candidates, including assuring that the proceedings are free of inappropriate comments or assumptions about members of underrepresented groups that could bias their review.

If the POD has concerns about a review, these concerns are to be brought to the attention of the person or review body generating the concerns. For example, if a dossier is not prepared correctly, the POD is to ask the candidate who prepared the dossier to make needed changes. If appropriate procedures are not being followed by either faculty or staff, then those individuals are to be promptly informed of the problem.

If concerns cannot be resolved to the satisfaction of the POD, then they are to be brought to the attention of the relevant administrator (TIU head or dean, depending on the level of review). The administrator must look into the matter and respond in writing to the POD regarding either the actions taken or the reasons that action was judged to be unwarranted.

3.5.5 Voting procedures
Revised: 07/14/17; 07/20/17; 06/26/18

Only “yes” and “no” are to be considered votes. Consistent with Robert’s Rules of Order, OAA does not consider abstentions to be votes and they may not be counted in determining whether the unit’s recommendation on a case will be positive or negative. Only committee of the eligible faculty members present at the meeting or participating in the meeting by teleconference or videoconference may vote.

The POD is to verify the number of members needed to constitute a quorum and the percentage of votes needed to recommend a positive decision as defined in the APT Document. OAA recommends that departments require a quorum of two-thirds for action on P&T cases (see Volume 1, Chapter 1, Section 2.4.3).

OAA also recommends considering both the percent of the vote and the actual count of positive and negative votes when assessing the disposition of a vote at all levels of review.

The Eligible Faculty Committee chair writes a letter to the TIU head reporting the vote and summarizing the discussion of the eligible faculty. This letter should be evaluative as well as descriptive and contextualize the vote, including any “minority opinions” as appropriate.

3.5.6 Documentation
Revised: 04/01/07
Edited: 08/01/07

The university requires complete documentation of the faculty member’s teaching, research, and service (unless one of these is not an expectation of the position) to conduct an informed review.

TIUs are not to start formal consideration of a case until the dossier and associated documentation (such as external evaluations) meet all requirements. Errors in documentation found at a later stage of review often require correction and a relaunch of the review.

3.5.7.1 Non-mandatory reviews
Revised: 04/01/07
External evaluations should not be sought before determining the availability of all documentation required by the dossier outline along with any supplemental documentation required by the TIU and college. A promotion review must be postponed until a future academic year if:

- The candidate has failed to obtain or retain student evaluations for all courses taught in the past five years or since hire, if less than five years ago.
- The TIU has not conducted peer evaluation of teaching as required by the unit’s APT document.

### 3.5.7.2 Mandatory reviews
Revised: 12/18/13

Although substantive missing documentation is grounds for a negative decision, mandatory reviews must proceed even when documentation is missing and unobtainable. In general, the dossier will be reviewed at all levels with only the documentation available at the start of the TIU’s review process. If important new information becomes available after the TIU review process, see section 3.9.2: Significant new information, below.

For more information on external evaluations see Section 3.7: External evaluations, below.

### 3.5.7.3 Review schedule for mid-academic year start dates for probationary tenure-track, clinical/teaching/practice, and research faculty
Revised: 06/26/18; 6/18/19

All faculty starting within the same calendar year are in the same cohort for promotion and tenure reviews. For example, anyone starting in 2019 is in the 2019–20 cohort and will come up for mandatory review in 2024–25.

### 3.5.8 Verification of citations
Revised: 04/01/07

One of the responsibilities of the POD at the TIU level is to verify the accuracy of all citations listed in the dossier. This verification is one of the items on the Dossier Checklist. If someone other than the POD carries out this responsibility, that individual must be clearly identified on the checklist.

### 3.6 External evaluations
Revised: 12/18/13; 07/20/17; 6/18/19

The TIU head, chair of the committee of the eligible faculty, or equivalent individual as stated in the TIU’s APT document, is responsible for requesting the external letters of evaluation.

External evaluation letters must be submitted on institutional letterhead and carry the evaluator’s signature. PDFs submitted electronically are acceptable if they are on letterhead and signed.

Candidates are not to contact prospective or actual external evaluators regarding their case at any stage of the review process, nor are they to discuss their case with any evaluator or provide additional materials to any evaluator even if the evaluator initiates the contact. Such contact compromises the integrity of the review process. Soliciting external evaluators and providing materials to them is solely the responsibility of the TIU head, chair of the committee of the eligible faculty, or equivalent individual as provided in the TIU’s APT document.

**Faculty Rule 3335-6-04(B)(3) requires that no more than one-half of the external evaluation letters in the dossier may be from persons suggested by the candidate. More letters should be solicited from persons**
not suggested by the candidate than from persons suggested by the candidate. So as not to exhaust the pool of potential evaluators, it is best that the number of evaluators suggested by the candidate be limited to three or four.

Except under the special circumstances described below, OAA requires a minimum of five external evaluation letters.

It is the unit’s obligation to obtain the required number of evaluations and to begin the process of obtaining these letters well in advance of the review. In the event that a unit is unable to obtain the required five external evaluations (four for Department of Internal Medicine, see 7.4), the unit must document its efforts, noting the individuals who were contacted, how they were contacted, and the dates and number of times they were contacted. The unit is to notify the college and OAA as soon as it becomes apparent that it will not be able to obtain the required letters in time for the meeting of the eligible faculty. The lack of five external letters will not stop a mandatory review from proceeding, but will halt a non-mandatory review from proceeding unless the candidate, P&T Chair chair of the committee of eligible faculty, and the TIU head all agree in writing that it may proceed and agree that it will not constitute a procedural error.

All letters solicited and received must be included in the dossier unless OAA approves their removal from the review process.

To assure meaningful and credible external evaluations while meeting the above requirement, the following suggestions are offered.

- The TIU head and/or P&T committee should generate a lengthy list of prospective evaluators who are not employed at The Ohio State University. These should be distinguished faculty (or occasionally non-academics who have similar research credentials and experience) who are in a position to comment in an informed way both on the quality of the candidate’s scholarly work and on its significance to the broader field in which it resides. External evaluators must be able to provide an objective evaluation of the scholarly work. They should generally hold the rank of professor or must be at the rank above the candidate being considered unless an exception has been granted by the college (or OAA in the cases of colleges that are TIUs). They may not be former advisors, collaborators, post-doctoral supervisors, close personal friends, or others having a relationship with the candidate that could reduce objectivity. It is therefore essential that the individual or body generating the list of prospective evaluators ascertain the relationship of prospective evaluators with the candidate before seeking a letter of evaluation.

- Letters from collaborators may be appropriate as a means of determining a candidate’s contributions to jointly conducted work, but collaborators must not be asked to write an external evaluation. The candidate should be asked to review the full list of potential external evaluators, to identify all who have been collaborators, and to describe the nature and timing of the collaboration. Letters from collaborators may be included in the “Other Letters” section.

- The candidate should be shown the list to identify any conflicts of interest or other issues that would interfere with the objectivity of the reviews, and be invited to augment it with several names of persons who meet the criteria for objective, credible, evaluators. Unless the persons so identified do not meet these criteria and the candidate cannot offer acceptable alternatives, the TIU should make every reasonable effort to obtain at least one letter from a person suggested by the candidate. OAA does not require that the dossier contain letters from persons suggested by the candidate.
• The TIU head (or dean) may seek the dean’s (or OAA’s) approval of each candidate’s tentative list of prospective evaluators to minimize the risk that the selection of evaluators will subsequently be judged inappropriate. If such approval is sought, the dean (or OAA) must be provided complete and accurate information about the prospective evaluator’s credentials and relationship with the candidate.

• Approximately three months before completed evaluations are due, the person designated by the TIU to solicit external evaluations should send out letters of invitation to the prospective evaluators. The letter of invitation should state expectations, due date for receipt of the completed evaluation, and the realities of the Public Records Act (see Volume 1, Chapter 2, Section 12.0). See Letter 201 (https://oaa.osu.edu/assets/files/documents/Letter201.pdf) in the OAA Policies and Procedures Handbook for a sample letter to external evaluators.

• Evaluators who accept the invitation should then be sent the appropriate materials. All evaluators should be sent the same materials unless there is a substantive reason for differentiating among evaluators. In a case in which evaluators are sent different materials, the TIU head or chair of the P&T committee or committee of eligible faculty must provide an explanation to be included in the dossier. When evaluators are sent different materials (different research papers), TIUs must take care to assure that sufficient letters are obtained regarding the different sets of papers to provide a meaningful body of evaluative information about each set.

• The likelihood of obtaining a useful letter is greatly increased when the evaluator is not only given adequate time in which to review the materials, but when the nature of the requested letter is carefully explained. Evaluators should generally be asked to provide only a critical analysis of the candidate’s scholarly work (at least partly on the basis of provided materials). Evaluators should specifically be asked not to comment on whether the candidate should be promoted and tenured at Ohio State or would be promoted and tenured at their own institution.

3.7 Comments process and informing candidate of review outcomes
Revised: 04/01/07

3.7.1 Tenure initiating unit level
Revised: 04/01/07

After the letter from the TIU deliberative body to the TIU head and the letter from the TIU head to the dean are completed, the TIU head must immediately inform the candidate in writing of the following:

• nature of the recommendations by the TIU deliberative body and by the TIU head.
• availability of the TIU deliberative body’s letter to the TIU head and the TIU head’s letter to the dean if the candidate wishes to review them.
• opportunity for the candidate, for up to 10 calendar days from receipt of the written notice, to provide written comments on the above letters for inclusion in the dossier when the case is forwarded to the college. If the last day of a designated time period falls on a weekend or a day on which the university is closed, the time period shall expire at the close of business on the next succeeding business day.
• opportunity for the TIU deliberative body and the TIU head to provide written comments on the candidate’s comments, also for inclusion in the dossier when the case is forwarded to the college.
• outline of the remaining steps in the review process (review at the college and university levels of the recommendations originating in the TIU, and, ultimately, approval by the president and the BOT of positive recommendations by the executive vice president and provost).
It is desirable for the TIU deliberative body and/or TIU head to respond in writing to comments by the candidate alleging procedural problems that might reasonably have affected the review’s outcome.

3.7.2 College level  
Revised: 05/01/10

After the college P&T committee completes the letter to the dean and the dean completes the letter to the executive vice president and provost, the dean informs the candidate and the TIU head of the completion of the college level review and of the availability of these reports. The comments process is repeated exactly as described above.

3.7.3 Use of the comments process  
Revised: 12/18/13

Candidates are advised to use this process to amend, correct, or otherwise comment on factual information or procedural matters. Comments are not appeals but rather an opportunity to further clarify or correct the record. Candidates should understand that the exercise of professional judgment on the part of reviewers is central to the review process.

3.7.4 University level and Board of Trustees (BOT) approval  
Revised: 05/01/10

After the executive vice president and provost has made his/her decision, s/he will inform the dean who will inform the TIU head. The TIU head will inform the candidate of the executive vice president and provost’s decision. This process of notification is repeated when the BOT takes action on promotion and tenure recommendations.

When a promotion and tenure decision is negative, the TIU head must also advise the candidate of his/her right to appeal and also of his/her final date of employment under the seven year rule (if applicable).

3.8 Reconsideration of case during review process  
Revised: 04/01/07

It may occasionally be appropriate, while a review is in process, for one or more parties to the review to reconsider the case. Such a re-review may be prompted either by procedural problems or by significant new information. Consultation with OAA is strongly recommended before an administrator or faculty review body initiates a reconsideration of a case.

3.8.1 Procedural error  
Revised: 04/01/07

Significant procedural errors (those that reasonably could have affected the outcome of deliberations) are to be corrected before the review continues. If a review body or unit administrator becomes convinced that such an error has occurred, that body or administrator is to take necessary steps to correct the error at the level of review at which it occurred. The case is to be fully reconsidered from that point on.

If internal letters of evaluation and comments letters have already been generated at that level of review and beyond, they are to be saved but not included in the dossier. The new written evaluations should note that reconsideration took place because of a procedural error and state the nature of the error. The comments process must be repeated for the new internal letters of evaluation at the TIU or college level.
3.8.2 Significant new information
Revised: 12/18/13; 06/26/18; 6/18/19

Generally, reviews proceed on the basis of a candidate’s record at the beginning of the review process. Occasionally it may be appropriate to amend the record when significant new information about items already contained in the dossier becomes available. Examples include acceptances of or publication of works listed as in progress; funding of grants listed as submitted; or contracts or patents that have received a license or other commercial activity. An amended record must be reviewed by all parties to the review process.

If information regarding significant new information about items already contained in the dossier becomes available before a case leaves the TIU, but after the TIU eligible faculty has voted, the TIU head may immediately pose to the TIU eligible faculty committee the question of the appropriateness of reconsideration. If the information becomes available after a case has left the TIU, a higher level review body may return the case to the TIU.

New information is not accepted after the dossier has been submitted to OAA. Once the dossier has been submitted to OAA, the only information that may be added is information that corrects errors in items already included in the dossier.

3.8.3 Recommended procedures
Revised: 04/01/07

Following review of new information (which need not take place in a meeting), the TIU deliberative body may take a preliminary vote to determine whether to reconsider the case. A preliminary poll may take the form of a ballot asking each member of the deliberative body to indicate whether the new information might change his/her vote. If one person indicates that his/her vote might change, the TIU deliberative body shall meet to discuss the case with the new information and re-vote. The originally generated reports will then be amended to reflect the content of the reconsideration and the new vote. In this situation:

- Previously generated reports remain in the dossier.
- The comments process is repeated.
- The case then proceeds to the next level in the review process either for initial consideration or reconsideration. If that body has previously considered the case, it may also follow the two-step process described above to determine whether to re-vote the case.

3.9 Conflicts of interest and other recusals
Revised: 05/01/10

3.9.1 Committee of eligible faculty and P&T committee
Revised: 04/01/07

At a minimum, faculty with a familial or comparable relationship with a candidate must not participate in a review of that candidate. In addition, a close professional relationship may give rise to a conflict of interest, such as when a faculty member is co-author on a significant portion of the candidate’s publications, has collaborated with the candidate on major grants supporting research, has served as the candidate’s dissertation advisor, is dependent in some way on the candidate’s professional activities, or has a relationship with the candidate that has created a bias.

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 recuse himself or herself from
a particular review. Units may establish formal mechanisms for excluding persons from a review on the basis of a conflict of interest.

Members of college and university P&T committees are not permitted to participate in reviews of cases from their own TIUs or in cases in which they have any involvement at a previous level of review.

3.9.2 TIU heads and deans
Revised: 05/01/10

In the event that a TIU head has a conflict of interest, is at lower rank than the candidate, is not tenured, or is otherwise unable to write the TIU head letter, the dean will select another TIU head from within the college to review the case and write the TIU head letter. In the event that the TIU head is the dean of a college without units, the executive vice president and provost will select another dean who is also a TIU head to review the case and write the TIU head letter.

In the event that a dean of a college with departments has a conflict of interest or is otherwise unable to perform the review, the executive vice president and provost will select the dean of another college with departments to review the case and write the college letter.

3.10 Reviews in restructured tenure initiating units
Revised: 12/18/13; 06/26/18

Unless otherwise set forth in the restructuring statement, candidates for promotion or promotion and tenure, are to be given the choice of being reviewed under the APT document in effect start date, or on the date of their last promotion, whichever is more recent; or under the current APT document of the restructured unit. If the restructuring was more than 10 years before April 1 of the review year, the candidate must use the current document. In any case, the eligible faculty of the restructured unit will be responsible for conducting the review.

The candidate must make the choice and then acknowledge in writing that, once the review commences under the chosen means, the choice is irrevocable. Regardless of the candidate's choice, the current TIU head provides the administrative review of the case.

3.11 Withdrawals and negative decisions
Revised: 04/01/07

3.11.1 Withdrawals
Revised: 04/01/07

A candidate may withdraw from a review at any time.

3.11.1.1 Non-mandatory review
Revised: 04/01/07

When a faculty member withdraws from a non-mandatory review, the withdrawal is noted on the college report. The dossier should be kept in the candidate’s TIU, but not in his/her primary personnel file, until such time as the candidate either is promoted or is denied tenure.

A candidate who decides to terminate a non-mandatory review is to put the request in writing and address it to the administrator at the level at which the case presently resides (regional campus, TIU, college, OAA).
The administrator at that level will notify all other relevant administrators.

3.11.1.2 Mandatory review
Revised: 12/18/13; 6/18/19

Probationary faculty who withdraw from or decline to participate in a mandatory review for tenure or promotion and tenure are subject to the relevant standards of notice per Faculty Rule 3335-6-08. Their decision to terminate the review must be accompanied by a letter of resignation to the TIU head (or regional campus dean) stating:

- Last day of employment (no later than May 31 of the year following the mandatory review year). Normally this is the end of the seventh year but may be earlier if the faculty member had a shorter probationary period.
- Acknowledgement that the decision to terminate the review is irrevocable and that tenure will not be granted.

This action requires that the Report of Nonrenewal of Probationary Appointment of Tenure-track, Clinical/Teaching/Practice, and Research Faculty (https://oaa.osu.edu/assets/files/documents/Form101.pdf) be submitted to OAA, along with a copy of the faculty member’s letter, by June 1 of the year in which the decision to terminate the review occurs.

OAA will keep accurate records of such an action since, like a negative decision, it must be assessed before rehiring the individual in another track or unit (see Faculty Appointments Policy, https://oaa.osu.edu/assets/files/documents/facultyappointments.pdf).

3.11.2 Negative decisions
Revised: 02/15/13

If an untenured candidate is denied tenure, s/he must be notified promptly of this decision and informed in writing that May 31 of the year following the mandatory review year is the last day of employment. The nonrenewal letter must be accompanied by a copy of the material on appeals (see Faculty Appointments Policy, https://oaa.osu.edu/assets/files/documents/facultyappointments.pdf).

The termination date is May 31 regardless of hire date. May 31 will be the final working day for these persons, with a final pay-out effective on that day for both 9-month and 12-month faculty.

A negative decision usually precludes rehiring the individual, particularly in a new tenure-track faculty appointment (see Faculty Appointments Policy, https://oaa.osu.edu/assets/files/documents/facultyappointments.pdf).

4.0 Dossier
Revised: 08/01/14

The Record of Review for Promotion in Academic Rank-Tenure-Reappointment (Cover Sheet: Form 109, https://oaa.osu.edu/policies-guidelines-forms) gives administrators’ recommendations with their signatures along with basic information on the faculty member’s appointment and the review. It is the first page of the dossier and should be immediately visible when the folder is opened. Nothing should be placed on top of the Cover Sheet.

The Dossier Checklist (Form 105) is placed second, immediately behind the Cover Sheet.
A single checklist is used to ensure that every dossier meets all requirements before moving to the next level of review. In four stages, the candidate, the TIU-level POD, the college-level POD, and a designated staff member in the college office will use the same checklist to examine the dossier and to ascertain its accuracy and completeness. The college will serve as the final guarantor of the integrity of every dossier before it is forwarded to OAA for the completion of the review process.

In colleges without departments (colleges that serve as the TIU for their faculty), the POD will fulfill the role of the TIU-level designee.

The dossier should not contain duplicative material. When in doubt, err in favor of including material only once.

Primarily responsibility of the candidate:
- Criteria Used for Review (if not submitted, default will be the criteria in the APT document on the OAA website at [http://oaa.osu.edu/governance.html](http://oaa.osu.edu/governance.html))
- Part I. Introduction—education and professional positions
- Part II. Core Dossier

Primarily responsibility of the TIU and college:
- Record of Review (Cover Sheet)
- Dossier Checklist
- Part III. Evaluation
- Part IV. Student Evaluation of Instruction

4.1 Outline
Revised: 06/26/18; 07/05/18

Record of Review (Cover Sheet: Form 109, [https://oaa.osu.edu/policies-guidelines-forms](https://oaa.osu.edu/policies-guidelines-forms))

Dossier Checklist (Form 105, [https://oaa.osu.edu/policies-guidelines-forms](https://oaa.osu.edu/policies-guidelines-forms))

APT Document Used for Review (submitted only if the review does not follow the version on the OAA website at [http://oaa.osu.edu/governance.html](http://oaa.osu.edu/governance.html))

I. Introduction
   A. Biographical statement of candidate

II. Core Dossier

III. Evaluation
   A. Internal Letters of Evaluation
      - TIU annual review letters, as required by dossier outline, are arranged in chronological order (oldest to newest); with a written explanation if the set is incomplete;
        o for assistant professors, all annual review letters since start date;
        o for associate professors, or hires with tenure, all annual review letters since previous promotion or start date not to exceed last 5 years
      - Written documents submitted as part of annual reviews (including comments on fourth year review, if generated)
• For assistant professors, Fourth Year (Sixth Year for Clinical Faculty in Medicine)
  Review letter to the probationary faculty member
• Additional letters requested by the candidate and solicited by the head of TIU;
  optional, and can include letters from collaborators (external or from other units at
  OSU). Candidates with significant service/outreach activities outside the unit may
  request that the TIU solicit letters from colleagues familiar with the candidate’s
  contributions to these activities
• Documentation of peer evaluation of teaching (letters, reports, etc.) as required by
  APT document of TIU

B. External Letters of Evaluation
• Summary sheet of all evaluators from whom a letter was received (Form 114)
• A representative sample of the letters sent to evaluators
• Letters from at least five (5) external evaluators, consistent with list on summary
  sheet, with each letter preceded by a complete cover sheet (Form 106)

IV. Student Evaluation of Instruction

A. Cumulative Fixed-Response Survey Data

B. Fixed-Response Student Evaluation Data

C. Summary of Open-Ended Student Evaluations

V. Review Letters
A. Regional campus faculty deliberative body, if applicable
B. Regional campus dean, if applicable
C. TIU (college without departments) faculty deliberative body
D. TIU head
E. Head(s) or unit(s) in which the candidate has split FTE appointments, if applicable
F. TIU-level comments process letters or notation that the candidate declined to provide
   comments
G. College (with departments) P & T
H. College dean
I. College-level comments process letters or notation that the candidate declined to provide
   comments

4.1.1 Introduction
Revised: 04/01/07; 07/20/17

List candidate’s name and current appointment (including joint appointments as appropriate), degrees and
professional positions held, with dates for each. This list replaces the traditional CV appended in the past.

4.1.2 Core dossier
Revised: 04/01/07

4.1.2.1 Instructions for the candidate
Revised: 04/01/12

Number pages consecutively within the Core Dossier (Section II). The first page will be the first item in
the Core Dossier Outline.
In Section, III, place the required materials in sequence following the outline, but do not paginate.

Include every item in the Core Dossier Outline in the dossier. If a particular item is not applicable, or there is nothing to report, write “none” for the item. Do not omit the item.

If a candidate is unsure about the content needed for a particular item, s/he should consult his/her TIU head or chair of the committee of the eligible faculty for assistance.

Present accomplishments as succinctly as possible and in outline form to the extent possible. Some explanation is valuable, but lengthy narrative and explanation may obscure important accomplishments rather than highlight them. In general, narrative sections should be 750 words or less except where noted. Accomplishments may only be listed once in the dossier. Candidates should consult their chair of the committee of the eligible faculty with any questions about where specific accomplishments should be included.

Avoid self-evaluation except when it is requested. Others can most appropriately offer assessment of the quality and importance of the candidate’s accomplishments.

Section IV.A. should contain only summary tables of SEI (Student Evaluation of Instruction) data or the evaluation data approved by the candidate’s college. Individual course fixed-response student evaluation reports should be placed in Section IV.B.

4.1.2.1.1 Instructions for the candidate—OAA Approved Electronic Dossier
Revised: 06/27/2017; 06/26/18; 6/18/19

Tenure-track, clinical/teaching/practice, and research faculty members undergoing promotion and tenure review or reappointment are required to use the OAA approved electronic dossier to generate their core dossier. In 2019–2020, fourth year reviews, mandatory reviews, or reviews for promotion may use either VITA or a Word document that exactly matches the VITA format. All faculty hires beginning August 2018 must use VITA. Exceptions must be approved by the Office of Academic Affairs.

Colleges may require VITA of all candidates. Candidates are strongly encouraged to use VITA.

4.1.2.2 Time frame
Revised: 07/14/17; 06/26/18; 06/18/19

For the core dossier for teaching and service sections, use the date of hire for probationary faculty, or date of last promotion or the last five years, whichever is most recent, for tenured/non-probationary faculty. However, prior material can be included if the eligible faculty consider it relevant to the review.

For research/scholarship/discovery, use a full history of publications and creative work as this information provides context to the more recent and relevant research record and/or demonstrates scholarly independence. While information about scholarship produced prior to the date of hire or date of last promotion may be provided, it is the scholarship performance since the date of hire or date of last promotion that is to be the focus of the evaluating parties.

4.1.2.3 Organization
Revised: 02/15/12

Organize all material in the Core Dossier in reverse chronological order.
4.1.2.4 Core dossier outline
Revised: 05/06/16; 07/15/17; 06/26/18; 6/18/19

Teaching

1) Undergraduate, graduate, and professional courses taught

In the Core Dossier, list each course taught and all clinical instruction, including the following information since date of start date for promotion to associate, or since date of appointment or last 5 years, whichever is shorter, for promotion to professor:

- courses taught by quarter (AU, WI, SP, SU), semester (AU, SP), summer session, or term and year
- course number, title, and number of credit hours
- official final course enrollment
- percentage of course taught by candidate based on proportion of total student contact hours in course
  - brief explanation (less than 250 words) of candidate’s role, if candidate was not solely responsible for course, including GTA supervision, course management, and team teaching
- indicate whether formal course evaluations were completed by students and/or faculty peers by placing a check mark in the appropriate column

If the candidate has not obtained student evaluations in every regular classroom course, explain why this was not done. Such evaluation is required by Faculty Rule 3335-3-35(C)(14).

Do not include in this list extension, continuing education, or other non-credit courses.

2) Involvement in graduate/professional exams, theses, and dissertations and undergraduate research for entire career at Ohio State

a) Graduate students—list completed and current and include:

i) doctoral students (dissertation advisor): for advisees who have graduated, list name of student, year of graduation, and title of dissertation; also provide the current position of the former student, if known;
ii) doctoral students (dissertation committee member): do not include service as a Graduate School representative (this should be listed in Service 6e);
iii) doctoral students (candidacy examination committee chair);
iv) doctoral students (candidacy examination committee member): do not include service as a Graduate School representative (this should be listed in Service 6e);
v) master’s students plan A (thesis advisor): for advisees who have graduated, list name of student, year of graduation, and title of thesis; also provide the current position of the former student, if known;
vi) master’s students plan B (advisor);
vii) master’s students (thesis committee member);
viii) master’s students (examination committee member).

b) Describe any noteworthy accomplishments of graduate students for whom the candidate has been the advisor of record, for example, publications during or emanating from graduate program, awards for graduate work, prestigious post-docs, or first post-graduate positions.
c) Undergraduate research mentoring: for each student mentored, give name of student, title of thesis or project, quarter or semester of graduation, and noteworthy outcomes of this mentorship such as publications, presentations, honors or student awards.

d) Describe any noteworthy accomplishments of undergraduate students, in particular related to research, for whom the candidate has been the advisor of record (publications, posters, honors or student awards).

3) Involvement with postdoctoral scholars and researchers throughout career at Ohio State

List completed and current postdoctoral scholars and/or researchers under the candidate’s supervision.

4) Extension, continuing education instruction (including UITL and STEP Mentoring), and guest lectures since date of appointment for promotion to associate professor, and since date of appointment or last 5 years, whichever is shorter, for promotion to professor. Summarize briefly the major instructional activities (workshops, non-credit courses) that the candidate has conducted. Identify the candidate’s role in the instruction and the number of participants.

5) Curriculum development since date of hire at Ohio State if this is first review, regardless of rank. If this is a review for professor (career at Ohio State) list the items for the previous five years or since promotion, whichever time period is shorter.

Give specific examples of the candidate’s involvement in curriculum development (role in the design and implementation of new or revised courses); development of new teaching methods or materials (undergraduate, graduate, or professional); creation of new programs. This section may also include examples of teaching methods or materials adopted beyond Ohio State, presentations on pedagogy and teaching at national and international conferences.

6) Briefly describe the candidate’s approach to and goals in teaching, major accomplishments, plans for the future in teaching (approximately 750 words; do not quote student comments, which should be summarized by someone other than the candidate in section IVC).

7) Evaluation of teaching

Briefly describe how the candidate has used the evaluation information to improve the quality of instruction (no more than 250 words).

8) Awards and formal recognition for teaching

List awards the candidate has received for excellence in teaching. Nominations for such awards should not be listed. This list may include citations from academic or professional units (department/school, college, university, professional associations) that have formal procedures and stated criteria for awards for outstanding teaching performance.

9) Other academic advising

Briefly describe academic advising of students not included in section 2 under teaching or section 7 under service. Examples might include advising of undergraduate majors or of graduate students who are in course work.
10) Completion of teaching development programs

List continuing education programs related to teaching since start date for promotion to associate professor, and since date of appointment or last 5 years, whichever is shorter, for promotion to professor. Include Foundation Impact Teaching at OSU endorsements from the University Institute for Teaching and Learning as well as other teaching development programs. Include the following:

- Name of the session
- Date completed
- Description of training
- Impact of training

Research

While all scholarly/creative works can be listed, please denote outcomes since appointment or last promotion at Ohio State.

1) List of books, articles, and other published papers.

Only papers and other scholarly works that have been formally accepted without qualification for publication or presentation, or have actually been published or presented, should be listed in Items 1a–1g below. Publication refers to both print and digital formats.

Works under review must be listed separately in Item 1k below.

Works being drafted and not yet submitted should be discussed in the narrative section in Section 3 below.

Use the standard citation style for the candidate’s discipline with authors listed exactly as they are listed on the publication. Candidates must list themselves even if they are the only author.

In cases of multiple authorship for Items 1a–1e, a narrative description (approximately 50 words) of the candidate’s intellectual contribution and percentage of contribution are required. Examples of appropriate formats for this information include:

- I designed the experiment (which was carried out by the graduate student co-authors) and wrote the article (75% contribution).
- I identified the patients for the study, administered the drug regimen, reported results to the consortium, and reviewed the draft manuscript (25% contribution).
- I completed and wrote the literature review for the paper, shared equally with the co-author in the analysis and interpretation of the data, and reviewed the complete draft manuscript (50% contribution).

Statements such as the following are not acceptable: “All authors contributed equally” or “50% effort.” Do not refer to past dossiers for models of how to write the required description, because requirements have changed.

For Items 1f–1j: the above information is not needed unless the unit requires it.

Include as separate categories:

1a) Books (other than edited volumes) and monographs
1b) Edited books

1c) Chapters in edited books

1d) Bulletins and technical reports

1e) Peer-reviewed journal articles

1f) Editor-reviewed journal articles

1g) Reviews (indicate whether peer reviewed)

1h) Abstracts and short entries (indicate whether peer reviewed)

1i) Papers in proceedings (indicate whether peer reviewed)

1j) Unpublished scholarly presentations (indicate whether peer reviewed)

1k) Potential publications under review (indicate authorship, date of submission, and to what journal or publisher the work has been submitted)

2) List of creative works pertinent to the candidate’s professional focus. (If the candidate has no creative works to list, write “None” for Section 2. Do not list each individual letter.)

2a) Artwork

2b) Choreography

2c) Collections

2d) Compositions

2e) Curated exhibits

2f) Exhibited artwork

2g) Inventions and patents, including disclosures, options, and commercial licenses

2h) Moving images

2i) Multimedia/databases/websites

2j) Radio and television

2k) Recitals and performances

2l) Recordings

2m) Other creative works

3) Brief description of the focus of the candidate’s research, scholarly or creative work, major accomplishments, and plans for the future, including works in progress.
This section can include description of work that has not yet been submitted for publication, and should be approximately 750 words. While future plans may be included, works should be items that are in final edits/process.

4) Description of quality indicators of the candidate’s research, scholarly, or creative work such as citations; publication outlet quality indicators such as acceptance rates, ranking, or impact factors of journal or publisher; or other indicators of the impact of the candidate’s work. Individual units should determine what kinds of information could be described here.

5) Research funding

In cases of multiple authorship for Items 5a and 5b below, a narrative description (of the type described above for Item 1, approximately 50 words) of the candidate’s intellectual contribution is required. List the author or authors in the order in which they appear on the grant proposal.

The candidate may provide the approximate percentage of his/her contribution in relation to the total intellectual effort involved in the grant proposal if the unit or college requires this information.

5a) Funded research, including contracts and clinical/teaching/practice trials, on which the candidate is or has been the principal investigator

- period of funding
- source and amount of funding
- whether funding is or was in the form of a contract or grant

5b) Funded research, including contracts and clinical trials, on which the candidate is or has been a co-investigator

- period of funding
- source and amount of funding
- whether funding is or was in the form of a contract or grant

5c) Proposals for research funding that are pending or were submitted but not funded

- date of submission
- title of project
- authors in the order listed on the proposal
- agency to which proposal was submitted
- priority score received by proposal, if applicable

5d) Funded training grants on which the candidate is or has been the equivalent of the principal investigator

- date of submission
- title of project
- authors in the order listed on the proposal
- agency to which proposal was submitted
- priority score received by proposal, if applicable

5e) Proposals for training grants that are pending or were submitted but not funded
• date of submission
• title of project
• authors in the order listed on the proposal
• agency to which proposal was submitted
• priority score received by proposal, if applicable

5f) Any other funding received for the candidate’s academic work. Provide the type of information requested above as appropriate.

• date of submission
• title of project
• authors in the order listed on the proposal
• agency to which proposal was submitted
• priority score received by proposal, if applicable

6) List of prizes and awards for research, scholarly, or creative work. Nominations for such awards should not be listed.

Service

1) List of editorships or service as an editorial reviewer or board member for journals, university presses, or other learned publications.

2) List of offices held and other service to professional societies and impact of service. List the organization in which office was held or service performed. Describe the nature of the organization (open or elected membership, honorary).

3) List of consultation activity (industry, education, government). Give the time period in which consultation was provided and other information as appropriate.

4) Clinical services. State specific clinical assignments.

5) Other professional/public community service directly related to the candidate’s professional expertise, if not listed elsewhere. Community service not germane to a faculty member’s professional expertise is not relevant to P&T reviews.

6) Administrative service. Give dates and description of responsibility.

6a) Unit committees

6b) College or university committees

6c) Initiatives undertaken to enhance diversity in the candidate’s unit, college, or the university

6d) Administrative positions held (e.g., graduate studies chair)

6e) Service as a graduate faculty representative on a dissertation in another unit or university

7) Advisor to student groups and organizations

List the group or organization and specific responsibilities as advisor.
8) Office of Student Life committees

8a) List Office of Student Life committees on which the candidate has served.

8b) Summarize participation in Student Life programs such as fireside discussions, lectures to student groups outside the candidate’s unit, addresses or participation at student orientation, and the Second-Year Transformational Experience Program (STEP) (unless listed under teaching).

9) List of prizes and awards for service to the profession, the university, or the unit. Nominations for such awards should not be listed.

10) Brief elaboration that provides additional information about service activities listed above.

4.1.3 Letters of evaluation
Revised: 04/01/07

Only letters solicited by the chair, chair of the committee of the eligible faculty, or other authorized persons may be considered in the review process and/or included in the dossier. See Letter 201 in the OAA Policies and Procedures Handbook for a sample letter to external evaluators.

All items in this section are to be placed in the order listed to ensure that necessary items are included and may be easily located during the review process.

Every item in Part III.A. is to be preceded by a colored page noting the item that follows.

4.1.3.1 Internal letters of evaluation
Revised: 06/15/15; 07/15/17; 6/18/19

1) Annual review letters:

   • OAA has required written annual evaluations of all tenure-track, clinical/teaching/practice, and research faculty since 1993. If annual review letters are lacking for any of the years specified below, a written explanation is required.

   • For untenured candidates, include all annual review letters since date of hire; all fourth-year review letters are to be included here.

   • For tenured candidates, include all annual review letters since last Ohio State promotion or date of hire with tenure, not to exceed the most recent five years.

2) Written comments on the annual reviews: include any comments submitted by the candidate as part of an annual review; any comments submitted by the candidate as part of the fourth-year review are to be included here.

3) Documentation of peer evaluation of teaching: include any letters or reports generated as part of peer evaluation. The material in this section must match requirements set forth in the TIU’s APT document.

4.1.3.2 Additions
Revised: 12/18/13
Departments and colleges may add to the above list any evaluations that are required in their APT documents, and place them under III.A.4: Other letters. For example, in some TIUs that have sections or divisions, a letter from the section or division head is required by the unit. TIUs may also solicit and obtain letters regarding scholarship from a list provided by the candidate of colleagues in other units at Ohio State, including other TIUs and academic centers, or from collaborators at other institutions. Such letters may be particularly helpful in the case of candidates who are engaged in significant inter- or transdisciplinary scholarship. Candidates with significant service and/or outreach activities outside the unit may also request that the TIU solicit letters from colleagues familiar with the candidate’s contributions to these activities.

4.1.3.3 External letters of evaluation
Revised: 04/01/07

1) Summary sheet listing (Summary Form for External Evaluators, Form 114 found at https://oaa.osu.edu/policies-guidelines-forms):
   - name and institution of all persons from whom letters were solicited
   - name of person who suggested each evaluator
   - the relationship of the evaluator to the candidate (expert in the field, professional colleague)

2) A single representative example of the letters sent to the evaluators if these letters were identical. If different letters, or different sets of material for review, were sent, an example of each must be included along with an explanation of why evaluators were treated differently.

   If the letter does not list the materials sent to the evaluators, provide this information separately.

3) At least five external letters preceded by a cover page (see External Evaluator Cover Page, Form 106 found at https://oaa.osu.edu/policies-guidelines-forms) for each letter received containing the following information:
   - name, title (academic rank as appropriate), and institutional affiliation;
   - concise summary of the person’s qualifications as an evaluator of the candidate; sufficient information must be provided to establish the credibility of the evaluator; simply to note that the evaluator is a professor at university X or does research in the candidate’s area is insufficient; do not, however, include the full CV of each evaluator when forwarding the dossiers to OAA;
   - name of person who recommended the evaluator (candidate, chair, or other [specified]);
   - evaluator’s relationship to the candidate (expert in the field, professional colleague); this information must match information on Form 114 and in the evaluator’s letter; if a professional relationship is noted, the TIU must indicate whether they consider this a conflict of interest.

4.1.4 Student Evaluation of Instruction
Revised: 06/01/09

Only in individualized teaching situations for relatively small groups, such as grand rounds or clinical teaching, may individual evaluations (one per student) be included in this section. These responses may be summarized on a single form for each clinical teaching group, since numbers are small, but OAA does not require this.
4.1.4.1 Cumulative fixed-response survey data  
Revised: 02/15/12

Provide a summary table for all courses in which the candidate used a type of fixed-response survey (the SEI or comparable unit form) to obtain student evaluations. Complete documentation as described below is required.

Results for every quarter/semester the course was taught are to be presented horizontally across the page in the summary table. The table should not simply list item numbers, but clearly describe the item to which students were responding. The table should be self-explanatory to anyone who reviews it.

To obtain a Cumulative Student Evaluation of Instruction (SEI) Report that meets OAA guidelines:

- Go to https://registrar.osu.edu/faculty/sei/instructorreports.asp for a menu of the Registrar's online services
- To access reports from summer 2018 and earlier
  - Click on the “Faculty Center” link and log in using an OSU username and password. This will take the user to the most recent quarter/semester you taught.
  - Click on the “Change Term” button. Select the term for which a report is desired and click “Continue”.
  - Click on the “SEI Info” button that appears next to the relevant course.
  - Click on the “Generate New SEI Cumulative Report” to create a cumulative SEI summary report.
- To access reports from after summer 2018, follow the instructions for downloading all reports (https://registrar.osu.edu/sei/SEI%20Report%20Access.pdf)

4.1.4.2 Fixed-response student evaluation data  
Revised: 02/15/12

Copies of individual course response student evaluation reports are to be placed here. Item A of section IV of the dossier should include only the summary tables of these reports.

a) If the unit uses SEI instruments, include all individual course reports. For promotion to associate professor, include all reports since date of hire; for promotion to professor, include all reports since appointment to associate professor, not to exceed 5 years.

b) If the unit uses another type of fixed-response survey instrument, include here one page per course/quarter/semester taught, listing:

- actual statements to which students responded
- full rating scale of possible responses
- for each statement, number of students that selected each response choice

4.1.4.3 Summary of open-ended student evaluations  
Revised: 04/01/07; 07/20/17

Open-ended (discursive) evaluation: For all courses in which the candidate used open-ended evaluation instruments to collect student input (including open-ended questions on fixed-response evaluations if collected by the unit for this purpose), someone other than the candidate must summarize the comments on a course-by-course basis for inclusion in this section of the dossier. The TIU head will assign this task to a faculty member (not the candidate) or qualified staff member. State in the dossier the name and role
(such as faculty member or staff member) of the person who wrote the summaries. OAA recommends that the candidate review these summaries prior to inclusion in the dossier.

Candidates for promotion to professor are to provide evaluations for the most recent five years.

State on each course summary the number of students in the course and the number of these who completed evaluations.

Do not include raw student comments in this section.

4.1.4.4 Appointment, Promotion, Tenure Internal Review Evaluation Responsibilities
Revised: 06/05/16; 07/14/17

1.1) Regional campus faculty deliberative body: detailed assessment of the candidate’s accomplishments in teaching and service along with recommendations based solely on these aspects of the record. The chair of the regional campus faculty deliberative body or the regional campus dean/director must explain the regional campus expectations against which the candidate is being assessed.

1.2) Regional campus dean/director: detailed assessment of the candidate’s accomplishments in teaching and service along with recommendations based solely on these aspects of the record.

2.1) TIU faculty deliberative body: detailed assessment, to include:

- thorough assessment of the candidate’s accomplishments in teaching, scholarship, and service, and how they compare to the TIU’s standards as described in the unit’s APT; both strengths and weaknesses should be discussed
- report of the discussion by the faculty deliberative body
- numerical vote of the full faculty deliberative body and minimum vote required for a positive recommendation (included in 1st paragraph of letter)

2.2) TIU head (or deans in colleges without departments): independent assessment of the candidate’s accomplishments, regarding both strengths and weaknesses. This assessment should take into account the faculty deliberative body’s recommendation. If the TIU head’s assessment and/or recommendation differs from that of the faculty, bases for differing judgments should be addressed.

2.3) Head of any unit in which the candidate holds a joint (split FTE) academic appointment including Discovery Theme appointment: independent assessment of the candidate’s accomplishments, regarding both strengths and weaknesses. It is the TIU’s responsibility to solicit this letter prior to the meeting of the TIU eligible faculty.

2.4) TIU-level comments process: include any letters generated or a notation that the candidate declined to provide comments.

3.1) College P&T committee (in colleges with departments): independent assessment including the committee's numerical vote and recommendation to the dean. If the college committee's assessment is contrary to the TIU-level assessment, rationale for differing judgments should be addressed.

3.2) College dean (in colleges with departments): independent assessment and recommendation to the executive vice president and provost. If the dean's assessment and/or recommendation differs from any of the prior assessments or recommendations, rationale for differing judgments should be addressed.
3.3) **College-level comments process**: include any letters generated or a notation that the candidate declined to provide comments.

### 5.0 Procedures for clinical/teaching/practice and research faculty

*Revised: 04/01/07; 5/18/19*

All decisions regarding reappointment and non-reappointments are to follow the Faculty Annual Review and Reappointment Policy ([https://oaa.osu.edu/sites/default/files/uploads/policies/Faculty-Annual-Review-and-Reappointment.pdf](https://oaa.osu.edu/sites/default/files/uploads/policies/Faculty-Annual-Review-and-Reappointment.pdf)).

Positive decisions by the dean to reappoint clinical/teaching/practice and research faculty to a new contract period will be approved by OAA without review and forwarded to the BOT for final action. For each positive decision, submit to OAA one original signed Cover Sheet (Form 109, Record of Review for Promotion in Academic Rank/Tenure/Reappointment, [http://oaa.osu.edu/forms.html](http://oaa.osu.edu/forms.html)). Do not submit reappointment letter, CV, or dossier.

A decision by the dean not to reappoint is final.

### 5.1 Clinical/teaching/practice faculty

*Revised: 04/01/07; 5/18/19*

Clinical/teaching/practice faculty who have not collected and maintained the documentation necessary to support a fully informed evaluation should be informed that promotion will be considered only when sufficient documentation has been accumulated.

#### 5.1.1 APT Document used for reappointment and promotion reviews

*Revised: 03/01/15; 5/18/19*

All clinical/teaching/practice faculty members being considered for reappointment or promotion will be reviewed using the unit’s current APT document (as approved and posted on the OAA website). Faculty members, however, may choose to be reviewed under the document that was in effect on their start date, on the date of their most recent reappointment, or on the date of their last promotion, whichever is most recent.

A faculty member who chooses to use an earlier document will notify his/her TIU head of this intent by submitting the APT document that was in effect on their start date, on the date of his/her most recent reappointment, or on the date of last promotion when submitting his/her dossier and other materials for review. The deadline for doing so will be the unit’s regular deadline for receiving the dossier and other materials for the review in question.

#### 5.1.2 Levels of review

*Revised: 11/03/17*

All promotion cases will be forwarded to the Office of Academic Affairs for review.

#### 5.1.3 Documentation of scholarship, teaching and service

*Revised: 04/01/07; 6/18/19*

Complete documentation of scholarship, teaching, and service is required.
5.1.4 Documentation of research: external evaluation
Revised: 04/01/07; 3/40/18; 6/18/19

External evaluations are optional for clinical/teaching/practice faculty unless scholarship is an expectation of the position. If research is an expectation of the position but an insufficient body of work exists to justify the efforts of external evaluators to review it, the candidate should not be reviewed.

External evaluations, when deemed necessary, must meet the criteria set forth in Section 3.7 of this volume. Unless an exception has been approved by OAA, at least five unbiased external evaluations of the individual’s research record are normally required.

The presence of research papers in the dossier of a faculty member whose assignment consists solely of clinical teaching and service does not create a need for external evaluation of research. In such cases, evaluators can provide little useful information. However, in some cases, depending on the TIU’s requirements for promotion, external evaluation of clinical/teaching/practice work, teaching (for clinical or practice faculty), and/or professional service may be appropriate.

5.2 Research faculty
Revised: 04/01/07

Research faculty who have not collected and maintained the documentation necessary to support a fully informed evaluation should be informed that promotion will be considered only when sufficient documentation has been accumulated.

5.2.1 APT Document used for reappointment and promotion reviews
Revised: 03/01/15

Research faculty members being considered for reappointment and promotion reviews will be reviewed using the unit’s current APT document.

5.2.2 Levels of review for promotion
Revised: 04/01/07

All promotion cases will be forwarded to the Office of Academic Affairs for review.

5.2.3 Documentation of teaching and service
Revised: 04/01/07

Normally research faculty members conduct research, but do not teach; documentation of teaching is therefore not generally expected. Documentation of service is required only if the faculty member has significant service responsibilities.

5.2.4 Documentation of research: external evaluation
Revised: 04/01/07

External evaluations are required for research faculty promotion reviews since research is an expectation of the position.

External evaluations must meet the criteria set forth in Section 3.7 of this volume. At least five unbiased external evaluations of the individual’s research record are normally required.
5.3 Non-reappointment notice

If a clinical/teaching/practice or research faculty is not reappointed, they must be informed according to the relevant standards of notice set forth in Faculty Rule 3335-6-08.

6.0 Procedures for associated faculty
Revised: 12/18/13

Associated faculty who have not collected and maintained the documentation necessary to support a fully informed evaluation are to be informed that promotion will be considered only when sufficient documentation has been accumulated (and assisted with understanding what information is required).

6.1 APT Document used for reappointment at senior rank
Revised: 03/01/15

Associated faculty members being considered for reappointment at senior rank will be reviewed using the unit’s current APT document.

6.2 Levels of review
Revised: 04/01/07

A negative recommendation at any level means that the final decision is negative and the case does not go forward.

If the TIU head makes a negative recommendation, the decision is negative.

If the TIU head makes a positive recommendation and the dean makes a negative recommendation, the decision is negative.

The only promotion cases forwarded to OAA for review at the university level are those for which the dean recommends positively. The dean’s decision is final for cases in which promotion is denied.

6.3 Documentation of teaching and service
Revised: 07/15/17

Documentation should match that required for tenure-track faculty

6.3.1 Clinical/teaching/practice faculty
Revised: 04/01/07; 5/18/19

Documentation should match that required by the academic unit for clinical/teaching/practice faculty.

6.3.2 Associated faculty with tenure-track titles below 50% FTE and adjunct faculty
Revised: 04/01/07

Documentation should match that required by the academic unit for tenure-track faculty.

6.4 Documentation of research: external evaluation
Revised: 07/24/12; 5/18/19

External evaluations are optional for associated faculty. In cases where a department or college APT document does not specify that they be solicited, the department chair should determine whether to solicit.
them in consultation with the committee of eligible faculty chair and with the approval of the college dean. OAA recommends that external evaluations be solicited in cases where the associated faculty member’s responsibilities include a significant expectation of published research or scholarship or when the eligible faculty is not able to provide a thorough peer review of the case without the expertise of faculty outside of the university. In some cases, external evaluation of clinical work and professional service may be appropriate.

7.0 Approved exceptions
Revised: 3/25/04

OAA has approved certain exceptions to the P&T rules. These are set forth in Faculty Rule 3335-6.

7.1 College of Medicine
Revised: 3/25/04
The College of Medicine makes the following exceptions for tenure-track probationary faculty with substantial clinical service responsibilities:

- The maximum probationary period for assistant professors is 11 years rather than six years with mandatory review for promotion and tenure in the 11th year.
- The maximum probationary period for associate professors hired without tenure is six years rather than four with mandatory review for tenure in the final year of the probationary period approved for a particular faculty member in the letter of offer.
- Promotion to the rank of associate professor without the simultaneous award of tenure may take place subject to the existence of OAA approved criteria for this action at both the unit and college level. Faculty who are promoted without the award of tenure must be considered for tenure no later than the mandatory review date or six years following promotion, whichever comes first.

7.2 University Libraries
Revised: 3/25/04

University Libraries may allow a P&T committee that is not a committee of all eligible faculty members to make recommendations to the director regarding P&T cases. In 2011, the faculty of the University Libraries voted to follow the standard OSU procedures.

7.3 University Extension in College of Food, Agricultural, and Environmental Sciences
Revised: 3/25/04

University Extension may allow a P&T committee that is not a committee of all eligible faculty members to make recommendations to the chair regarding P&T cases.

7.4 Department of Internal Medicine
Revised: 11/6/2017

The Department of Internal Medicine may allow a P&T committee that is not a committee of all eligible faculty members to make recommendations to the chair regarding P&T cases.

OAA requires only a minimum of four external evaluation letters for the Department of Internal Medicine.

7.5 Department of Pediatrics
Revised: 8/01/14
The Department of Pediatrics may allow a P&T committee that is not a committee of all eligible faculty members to make recommendations to the chair regarding P&T cases.