

Office of Academic Affairs
Policies and Procedures Handbook

Introduction

REVISIONS AND EDITS.....2

RULES OF THE UNIVERSITY FACULTY2

EXAMPLES2

COMMON ABBREVIATIONS USED IN THIS DOCUMENT2

Revised: 05/01/08; 5/15/20

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 in the [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 and the chapter and section numbers that will allow the reader to find the specific reference.

Examples

Examples provided in parentheses within this handbook are exemplary only. They do not represent an exhaustive list.

Common abbreviations used in this document

| | | | |
|-------|--|-----|-----------------------------------|
| ACE | American Council on Education | OIE | Office of Institutional Equity |
| APT | Appointments, promotion, and tenure | P&T | Promotion and Tenure |
| BOT | Board of Trustees | POA | Pattern of Administration |
| CAFR | Committee on Academic Freedom and Responsibility | POD | Procedures Oversight Designee |
| FERPA | Family Educational Rights and Privacy Act | SA | Special Assignment |
| FPL | Faculty Professional Leave | SOH | Special Opportunity Hire |
| FTE | Full Time Equivalent | SEI | Student Evaluation of Instruction |
| IUC | Inter-University Council | TIU | Tenure-Initiating Unit |
| LOA | Leave of Absence | | |
| OAA | Office of Academic Affairs | | |
| OHR | Office of Human Resources | | |

OFFICE OF ACADEMIC AFFAIRS

Policies and Procedures Handbook: Volume 1**Chapter 1: Governance Documents**

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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; 5/15/20; 8/15/21, 8/15/22; 8/15/23

[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 and provides guidance about minimum content in a TIU's 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 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. If a TIU head wishes to reaffirm the POA, it must be current with university rules and policies. 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~~ ~~senior vice provost for faculty~~ encourages TIU heads to submit drafts of POAs to OAA for consultation and advice. Formal submissions, however, are to be submitted electronically to OAA by TIU heads or their dean (or designee) 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 APT documents serves no purpose and often results in inconsistencies. The only exception is the mission statement, which must be included in both the POA and APT documents. The two iterations must match exactly.

The POA is to refer to and be consistent with the [University Faculty Rules](#). It is inadvisable to quote rules extensively, given that such passages will not reflect later revisions ~~of the rules~~. In place of quoted material, cite the relevant Rule number and embed the web address within it to comply with accessibility guidelines. 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 name, TIU name, and date reviewed by faculty and dean. Include a table of contents and paginate the document. To promote consistency across the university, the [university's editorial style guide](#) is to be followed. OAA maintains a digital collection of governance documents on its own [website](#) and encourages units to make their POA available on their websites.

TIUs must include at a minimum an introductory statement as well as sections on the mission; types of faculty appointments and their respective governance rights; organization of services and staff; overview of administration; description of faculty governance structure; guidelines governing faculty responsibilities and teaching assignments (including load and mode of instruction); guidelines governing allocation of 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.

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. Following the outline, details about what to include in particular sections are included.

In addition, there is a sample guideline [POA document](#) on the OAA website. To the extent possible, the sample guideline document 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 guideline POA, which is regularly updated. Any sections specifically required by OAA are so indicated in the guideline POA. Sections of red italicized text in the sample guideline 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. The POA and APT are to 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 are to refer to the [university's guidelines on policies](#) 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; 8/15/21; 8/15/23

[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.

Because a common format is needed to facilitate reference to POA documents, the required outline (see Section 1.1.3 below) must be followed as presented, 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 do not have faculty on the regional campuses do not need to include information relevant to those appointments).

Colleges must include at a minimum an introductory statement as well as sections on the mission; types of faculty appointments and their respective governance rights; organization of services and staff; overview of administration; description of faculty governance structure; guidelines governing faculty responsibilities and teaching assignments (including load and mode of instruction); guidelines governing allocation of 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.

Formal guidelines not included in the POA (e.g., appointment of associate chairs or directors; college expectations/practice when a faculty member requests a modification of duties; procedures for amending the POA) must also be submitted as appendices for OAA review when the POA is submitted for review and approval. Deans are to refer to the [university's guidelines on policies](#) when considering implementing a guideline not already covered in this handbook.

1.1 Required Suggested outlines

Revised: 06/22/12; 6/18/19; 5/15/20; 8/15/21, 8/15/22; 8/15/23

1.1.2. Required TIU POA Outline

Pattern of Administration for the Department (or School) of XXX

Cover Page

Date reviewed by department (or school) and college (MM/DD/YYYY)

Date approved by OAA (added by OAA upon final approval)

Table of contents

- I. Introduction
- II. TIU Mission
- III. Academic Rights and Responsibilities
- IV. Faculty and Voting Rights
 - A. Clinical/Teaching/Practice Faculty Appointment Cap
 - B. Research Faculty Appointment Cap
- V. Organization of TIU Services and Staff
- VI. Overview of TIU Decision-Making
- VII. TIU Administration
 - A. TIU Head
 - B. Other Administrators
 - C. Committees
- VIII. Faculty Meetings
- IX. Distribution of Faculty Duties, Responsibilities, and Workload
 - A. Guidelines on Teaching Assignments by Faculty Appointment Type
 - B. Special Assignments
 - C. Modification of Duties
 - D. Tenure-track Faculty
 - i. Special Assignments
 - E. Clinical/Teaching/Practice Faculty
 - F. Research Faculty
 - G. Associated Faculty
 - H. Modification of Duties
- X. Course Offerings, Teaching Schedules, and Grade Assignments

- XI. Allocation of TIU Resources
- XII. Leaves and Absences
 - A. Discretionary Absence
 - B. Absence for Medical Reasons
 - C. Unpaid Leaves of Absence
 - D. Faculty Professional Leave
 - E. Parental Leave
- XIII. Additional Compensation and Outside Activities
- XIV. Financial Conflicts of Interest
- XV. Grievance Procedures
 - A. Salary Grievances
 - B. Faculty Promotion and Tenure Appeals
 - C. Faculty and Staff Misconduct
 - D. Harassment, Discrimination, and Sexual Misconduct
 - E. Violations of Laws, Rules, Regulations, or Policies
 - F. Complaints by and about Students
 - G. Academic Misconduct

1.1.3. Required College POA Outline

Added: 8/15/23

Pattern of Administration for the College of XXX

Cover Page

Date reviewed by college (MM/DD/YYYY)

Date approved by OAA (added by OAA upon final approval)

Table of contents

- I. Introduction
- II. College Mission
- III. Academic Rights and Responsibilities
- IV. Faculty
 - A. Faculty Appointments
 - B. Voting Rights
 - C. College Distinguished Professor
 - D. Endowed Chairs and Endowed Professorships
- V. Organization of the College
- VI. Overview of College Administration and Decision-Making
- VII. College Administration
 - A. Dean
 - B. Other Administrators
 - C. Committees
 - 1. Promotion and Tenure Committee
 - 2. Investigations Committee
 - 3. Faculty Salary Appeals Committee
 - D. Centers
 - 1. Establishment of College Centers
 - 2. Review of College Centers
- VIII. Faculty Meetings
- IX. Distribution of Faculty Duties, Responsibilities, and Workload
 - A. Guidelines on Teaching Assignments by Faculty Appointment Type

- B. Special Assignments
- C. Guidelines for Determining FTE Exceptions of Faculty Appointments Policy
- D. Modification of Duties
- X. Course Offerings and Teaching Schedule
- XI. Allocation of College Resources
- XII. Leaves and Absences
 - A. Discretionary Absence
 - B. Absence for Medical Reasons
 - C. Unpaid Leave of Absence
 - D. Faculty Professional Leave
 - E. Parental Leave
- XIII. Additional Compensation and Outside Activities
- XIV. Financial Conflicts of Interest
- XV. Grievance Procedures
 - A. Salary Grievances
 - B. Faculty Promotion and Tenure Appeals
 - C. Faculty and Staff Misconduct
 - D. Harassment, Discrimination, and Sexual Misconduct
 - E. Violations of Laws, Rules, Regulations, or Policies
 - F. Complaints by and about Students
 - G. Academic Misconduct

1.2 Mission

Revised: 05/01/08; 8/15/23

Include the TIU's (or college's) academic mission. This statement must also appear in the TIU's (college'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.)~~

Within the TIU's (college's) academic mission statement:

- identify the audiences of the unit's teaching, research and creative activity, engagement, and service;
- explain how these audiences affect the nature of its teaching, research and creative activity, engagement, and service; and
- establish the relative importance of the various kinds of faculty effort in the context of the mission.

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.

1.3 Academic rights and responsibilities

Revised: 08/01/07

Include the link to the [university's reaffirmation of academic rights and responsibilities](#).

1.4 Faculty and voting rights

Revised: 12/18/13; 07/20/17; 6/18/19; 5/15/20; 8/15/21

1.4.1 Appointments

Revised: 8/15/23

Describe who is considered a faculty member in the TIU **and college** 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](#)).

This section also could describe who is considered a member of the graduate faculty if this information is not contained in a separate graduate handbook.

1.4.2 Voting Rights

Revised: 8/15/23

TIUs with clinical/teaching/practice faculty are to define clinical/teaching/practice faculty, list their titles (see [Faculty Rule 3335-7-02](#)), state what governance rights will be extended to them, 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 **may** vote on clinical/teaching/practice faculty appointments, **reappointments**, and promotions and initial research faculty appointment decisions. Clinical/teaching/practice faculty may not participate in research faculty **reappointment or** promotion decisions (see Faculty Rule [3335-7-11.D](#)).

TIUs with research faculty are to define research faculty, list their titles ~~they will be given~~ (see [Faculty Rule 3335-7-31](#)), state what governance rights will be extended, and state what appointment cap is in effect. ~~The TIU's tenure-track faculty may vote to allow~~ Research faculty **may** vote on **research faculty appointments, reappointments, and promotion and the initial appointments of clinical/teaching/practice faculty.** Research faculty may not participate in or vote on tenure-track promotion and tenure decisions or **clinical/teaching/practice reappointment or promotion decisions** (see [Faculty Rule 3335-7-37](#)). ~~The TIU's tenure-track faculty and clinical/teaching/practice faculty (if applicable) may vote to allow research faculty to vote on the appointment and promotion decisions of research faculty.~~

With the approval of the tenure-track faculty, associated faculty (other than visiting faculty) may be given governance rights within the TIU. Associated faculty may not participate in the **appointment, promotion and tenure reviews of tenure-track faculty, or in the appointment, reappointment, or promotion reviews of clinical/teaching/practice or research faculty.**

Emeritus faculty may not be given voting rights but may be asked to consult with TIU committees.

1.4.3 College Distinguished Professors

Added: 8/15/23

Colleges that wish to establish college distinguished professorships must include criteria for review and procedures for awarding such distinctions. See the [Faculty Appointments Policy](#).

1.4.4 Endowed Chairs and Endowed Professorships

Added: 8/15/23

Colleges must have written guidelines regarding endowed positions. Endowed faculty guidelines must include, at a minimum, a description of the impact of endowed positions for the academic unit, a general description of criteria and process for appointment and reappointment and a general expectation of participating in stewardship of donors. Guidelines could also address appointment letters, use of funds, scholarly expectations and specific stewardship expectations. See [Endowed Faculty Positions](#) for more information.

1.5 Organization of services and staff

Revised: 08/26/04; 8/15/21; 8/15/23

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 smaller units.

For colleges, this section is called "Organization of the College" and is used to list the TIUs. It is required in college POAs.

1.6 Overview of decision-making

Revised: 08/26/04; 5/15/20; 8/15/21

Edited: 08/01/07

Include a statement on how TIU (college) guidelines and program decisions are made.

1.6.1 TIU Head/College Dean

Revised: 05/01/08; 8/15/21; 8/15/22; 8/15/23

TIUs should 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. Colleges should quote [Faculty Rule 3335-3-29\(B\)](#). 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.

Colleges should include information on other academic administrators, such as vice, associate, and assistant deans (see [Faculty Rule 3335-3-29](#)). A college's process for TIU head selection and review should be described.

1.6.2 Committees

Revised: 01/01/11; 6/18/19; 5/14/20; 8/15/21; 8/15/23

TIUs should 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's 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 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 (e.g., graduate admissions and recruitment, graduate studies), and a standing committee that provides administrative service for promotion and tenure reviews. Many TIUs also have a standing diversity, equity, and inclusion committee, and a faculty awards committee that can be used to identify internal and external awards for which their faculty may be nominated. 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 book selection, honors, salary, space, subfields, and technology.

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 and the Promotion and Tenure Committee, if such a committee exists.

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 faculty 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. **Colleges must also have a Promotion and Tenure Committee.**

Examples of committees found in colleges across the university include committees on budget, curriculum, diversity, faculty development, graduate education, honors and scholars (to support internal and external faculty award nominations), 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.

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.

1.7 Faculty meetings

Revised: 08/04/09; 6/18/19; 5/15/20; 8/15/23

Colleges, departments, and schools should include how faculty meetings are scheduled, how faculty members are informed of meetings, and how meeting agendas and minutes are established, distributed, and maintained. 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 3335-5-16 requires that college faculty will meet upon call of the dean or in accordance with the college POA. Faculty Rule 3335-5-18 requires that TIU faculty meet upon call of the TIU head or dean or in accordance with the TIU POA. In any case, faculty must meet at least once each semester of the academic year.

1.8 Distribution of faculty duties, responsibilities, and workload

Revised: 05/26/18; 6/18/19; 8/15/23

OAA requires that every college, department, school, and regional campus have guidelines on the distribution of faculty duties, responsibilities, and workload for tenure-track, clinical/teaching/practice, research, and associated faculty. For colleges with TIUs, the college guidelines are to establish minimum expectations for all 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, responsibilities, and workload, including TIU expectations regarding faculty office hours. Every member of the faculty who is assigned instruction is expected to establish and maintain regular office hours in order to be readily available to students.

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

Describe any TIU guidelines that supplement college guidelines and university policies with respect to conflicts of commitment and direct the reader to the [Outside Activities and Conflicts Policy](#).

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](#).

1.8.2 Faculty fellows

Added: 8/15/22; 8/15/23

A faculty fellow appointment releases a faculty member from 50% or more some portion of their regular duties (as specified in an MOU or letter of offer) for in-depth, time-limited administrative and/or other leadership projects in university support units or colleges. Colleges and administrative units that wish to appoint or sponsor faculty fellow appointments must establish procedures for soliciting nominations and for administering a fellow program. These units may also establish named faculty fellow appointments in support of particular programs and initiatives.

1.8.2.1 Purpose

A faculty fellow appointment is used to assist administrative units and colleges with specific, focused projects. It can also be used to support succession planning within units and as a professional development opportunity for later-career faculty who are interested in pursuing leadership positions within the university. A faculty fellow appointment should not be used in lieu of a Special Assignment.

1.8.2.2 Required approvals

On the Columbus campus, approvals are required from the academic or administrative appointing unit, the TIU head, the college dean, and OAA.

On the regional campuses, approvals are required from the academic or administrative appointing unit, the TIU head, the regional campus dean/director, and OAA. **The Columbus campus dean shall be made aware of all such appointments.**

Approval of a faculty fellow appointment is contingent on units having sufficient faculty available at all times to meet obligations to students and other constituencies and to conduct regular business. Before accepting an appointment, faculty fellows must agree with their TIU heads on the terms of the appointment and, if the appointment is not full-time, on assigned duties within the TIU.

1.8.2.3 Timing

A faculty fellow appointment is normally granted for part or all of the 9-month academic year (August–May), but faculty on 12-month appointments may be granted a faculty fellow appointment for the full year, and faculty on 9-month appointments may be appointed for projects in the summer. Examples include 50% appointment for a year, 100% appointment for a semester, and 75% for a year.

1.8.2.4 Compensation

A faculty fellow appointment does not entail additional compensation. The sponsoring unit will transfer funds to the fellow's home unit to cover the fellow's compensation in proportion to the percent FTE that the appointing unit is obtaining for the fellow's time.

Compensation can include summer funding, not to exceed 2/9ths of the base salary, for a 9-month faculty member when a 12-month fellow appointment is offered.

1.8.3 Guidelines for determining FTE exceptions to Faculty Appointments Policy (colleges only)

Revised: 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 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.

1.8.4 Modification of Duties

Revised: 8/15/21

Colleges are encouraged to provide guidelines on modification of duties to assist TIU heads in making flexible arrangements for full-time faculty seeking accommodation for childbirth/adoption, care taking for an immediate family member who has a serious health condition, or a qualifying exigency arising from the employee's immediate family member being on covered active duty in a foreign country or being called to covered active-duty status.

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](#).

1.10 Allocation of resources

Revised: 08/26/04; 8/15/21

Describe any TIU (and college) 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; 8/15/22

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

- [Faculty Professional Leave \(FPL\)](#)
- [Unpaid Leave of Absence \(LOA\)](#)

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 Board of Trustees (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 Additional compensation and outside activities

Revised: 06/26/18; 5/15/20; 8/15/21; 8/15/22; 8/15/23

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

The [Faculty Compensation Policy](#) University policies represent defines the 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](#) and the [Outside Activities and Conflicts Policy](#). For purposes of the [Outside Activities and Conflicts 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 an outside activity is at the discretion of the TIU head and dean and will be denied should a conflict of interest or commitment exist ([Outside Activities and Conflicts Policy](#)). The TIU/college POA is to include additional guidelines for when an outside activity will not be approved.

Faculty with an administrative position (e.g., Dean, TIU Head, Associate and Assistant Deans, Center Directors) remain subject to the [Outside Activities and Conflicts Policy](#) and, with approval, are permitted to engage in paid outside 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.

Colleges, departments, and schools are to 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 them. Generally, such a process is by way of a book selection committee and/or approval by the TIU head or dean. See [Office of Academic Affairs Policies and Procedures Handbook](#), Volume 1, Chapter 2, Section 1.8: Use of self-authored material.

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 list each topic and direct the reader to the [Outside Activities and Conflicts Policy](#).

1.14 Grievance procedures

Revised: 01/01/11; 8/15/21; 8/15/23

Describe the TIU's **and college's** mechanisms 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 and Equal Employment Opportunity](#)
- [Non-Discrimination, Harassment, and Sexual Misconduct](#)
- [Office of Institutional Equity](#)
- [Office of University Compliance and Integrity](#)
- [Anonymous Reporting Line](#)
- [Faculty Rule 3335-5-04](#) (Hearing procedures for complaints against faculty)

- [Faculty Rule 3335-5-05](#) and [Faculty Rule 3335-6-05](#) (Procedures concerning faculty complaints about promotion, tenure and renewal decisions. Tenure appeal procedures should be covered in the TIU's APT Document.)
- [Faculty Rule 3335-8-23](#) (Procedures concerning complaints by and about students)
- Academic Misconduct (Procedures concerning complaints relating to academic misconduct)
 - [Committee on Academic Misconduct](#)
 - [Code of Student Conduct](#)
 - Professional student honor code (if applicable)
 - Initiation, inquiry, and investigation of code violations ([Code of Student Conduct 3335-23-05](#))

2.0 TIU Appointments, Promotion & Tenure Document

Revised: 03/25/05; 6/26/18

2.0.1 Requirements

Revised: 06/26/18; 6/18/19; 5/15/20; 8/15/21; 8/15/23

[Faculty Rule 3335-6-02](#) and [Faculty Rule 3335-3-35](#) require that every TIU have an APT document describing the criteria and procedures for making recommendations regarding the appointment, promotion, and compensation 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. If a TIU head wishes to reaffirm the APT, it must be current with university rules and policies. Specific sections of the document can be revised as the need arises. Such revisions must be approved by the dean of the college and OAA and are to be submitted electronically. The current APT document remains in effect until a new or reaffirmed one is approved by OAA. Units are responsible for providing a copy (or a link to access the document online) 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;
- 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 ~~senior vice provost for faculty~~ ~~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.

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, 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 do not have faculty on the regional campuses do not need to include information relevant to those appointments).

A guideline APT document 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. Although OAA encourages TIU heads to follow the content in the guideline APT Document whenever possible, OAA acknowledges that wholesale adoption of the guideline document 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.

Units are to refer to and be consistent with the University Faculty Rules. It is inadvisable to quote rules extensively, however, as such passages will not reflect later revisions to the Rules. In place of quoted material, cite the relevant Rule number and embed the web address within the citation to comply with accessibility guidelines. 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.

The APT must include a cover page with college, department, or school name and dates reviewed by the faculty and dean. Include a table of contents and paginate the APT document. To promote consistency across the university, follow the [university's editorial style guide](#). 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 current governance documents on its own [website](#). 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 [guideline sample APT document](#) 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. Although OAA encourages TIU heads to follow the sample [guideline APT Document](#) whenever possible, OAA acknowledges that wholesale adoption of the sample [guideline document](#) 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 **red** italicized text in the [guideline sample](#) document are notes and comments and should not appear in a TIU's APT Document.

Colleges should refer to the College APT Guideline [Sample Document](#), as there are substantial differences between the departmental template and the college template. Colleges that are TIUs will also need to consult the TIU-level APT Guideline Document.

2.0.2 College APT Documents

Revised: 08/01/14; 5/15/20; 8/15/21; 8/15/23

[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 one year from the date they are appointed or reappointed. If a dean wishes to reaffirm the APT, it must be current with university rules and policies. Specific sections of the document can be revised as the need arises. Such revisions must be approved by OAA and should be submitted electronically. The current APT document remains in effect until a new or reaffirmed one is approved by OAA.

The college APT document is to describe, in qualitative terms, the college's criteria for appointments, promotion, and tenure within the context of the college's mission. The document also is to include a description of the college's procedures for conducting college-level reviews for promotion and tenure.

A college APT must include the following language about the faculty hiring process in Section IV.B.1 (see required outline below). This language must then be referred to in Section IV.B.1 (see required TIU APT outline below) within the APT document of each of the college's TIUs.

Prior to any search, members of all search committees must undergo the trainings identified in the [SHIFT](#) Framework for faculty recruitment. In addition, all employees/faculty involved in the hiring and selection process must review and acknowledge the AA/EEO Recruitment and Selection Guidelines in the BuckeyeLearn system.

The [SHIFT](#) Framework will serve as a centrally coordinated guideline and toolkit to support the entire process of faculty recruitment with clear engagement from all participating stakeholders involved in the faculty hiring process. This framework is intended to provide faculty engaged in search committees and staff providing support services with the tools and support needed to attract excellent and diverse applicant pools, conduct consistent and equitable evaluations, and successfully hire and properly onboard new faculty members who will continue our tradition of academic excellence. This framework consists of six phases, each targeting a specific stage of the recruitment process:

- “Phase 1 | Search Preparation & Proactive Recruitment” is the earliest stage in the search process. Key steps during this phase include determining faculty needs for the unit, creating a search strategy (including timeline), establishing a budget, and identifying additional partners to include in the process. The steps in this phase provide guidance on forming committees, detail training requirements for search committee members, and innovative approaches to advertising and outreach. This section also includes ideas and resources for developing qualified, diverse talent pools to ensure alignment with university and unit AA/EEO goals and advance the eminence of the institution.
- “Phase 2 | Preliminary Review of Applicants” focuses on best practices for the application review and candidate screening processes. The guidelines and resources in this section support consistency, fairness, and equity in the review, assessment,

and selection of candidates moving forward in the recruitment process. This section also outlines how to select a list of candidates for on-campus interviews.

- “Phase 3 | Finalists Interviews & Evaluations” provides guidance and tools for conducting interviews and campus visits, requesting reference letters (if not requested earlier in the application stage), and collecting feedback from everyone who interacted with the candidates. Adherence to the guidelines outlined in this section has a direct impact on enhancing the candidate experience and ensuring a consistent evaluation process. This phase concludes with the submission of a letter from the search committee to the TIU chair/director.
- “Phase 4 | Extend Offer” provides guidance and resources related to effectively selecting the most qualified candidate(s) for the position(s) and successfully negotiating to result in an accepted offer.
- “Phase 5 | Preboard and Onboard” offers resources to help prepare and support new faculty as they transition to Ohio State. The suggestions in this phase focus on creating a seamless transition for incoming faculty and their partners/families, if applicable.
- “Phase 6 | Reflect and Assess the Search” is a process supported by OAA to reflect on the hiring cycle each year and evaluate areas that may need improvement and additional support.

2.0.2.1 Required College APT Outline

Added 8/15/23

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

Cover Page

I. Preamble

II. College Mission

III. Definitions

A. Committee of the Eligible Faculty within Each TIU of the College

1. Tenure-track faculty
2. Clinical/Teaching/Practice faculty (if applicable)
3. Research faculty (if applicable)
4. Associated faculty
5. Conflict of interest
6. Minimum composition

B. College Promotion and Tenure Committee

C. Quorum

D. Recommendation from a TIU’s Committee of the Eligible Faculty

1. Appointment
2. Reappointment, promotion and tenure, and promotion

IV. Appointments

A. Criteria

1. Tenure-track faculty
2. Clinical/Teaching/Professional Practice faculty (if applicable)
3. Research faculty (if applicable)
4. Associated faculty
5. Regional campus faculty (if applicable)
6. Emeritus faculty
7. Courtesy appointments for faculty

B. Procedures

1. Tenure-track faculty on the Columbus campus (see required language for this section in Section 2.0.2 above)
2. Clinical/Teaching/Professional Practice faculty on the Columbus campus (if applicable)
3. Research faculty on the Columbus campus (if applicable)
4. Transfer from the tenure track
5. Associated faculty on the Columbus campus
6. Regional campus faculty (if applicable)
7. Courtesy appointments for faculty

V. Annual Performance and Merit Review Procedures

A. Documentation

B. Probationary tenure-track faculty on the Columbus campus

1. Fourth-Year Review
2. Extension of the tenure clock (exclusion of time from probationary period)

C. Tenured faculty on the Columbus campus

D. Clinical/Teaching/Practice faculty on the Columbus campus (if applicable)

E. Research faculty on the Columbus campus (if applicable)

F. Associated faculty on the Columbus campus

G. Regional campus faculty (if applicable)

H. Salary recommendations

VI. Promotion and Tenure and Promotion reviews

A. Criteria

1. Promotion to associate professor with tenure
2. Promotion to associate professor without tenure (clinical departments in Medicine only)
3. Promotion to professor
4. Clinical/Teaching/Practice faculty (if applicable)
5. Research faculty (if applicable)
6. Associated faculty
7. Regional campus faculty (if applicable)

B. Procedures

1. Tenure-track, Clinical/Teaching/Professional Practice, and Research faculty on the Columbus campus (as applicable)
 - a. Candidate responsibilities
 - b. TIU eligible faculty responsibilities
 - c. TIU heads' responsibilities
 - d. College promotion and tenure committee responsibilities
 - e. Dean's responsibilities
2. Procedures for associated faculty on the Columbus campus
3. Procedures for regional campus faculty (if applicable)
4. External evaluations

VII. Promotion and Tenure and Reappointment Appeals

VIII. Seventh-Year Reviews

IX. Procedures for Student and Peer Evaluation of Teaching

- A. Student evaluation of teaching
- B. Peer evaluation of teaching

2.1 Preliminary information

Revised: 01/01/11

2.1.1 Required TIU APT outline

Revised: 06/25/18; 6/18/19; 5/15/20; 8/15/23

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 are to be included only by units approved for those types of faculty appointments. If a TIU adopts its college’s APT as its own, this should be stated on the college’s APT document.

~~Colleges should refer to the College APT Guideline Sample Document, as there are substantial differences between the departmental template and the college template. Colleges that are TIUs will also need to consult the TIU-level APT Guideline Document.~~

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

Cover Page

- I. Preamble
- II. Department Mission
- III. Definitions
 - A. Committee of the Eligible Faculty
 1. Tenure-track faculty
 2. Clinical/Teaching/Practice faculty (if applicable)
 3. Research faculty (if applicable)
 4. Associated faculty
 5. Conflict of interest

6. Minimum composition
 - B. Promotion and Tenure Committee (if composition differs from the Committee of Eligible Faculty)
 - C. Quorum
 - D. Recommendation from the Committee of the Eligible Faculty
 1. Appointment
 2. Reappointment, promotion and tenure, and promotion **and contract renewal**
- IV. Appointments
- A. Criteria
 1. Tenure-track faculty
 2. Clinical/teaching/practice faculty (if applicable)
 3. Research faculty (if applicable)
 4. Associated faculty
 5. Regional campus faculty (if applicable)
 6. Emeritus faculty
 7. Courtesy appointments for faculty
 - B. Procedures
 1. Tenure-track faculty on the Columbus campus
 2. Clinical/teaching/practice faculty on the Columbus campus (if applicable)
 3. Research faculty on the Columbus campus (if applicable)
 4. Transfer from the tenure track
 5. Associated faculty on the Columbus campus
 6. Regional campus faculty (if applicable)
 7. Courtesy appointments for faculty
- V. Annual Performance and Merit Review
- A. Documentation
 - B. Probationary tenure-track faculty on the Columbus campus
 1. Fourth-Year Review
 2. **Extension of the tenure clock** (exclusion of time from probationary period)
 - C. Tenured faculty on the Columbus campus
 - D. Clinical/Teaching/Practice faculty on the Columbus campus (if applicable)
 - E. Research faculty on the Columbus campus (if applicable)
 - F. Associated faculty on the Columbus campus
 - G. Regional campus faculty (if applicable)
 - H. Salary recommendations
- VI. Promotion and Tenure and Promotion reviews

- A. Criteria and **Documentation Evidence** that Support Promotion
 - 1. Promotion to associate professor with tenure
 - 2. Promotion to associate professor without tenure (clinical departments in Medicine only)
 - 3. Promotion to professor
 - 4. Clinical/Teaching/Practice faculty (if applicable)
 - 5. Research faculty (if applicable)
 - 6. Associated faculty
 - 7. Regional campus faculty (if applicable)
- B. Procedures
 - 1. Tenure-track, Clinical/Teaching/Practice, and Research faculty (as applicable)
 - a. Candidate responsibilities
 - b. Promotion and tenure committee responsibilities (if separate from the eligible faculty)
 - c. Eligible faculty responsibilities
 - d. TIU head responsibilities
 - 2. Procedures for associated faculty on the Columbus campus
 - 3. Procedures for regional campus faculty (if applicable)
 - 4. External evaluations
 - a. **Peer and Near Peer Institutions**

VII. Promotion and Tenure and Reappointment Appeals

VIII. Seventh-Year Reviews

IX. Procedures for Student and Peer Evaluation of Teaching

A. Student evaluation of teaching

B. Peer evaluation of teaching

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; 8/15/23

Include the TIU's (or college's) academic mission. This statement must also appear in the TIU's (or college's) POA document. This is the only example of duplicated material in the two documents; the language must be identical in both. (See Section 1.2: Mission, for full information on the mission statement.)

~~Within the TIU's academic mission statement:~~

- ~~identify the audiences of the unit's teaching, research and creative activity, engagement, and service;~~

- explain how these audiences affect the nature of its teaching, research and creative activity, engagement, and service; and
- establish the relative importance of the various kinds of faculty effort in the context of the mission.

This same 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; 5/15/20; 8/15/21; 8/15/23

[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 their tenure resides.

Faculty on approved leave (unpaid leave, faculty professional leave, parental leave) are not considered for quorum unless they declare, in advance and in writing, their intent to participate in all proceedings for all candidates they are eligible to review.

Clinical/teaching/practice faculty may not participate in the promotion and tenure reviews of tenure-track faculty (see [Faculty Rule 3335-7-04\(A\)](#)) or the promotion or reappointment reviews for research faculty. ~~The TIU's tenure track faculty may vote to include e~~ Clinical/teaching/practice faculty may vote in the appointment, reappointment, and promotion reviews of clinical/teaching/practice faculty and the initial appointment of research faculty.

Research faculty may not participate in the promotion and tenure reviews of tenure-track faculty or the promotion or reappointment reviews of clinical/teaching/practice faculty (See [Faculty Rule 3335-7-37](#)). Research faculty may vote in the appointment, reappointment, and promotion reviews of research faculty and the initial appointment of clinical/teaching/practice faculty. ~~The TIU's tenure track faculty may vote to include research faculty in the appointment and promotion review of research faculty and the initial appointment of clinical/teaching/practice faculty.~~

Associated faculty may not participate in the appointment, promotion, or tenure reviews of tenure-track faculty or the appointment and promotion reviews of clinical/teaching/practice or research faculty (see [Faculty Rule 3335-7-37](#)). TIUs must include their procedures for the initial appointment, reappointment, contract renewal, and promotion reviews of associated 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. Advanced-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).

Prior to the start of a review process, all eligible faculty must be asked to indicate any conflicts to the committee of eligible faculty chair, the Procedures Oversight Designee (POD), or the TIU head. 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 the eligible faculty chair, in consultation with the POD, shall determine whether it is appropriate for the faculty members to recuse themselves from a particular review. Based on that determination, faculty members with a conflict of interest who do not voluntarily recuse themselves will be removed by the TIU head. **The guideline APT document has sample language that units can consider.**

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. 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 do not attend the entire 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; 8/15/21; 8/15/23

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 may determine how the committee chair is selected, whether by appointment or election. The chair of this committee may also chair the committee of the eligible faculty. The committee's membership and term of service should be indicated.

Colleges (with departments/schools) must have a P&T committee that conducts an independent assessment about how accurately the TIU deliberative body and TIU head followed stated TIU processes. The college may determine how the committee chair is selected, whether by appointment or election. The committee's membership and term of service should be indicated.

2.2.3 Quorum

Revised: 04/29/16; 5/15/20; 8/15/21

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 (see below).

2.2.4 Recommendation from the Committee of the Eligible Faculty

Revised: 05/05/16; 5/14/20; 8/15/23

This section states the required vote for there to be a positive recommendation from the committee of the eligible faculty (described above in 2.2.1. Committee of the Eligible Faculty).

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 as 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 the case of appointments, promotion, tenure, and reappointment votes, the Office of Academic Affairs strongly encourages TIUs and colleges to exclude abstentions as an option. If a member of the committee of eligible faculty feels they cannot vote for or against a candidate, they should not participate in the discussion and vote. If they are abstaining due to a believed conflict of interest, they should not participate in the discussion or vote.

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 (with the vote breakdown presented in parentheses).

| Quorum | 25% Present | Majority Present | 2/3 Present |
|--------------------|---------------------|----------------------|----------------------|
| # to attain quorum | 25 | 51 | 67 |
| Majority | 11 (11 Y, 9 N, 5 A) | 24 (24 Y, 22 N, 5 A) | 32 (32 Y, 30 N, 5 A) |
| 2/3 Vote | 14 (14 Y, 6 N, 5 A) | 31 (31 Y, 15 N, 5 A) | 42 (42 Y, 20 N, 5 A) |

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 TIU's 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; 5/15/20

See the [Faculty Appointments Policy](#) 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 the TIU 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 they will teach 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 the TIU is a 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](#). 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 **current** curriculum vitae for all faculty members, including associated faculty members, must be kept in each TIU. The collection of these documents is the responsibility of the TIU head or designee.

2.3.1.1 Tenure-track faculty

Revised: 02/15/13; 5/15/20

This section first establishes criteria for appointment at the rank of instructor and assistant professor. Appointments at the rank of instructor are 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 to assistant professor occurs without review the semester following completion of the required credentialing.

Criteria for appointment at higher ranks are to be consistent with the criteria for promotion to those ranks established in the 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 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 first establishes 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 are to follow the principles guiding the same rank on the tenure-track.

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

The suggested appointment criteria included in the sample document are somewhat generic given that 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.

Titles for clinical/teaching/practice faculty are found in [Faculty Rule 3335-7-02](#).

2.3.1.3 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 first establishes criteria for appointment at the rank of research assistant professor.

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

2.3.1.4 Associated faculty

Revised: 06/15/15; 6/18/19; 8/15/21; 8/15/23

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, clinical/teaching/practice, or research ranks, as appropriate to the appointment. These criteria also will 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.

Information about associated faculty can be found in [Faculty Rule 3335-5-19](#).

The types of associated appointments are as follows:

- 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.
 - adjunct instructor, adjunct assistant professor, adjunct associate professor, adjunct professor
- Tenure-track titles 1–49% (compensated)—provides significant service to the teaching, research and creative activity, 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 creative activity, and service program of the unit
 - instructor, assistant professor, associate professor, professor
- 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 professor of practice, clinical professor of practice
- Lecturer and senior lecturer (compensated)—provides service to the instructional program of the unit
- Visiting titles (compensated or uncompensated)—temporary faculty and persons on leave from other academic institutions
 - visiting instructor, visiting assistant professor, visiting associate professor, visiting professor

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.

2.3.1.5 Regional campus faculty

Revised: 03/25/05; 8/15/21

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

2.3.1.6 Emeritus Faculty

Revised 7/1/19; 5/15/20

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/director for associated faculty on regional campuses) outlining academic performance and citizenship. The committee of eligible faculty will review the application and make a recommendation to the TIU head. The committee of eligible faculty for tenured faculty consists of tenured associate professors and professors. The committee of eligible faculty for all other faculty titles consists of tenured associate professors and professor and non-probationary clinical/teaching/practice associate professors and professors if they have been granted the right to vote on personnel matters in their unit. The TIU head will decide upon the request, and if appropriate submit it to the dean. Should the TIU head deny the request, the faculty member may appeal the decision to the dean.

All documents will be reviewed for approval by OAA.

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 [Faculty Appointments Policy](#) 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 the discretion of the unit and modification at any time:

- Emeritus parking free of charge (application provided by the BOT).
- Emeritus permanent university ID card permitting library privileges.
- Continuing use of OSU email account (requested by calling the Office of Technology and Digital Innovation'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 technology 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; 8/15/23

The appointment of all compensated tenure-track, clinical/teaching/professional practice, research, and associated faculty, irrespective of rank, must be based on a formal search process following the [SHIFT Framework](#) for faculty recruitment. All faculty positions must be posted in [Workday](#), the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in [Workday](#) to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

2.3.2.1 Tenure-track faculty on the Columbus campus

Revised: 06/25/18; 5/15/20; 8/15/21; 8/15/23

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](#).

Searches for tenure-track faculty proceed according to the process identified in the college guideline [Appointments, Promotion, and Tenure document](#), Section IV.B.1.

In accordance with the unit's equal opportunity and affirmative action plan, 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, minority, and other underrepresented faculty must make every possible effort to recruit qualified faculty in these groups. Recruitment techniques must demonstrate the reach to diverse pools of candidates.

Within 24 months prior to a search, every search committee member is required to have participated in an orientation on hiring for inclusive excellence available through the TIU's college with resources from the [Office of Diversity and Inclusion](#). Implicit bias training, such as that available through the [Kirwan Institute for the Study of Race and Ethnicity](#), is also required of all search committee members prior to any 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 Office of Institutional Equity [policy on affirmative action and equal employment opportunity](#) 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. Additional resources are available at the [Office of Diversity and Inclusion](#).

Appointments at advanced rank (associate professor, professor) require prior approval by the college dean and OAA.

Pre-tenure appointments with prior service credit require prior approval by the college dean and OAA.

The required documentation for appointments at advanced rank and pre-tenure appointments with prior service credit can be found in the [Faculty Appointments Policy](#).

An [MOU](#) must be signed by faculty eligible for tenured positions who are not U.S. citizens or nationals, permanent residents, asylees, or refugees.

2.3.2.2 Clinical/teaching/practice faculty on the Columbus campus

Revised: 06/15/10; 6/18/19; 8/15/23

If the unit is authorized to have clinical/teaching/practice faculty (see Volume 1, Chapter 2), this section is to 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 advanced rank require prior approval by the college dean and OAA.

2.3.2.3 Research faculty on the Columbus campus

Revised: 06/15/10

If the unit ~~is authorized has voted~~ to have research faculty (see Volume 1, Chapter 2), 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 advanced rank require prior approval by the college dean and OAA.

2.3.2.4 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 OAA.

Transfers from clinical/teaching/practice or research appointments to the tenure track are not permitted.

2.3.2.5 Associated faculty on the Columbus campus

Revised: 06/15/10

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

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

2.3.2.6 Regional campus faculty

Revised: 03/25/05; 8/15/21

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

Candidates are to 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/director.

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; 5/15/20; 8/15/23

Explain the procedures for the annual performance and merit review of each category of faculty in the TIU. Every compensated 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. See [Faculty Annual Review and Reappointment Policy](#).

The review of faculty with budgeted joint appointments must include input from the joint appointment TIU head for every annual evaluation cycle. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on goals specific to the individual in the joint unit.

The means for carrying out the review will vary according to the traditions of the various fields within the unit. [A sample template](#) is provided by OAA.

2.4.1 Documentation

Revised: 07/15/19; 5/15/20

For their annual performance and merit review, faculty members must submit the following documents to the TIU head according to the schedule specified in the TIU's APT document:

- Office of Academic Affairs dossier outline, [Policies and Procedures Handbook](#), Volume 3 (*required for probationary faculty and recommended for associate professors*) or updated documentation of performance and accomplishments (*non-probationary faculty*)
- 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, research and creative activity, 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 on the Columbus campus

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 [Faculty Annual Review and Reappointment Policy](#) for OAA guidelines on the annual review process of probationary tenure-track faculty.

2.4.2.1 Fourth-Year Review

Revised: 03/25/05

See the [Faculty Annual Review and Reappointment Policy](#) for OAA guidelines on the Fourth-Year Review process of probationary tenure-track faculty.

2.4.2.2 Extension of the tenure clock (exclusion of time from the probationary period)

Revised: 03/25/05; 8/15/21

Faculty Rule [3335-6-03](#) (D) sets forth the conditions under which a probationary tenure-track faculty member may extend the probationary period. See also Volume 1, Chapter 2, Section 1.4.5, for additional OAA guidelines.

2.4.3 Guidelines

Revised: 03/25/05; 8/15/23

See the [Faculty Annual Review and Reappointment Policy](#) for OAA guidelines on the review of tenured faculty, clinical/teaching/practice faculty, and research faculty.

2.4.3 Tenured faculty on the Columbus campus

Revised: 03/25/05

See the [Faculty Annual Review and Reappointment Policy](#) for OAA guidelines on the review of tenured faculty.

2.4.4 Clinical/teaching/practice faculty on the Columbus campus

Revised: 03/25/05; 6/18/19

See the [Faculty Annual Review and Reappointment Policy](#) for OAA guidelines on the review of clinical/teaching/practice faculty.

2.4.5 Research faculty on the Columbus campus

Revised: 03/25/05

See the [Faculty Annual Review and Reappointment Policy](#) for OAA guidelines on the review of research faculty.

2.4.4 Associated faculty on the Columbus campus

Revised: 03/25/05

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

2.4.5 Regional campus faculty

Revised: 03/25/05; 8/15/21; 8/15/23

Regional campus tenure-track faculty are first reviewed by the regional campus faculty according to the process established on that campus, with the review focusing on teaching and service. and then by the regional campus dean/director. The regional campus review. Following the review by the regional campus, the regional campus dean/director meets with the TIU head for each regional campus faculty member for evaluation of the faculty member's research and creative activity during the review period. The regional campus dean/director provides an annual review letter, forwards the written evaluation and recommendation of the regional campus review to the TIU head, from which point the review follows the procedures described for the Columbus campus faculty. A request to promote requires agreement by the dean/director and the TIU head.

Regional campus clinical/teaching/practice faculty are reviewed by the regional campus faculty according to the process established on that campus, with the review focusing on teaching and service. by the regional campus dean/director. Following the review, the dean/director consults with the faculty member's TIU head. A request to promote follows the same procedures as tenure track faculty except that external letters are not needed unless scholarship is a component of the assigned role.

The review of regional campus research faculty takes place on the Columbus campus and follows the same procedures as those described above for Columbus campus research faculty. Following the review, the TIU head will consult with the regional campus dean/director. A request to promote requires agreement by the regional campus dean/director and the TIU head.

Regional campus associated faculty are reviewed according to the process established on that campus, with the review focusing on teaching and service, if applicable. are reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean/director. The decision of the regional campus dean/director is final.

2.4.6 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](#)).

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 evidence that support promotion

Revised: 05/05/16; 5/15/20; 8/15/21; 8/15/23

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

Although criteria will vary both according to unit mission and the specific responsibilities of each faculty member, every candidate is to 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 (see Volume 3 for guidance). It is essential that the pattern of performance over the probationary period yields 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. For example, if a candidate's documented primary responsibility in teaching is and will continue to be undergraduate teaching, then excellence in undergraduate teaching should be required. Under-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. Similarly, performance in secondary areas should not be assessed with the same rigor as performance in the primary area. Units may also, if they wish, define excellence in teaching, research and creative activity, and service to include professional ethical conduct consistent with the [American Association of University Professors' Statement on Professional Ethics](#).

2.5.1.1 Citizenship, collegiality, and/or ethical behavior

Revised: 07/26/04

Citizenship, collegiality and/or ethical behavior may not be established as a fourth criterion in promotion and tenure or promotion reviews independent of teaching, research and creative activity, 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 creative activity, and service in promotion and tenure or promotion 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 must establish and exercise very high standards for the awarding of tenure, as a positive tenure decision has a powerful impact on the quality and future of the unit.

2.5.1.3 Documentation Criteria and Evidence

Revised 07/15/19; 8/15/23

Describe in detail the specific criteria and the documentation evidence that will be examined in assessing whether promotion and/or tenure is merited. Criteria and documentation evidence 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 only the stated items. Appendix A in the [Sample Appointments, Promotion, and Tenure document](#) provides examples of criteria and documentation evidence that units may elect to use, or which may serve as guidelines for units developing their own criteria and documentation evidence.

Units may weigh forms of **documentation evidence** 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; 5/15/20; 8/15/21

OAA requires evaluation of instruction in all courses and by all faculty members regardless of category or rank. 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 the [Drake Institute Teaching Support Program](#).

2.5.1.5 Research and creative activity

Revised: 03/25/05; 6/18/19; 8/15/23

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 **must should** describe the specific ways in which the quality of these works will be assessed.

External evaluations of scholarship are required. Units **must 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; 8/15/23

Activities generally considered to be service include:

- administrative work for the TIU, college, **campus**, 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 such activities as 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.

Candidates who engage in community-engaged scholarship should include that work in the appropriate teaching, research, and creative activities sections. Additionally, there may be components of their community-engaged scholarship that is appropriate for the service section, however there should not be duplicate entries.

2.5.1.7 Promotion to associate professor without tenure (for clinical departments in the College of Medicine)

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 clinical 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; 5/15/20; 8/15/21

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 is to be awarded not only to those faculty who have demonstrated impact in their research and creative activity, teaching and learning, and service, but also to those who have exhibited outstanding academic leadership that has made a visible and demonstrable impact upon the mission of the TIU and The Ohio State University. This should be clearly documented in the TIU's APT document.

2.5.1.9 Clinical/teaching/practice faculty

Revised: 03/25/05; 6/18/19

Because clinical/teaching/practice faculty (see [Faculty Rule 3335-7-02](#) for correct titles) 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 sample APT document are somewhat generic, given that 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.

2.5.1.10 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.

2.5.1.11 Associated faculty

Revised: 8/15/21

This section is to describe the criteria for promotion, as appropriate, to adjunct associate professor and adjunct professor; to associate professor and professor with FTE below 50%; to clinical associate professor of practice and clinical professor of practice; and to senior lecturer. Criteria will vary, depending on the nature of the appointment.

2.5.1.12 Regional campus faculty

Revised: 03/25/05

In evaluating tenure-track faculty on the regional campuses for promotion and tenure or promotion, the TIU will use the criteria described above in Sections 2.5.1.4, 2.5.1.5, and 2.5.1.6 but will give greater emphasis to the quantity of a candidate's teaching and service relative to scholarship and creative activity. Units with regional campus faculty must state the criteria for their promotion within this guideline. Moreover, 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.
- Tenure-track faculty on the regional campuses 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.

In evaluating regional campus clinical/teaching/practice faculty, research faculty, and associated faculty for promotion, TIUs will use the same criteria that they use for the promotion of their faculty in each of these categories.

2.5.2 Procedures for tenure-track, clinical/teaching/practice, and research faculty on the Columbus campus

Revised: 03/25/05; 07/15/19; 8/15/21; 8/15/23

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, as 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 nonprobationary tenured faculty member who asks to be reviewed for a promotion in rank cannot be denied consideration for promotion for more than one year. Faculty Rules [3335-6-04](#), [3335-7-08](#), and [3335-7-36](#) provide that a tenured or nonprobationary clinical/teaching/practice or research faculty member who asks to be reviewed for a promotion in rank cannot be denied consideration for promotion more than once. 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. **A probationary clinical/teaching/practice or research faculty member may be denied a non-mandatory review each year up to the year of reappointment.**

2.5.2.1 Responsibilities of the review parties

Revised: 02/15/13; 07/20/17; 07/15/19; 8/15/21

Include in this section the process that will be used to remove a faculty member from a review process who has a conflict. Only the TIU head has authority to remove from the review a faculty member with a conflict of interest when the faculty member refuses to withdraw voluntarily.

2.5.2.1.1 Responsibilities of the candidate

Revised: 8/15/21

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 must use the OAA format and outline regardless of start date. 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.

Candidates must indicate the APT document under which they wish to be reviewed. If the APT document is not the one currently approved by OAA, candidates must submit a copy of the APT under which they wish to be reviewed. A candidate may be reviewed using their TIU's current APT document, or they may elect to be reviewed under either (a) the APT document that was in effect on their start date, or (b) the APT document that was in effect on the date of their last promotion or reappointment (for clinical/teaching/practice and research faculty), whichever of these two latter documents is the more recent. However, for tenure-track faculty the current APT document must be used if the letter of offer

or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year.

If external evaluations are required, candidates are responsible for reviewing the list of potential external evaluators developed according to TIU guidelines.

2.5.2.1.3 Responsibilities of the TIU head

Revised: 8/15/21

In describing the role of the TIU head, include the responsibility to determine whether a candidate is authorized to work in the United States and whether a candidate will require sponsorship for an employment visa or immigration status.

For tenure-track assistant professors, TIU heads are to confirm that candidates are eligible to work in the U.S. Candidates who are not U.S. citizens or nationals, permanent residents, asylees, or refugees will be required to sign an [MOU](#) at the time of promotion with tenure.

2.5.3 Procedures for associated faculty on the Columbus campus

Revised: 8/15/21

Adjunct faculty, associated faculty with tenure-track titles, and associated clinical faculty for whom promotion is a possibility must follow the promotion guidelines and procedures prescribed by their TIU. The review does not proceed to the college level if the TIU head's recommendation is negative, and does not proceed to the executive vice president and provost if the dean's recommendation is negative.

2.5.4 Procedures for regional campus faculty

Revised: 03/25/05; 8/15/21; 8/15/23

The responsibilities of regional campus candidates are the same as those of a Columbus campus candidate (see section 2.5.2 above).

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

Regional campus clinical/teaching/practice faculty are reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean/director. Following the review, the dean/director consults with the faculty member's TIU head. A request to promote follows the same procedures as tenure-track faculty except that external letters are not needed unless scholarship is a component of the assigned role.

The review of regional campus research faculty takes place on the Columbus campus and follows the same procedures as those for Columbus campus research faculty. Following the review, the TIU head will consult with the regional campus dean/director. A request to promote requires agreement by the regional campus dean/director and the TIU head.

Associated faculty are reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean/director. The decision of the regional campus dean/director is final.

2.5.5 External evaluations

Revised: 03/25/05; 5/15/20; 8/15/23

Include a set of peer and aspirational peer institutions (5–10 in each category) the TIU aligns with and from which it should be seeking external review letters. TIUs should seek external evaluations predominately from evaluators in those programs. Justification will be provided in each case when a suggested evaluator is from a program not included on these lists. Describe how a slate of potential evaluators is determined. State who is responsible for contacting the evaluators and indicate 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 the [Policies and Procedures Handbook](#), Volume 3, Section 3.6: 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 avoid limiting the number of credible evaluators available to be suggested by others. No more than half of the external evaluations may come from evaluators recommended by the candidate.

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. Appeals alleging improper evaluation are described in Faculty Rule [3335-5-05](#).

2.7 Seventh-year reviews

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

2.8.1 Student evaluation of teaching

Revised: 06/15/15; 6/18/19; 5/14/20

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 the [Policies and Procedures Handbook](#), 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 student evaluation of teaching include:

- assessment of the success of the candidate's current and former graduate students and post-docs;
- validated questionnaires collecting data from graduate students.

2.8.2 Peer evaluation of teaching

Revised: 8/01/14; 6/18/19; 5/15/20; 8/15/23

Peer evaluation 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 [Drake Institute for Teaching and Learning](#) for links to online 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 the [Policies and Procedures Handbook](#), Volume 1, Chapter 2, Section 1.4.4: Evaluation of Instruction.

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 the 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.

Faculty on the regional campuses are to follow their campus expectations for peer evaluation that are articulated in the regional campus APT document.

3.0 Updating obsolete material in TIU governance documents

Revised: 06/15/15; 6/18/19; 8/15/22

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. Units are asked to pay special attention to Faculty Rule [3335-7-02](#), where clinical/teaching/practice titles recently have been updated.

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) 247-6947.

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](#) or to the [University 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 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.

The [Faculty Recruitment and Selection Policy](#) has been revised removing permanent residency within the U.S. as a requirement to obtain tenure at the university.

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; 8/15/21

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). A TIU also serves as the primary appointment home for clinical/teaching/practice faculty, research faculty, and associated faculty.

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. Eligible faculty members with multiple appointments may vote on promotion and, where appropriate, tenure matters only in their designated TIU (see Office of Academic Affairs Policies and Procedures Handbook, Volume 1, Chapter 1, Section 1.4: Faculty and voting rights, for information on faculty governance rights). In annual reviews and promotion and tenure reviews, TIUs ~~must~~ **should** seek input from all units where the faculty member has an appointment.

1.1 Chairs and directors (TIU heads)

Revised: 05/05/16; 07/20/17; 6/19/19; 5/15/20; 8/15/21; 8/15/22

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 per Office of Academic Affairs (OAA) compensation policies (see [Faculty Compensation Policy](#)).

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 under [Faculty Rule 3335-3-35\(B\)](#). 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.

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.

Appointment of an external TIU head at advanced rank requires approval by the eligible faculty, the college dean, and OAA. The process is to be managed by another TIU head in the college.

Appointments are typically effective on July 1 for 12-month appointees (end date June 30). The July 1 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; 08/15/22

TIU heads may appoint such assistant, associate, and vice chairs and directors (or for colleges that are TIUs, assistant, associate, and vice deans) 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 TIU staff

Revised: 02/15/13; 5/15/20; 08/15/22

TIU heads can obtain information on staff hiring and supervising procedures from college fiscal officers or human resources professionals and from Employee and Labor Relations (614-247-6947). The OHR home page may be found [here](#).

1.3.1 Teaching component in unclassified administrative & professional (A&P) staff positions

Revised: 03/25/05; 5/15/20, 08/15/22

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](#).

If teaching is not part of the assigned job duties of an unclassified A&P staff position, teaching may be done for additional compensation, subject to the 20% cap that applies equally to faculty and staff. To learn more about impacts to staff benefits, TIU heads should communicate with OHR.

1.4 TIU faculty

Revised: 04/01/99

1.4.1 Units approved for clinical/teaching/practice faculty

Revised: 06/26/18; 6/19/19; 5/15/20; 8/15/21; 08/15/22

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, and 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. For all units without an approved exception (see below), 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, Dentistry, and Veterinary Medicine have approved exceptions. Clinical/teaching/practice faculty in the Colleges of Nursing and Dentistry may comprise no more than 75% of the total tenure-track, clinical/teaching/practice, and research faculty. Clinical/teaching/practice faculty in the College of Veterinary Medicine may comprise no more than 65% 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 TIUs; in all other TIUs 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.

Arts and Sciences

African American & African Studies
 Art
 Arts Administration, Education & Policy
 Anthropology
 Classics
 Communication (10)
 Comparative Studies
 Dance
 Design
 Earth Sciences
 East Asian Languages & Literature
 Evolution, Ecology & Organismal Biology
 French and Italian
 Geography
 Germanic Languages & Literatures
 History
 History of Art
 Linguistics
 Mathematics
 Microbiology
 Molecular Genetics
 Music
 Near Eastern and South Asian Languages and Cultures
 Philosophy
 Psychology
 Slavic & East European Languages & Cultures
 Spanish & Portuguese
 Speech and Hearing Science
 Statistics

Theatre, Film & Media Arts

Business

Dentistry (75)

Education and Human Ecology

Educational Studies

Human Sciences

Teaching and Learning

Engineering

Architecture

Biomedical Engineering (20)

Chemical and Biomolecular Engineering

Civil, Environmental and Geodetic Engineering (25)

Computer Science and Engineering

Electrical and Computer Engineering

Integrated Systems Engineering

Materials Science and Engineering

Mechanical and Aerospace Engineering (10)

Food, Agricultural, and Environmental Sciences

Agricultural Communication, Education and Leadership

Agricultural, Environmental, and Development

Economics

Agricultural Technical Institute

Animal Sciences

Entomology

Environment and Natural Resources (15)

Extension

Food, Agricultural, and Biological Engineering

Horticulture and Crop Science

Plant Pathology

Law

Medicine

Anesthesiology
 Biological Chemistry and Pharmacology (40)
 Biomedical Education & Anatomy
 Biomedical Informatics
 Cancer Biology and Genetics
 Emergency Medicine
 Family and Community Medicine
 Health and Rehabilitation Sciences (40)
 Internal Medicine
 Microbial Infection & Immunity
 Neurological Surgery
 Neurology
 Neuroscience
 Obstetrics and Gynecology
 Ophthalmology and Visual Sciences
 Orthopaedics
 Otolaryngology—Head and Neck Surgery

Pathology

Pediatrics

Physical Medicine and Rehabilitation

Physiology and Cell Biology

Plastic and Reconstructive Surgery

Psychiatry and Behavioral Health

Radiation Oncology

Radiology

Surgery

Urology

Nursing (75)

Optometry

Pharmacy

Public Health

Public Affairs

Social Work

Veterinary Medicine (65)

Veterinary Biosciences

Veterinary Clinical Sciences

Veterinary Preventive Medicine

1.4.2 Units approved for research faculty

Revised: 05/05/16; 6/19/19; 8/15/21; 08/15/22

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 number of research 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.

Arts and Sciences

Earth Sciences

Evolution, Ecology, and Organismal Biology

Psychology (10)

Sociology (10)

Speech and Hearing Science

Dentistry

Engineering

Biomedical Engineering

Chemical and Biomolecular Engineering

Civil, Environmental, and Geodetic Engineering
 (25)

Computer Science and Engineering

Electrical and Computer Engineering

Integrated Systems Engineering

Materials Science and Engineering

Mechanical and Aerospace Engineering (10)

**Food, Agricultural, and Environmental
 Sciences**

Animal Sciences

Entomology

Environment and Natural Resources

Food, Agricultural, and Biological Engineering

Food Science and Technology

Medicine

Biomedical Informatics (49)

Biological Chemistry and Pharmacology

Cancer Biology and Genetics

Family and Community Medicine

Health and Rehabilitation Sciences

Internal Medicine

Microbial Infection and Immunity

Neurological Surgery

Neuroscience

Obstetrics and Gynecology

Pediatrics

Physical Medicine and Rehabilitation

Physiology and Cell Biology (33)

Plastic and Reconstructive Surgery

Psychiatry and Behavioral Health

Radiation Oncology

Radiology

Surgery
Urology
Nursing
Optometry (30)

Pharmacy
Public Health
Veterinary Medicine
Veterinary Biosciences

1.4.3 Duties, responsibilities, and workload

Revised: 06/15/10; 8/15/22

OAA requires TIUs, in cooperation with their colleges, to establish guidelines that describe the allocation of effort in the unit 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](#).

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 TIU guidelines, the following range of teaching responsibilities applies to all colleges, schools, and departments whose missions include undergraduate students.

- TIUs 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 and creative activity and service.
- TIUs 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 and creative activity, service, and other professional activities consistent with the department's mission.
- TIUs 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 and creative activity, service, and other professional responsibilities consistent with the department's mission.

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

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

The purpose of TIU guidelines on faculty duties and responsibilities is to identify the relative emphasis to be placed on teaching, research and creative activity, and service. Where appropriate, the TIU 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 TIUs, 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 TIU'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 creative activity, and service
 - The TIU head is responsible for achieving this balance for the TIU through the assignment of duties to individual faculty.
- Types and amounts of instruction needed to accomplish the teaching mission of the unit
 - 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 and creative activity by the faculty

The mission of the TIU will determine the relative balance of effort in teaching, research and creative activity, and service. OAA anticipates that there will be significant differences in the missions of many TIUs and, as a result, there will be differences among TIUs in the relative amounts of effort faculty spend in their teaching, research and creative activity, engagement, and service responsibilities. Within TIUs, 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 teaching, the TIU head 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 Policy](#).

All programs may not fit administratively into one of the categories described above. For example, some TIUs 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 TIU head in consultation with the college dean, subject to the approval of the executive vice president and provost.

While on duty, faculty members are accountable for meeting the formal and informal obligations associated with research, service, and/or teaching or clinical practice, including interaction with students, service assignments, and other responsibilities even if they have no formal course assignment that semester/term. Faculty duties and responsibilities are assigned annually in accordance with the workload guidelines set forth in the TIU's pattern of administration. 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 TIU head, dean, and OAA through an approved leave of absence form. Absence of any member of the faculty member from university responsibilities of more than ten consecutive business days require approval by OAA.

1.4.3.1 Teaching

Revised: 04/01/99, 5/15/20; 8/15/22

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 and school, 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 TIU head is responsible for assuring that every faculty member has duties and responsibilities commensurate with their appointment and that unit workload is distributed equitably among faculty. Although faculty members are expected to exercise "self-determination" in conducting their research or other scholarly activity, the TIU head is responsible for assigning teaching (including mode of instruction) and, in most cases, TIU service. Once teaching assignments are made by the TIU head, the course must be taught in the mode (i.e., distance, hybrid, or in-person) assigned. The mode of instruction is not at the discretion of the faculty.

In making these assignments, the TIU head must balance the needs of the TIU with the preferences of the faculty member within the context of the TIU's [guidelines policy](#) on faculty duties and responsibilities.

1.4.3.1.1 Faculty teaching workload

Revised: 04/01/99; 5/15/20

In setting college workload guidelines, flexibility is important to recognize that there may be ranges in teaching, research and creative activity, and service expectations among TIUs, 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 TIU heads, is responsible for approving the appropriate division of workload expectations for each TIU according to the TIU's level of activity in the degree programs it offers. In determining the relative emphasis that a given TIU would place upon undergraduate programs, research and creative activity, 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 creative activity and teaching are seen as two inseparable facets of the learning experience for both faculty and students.

1.4.3.2 Research and creative activity

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 TIUs 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 TIU, 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 TIU's policy on faculty duties and responsibilities. These activities often benefit the TIU 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 TIU's need to meet its programmatic obligations may become issues when a faculty member seeks relief from departmental obligations to devote considerable time to personal professional interests that may not contribute to TIU goals. The TIU head may decline to approve such requests when approval is not judged to be in the best interests of the TIU.

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.

The Drake Institute for Teaching and Learning offers a [Teaching Portfolio Development guide](#) with 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; 8/15/21

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. Additionally, any peer evaluation of teaching should provide critical feedback to the faculty member being reviewed so they may use that feedback to improve their teaching.

Resources on peer evaluation of teaching are available [here](#).

1.4.4.1.1 Required

Revised: 05/05/16; 07/20/17; 07/17/19; 8/15/21

Periodic peer evaluation is required for all tenure-track faculty, 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, online and in-classroom, all methods should be evaluated.

Peer evaluation is the responsibility of the TIU head and faculty of the TIU, not the individual faculty member being reviewed. However, the individual faculty member is responsible for knowing how many peer reviews are expected, and to confirm with the TIU head that they will occur. The TIU head 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 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 evaluation of teaching should include a review of 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 who are engaged in formal 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\(C\)\(14\)](#) 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; 5/15/20; 8/15/21; 5/15/22

Every TIU’s APT document must specify a single required method of soliciting student feedback. 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 a 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. Information about the retention schedule for SEI comments can be found at the [Registrar's website](#).

1.4.4.2.2 Recommended

Revised: 06/15/10; 07/17/19; 8/15/21

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.

When assessing teaching, TIUs 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, 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 completed by a 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 Extension of the tenure clock (exclusion of time) Changes in length of probationary period for tenure track faculty

Revised: 03/02/07; 8/15/23

[Faculty Rule 3335-6-03 \(D\)](#) sets forth the conditions under which a probationary tenure track faculty member may extend the tenure clock. [Faculty Rule 3335-6-03 \(E\)](#) does likewise for reducing the probationary period. A faculty member remains on duty regardless of extensions or reductions to the probationary period, and annual reviews are conducted in every probationary year regardless of time extended or reduced. Approved extensions or reductions do not limit a TIU's right to recommend nonrenewal of an appointment during an annual review.

1.4.5.1 Birth of a child or adoption of a child

Revised: 08/01/14; 5/15/20

The [Notification of Birth or Adoption of Child Form](#) is used to inform the university that a probationary tenure-track faculty member has had a child or has adopted a child while employed at Ohio State so that a year can be excluded from the faculty member's probationary period. Candidates may inform their TIU head, 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 [extension of the tenure clock \(exclusion of time\)](#) 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; 8/15/21

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

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 Tenure Probationary Period form](#).

Requests to exclude time under Section (D)(1)(b) for an unpaid leave of absence, or factors beyond the faculty member's control that hinder the performance of the duties associated with being a successful faculty member require, in addition to the form, the following items:

- TIU 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 **extension of the tenure clock (exclusion of time)** from the probationary period.

Requests to exclude time under Section (D)(1)(b) because of personal illness or care of a seriously ill or injured person require, in addition to the form, the following items:

- TIU head review;
- documentation deemed necessary by Ohio State's Office of Human Resources and the TIU head;
- documentation of the faculty member's productivity to date (usually a CV)

As stated in [Faculty Rule 3335-6-03](#), an **extension of the tenure clock (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 **extension of the tenure clock (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 (i.e., a nonmandatory review) 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.

1.4.5.3 COVID-19

Revised: 8/15/21; 8/15/22

Probationary tenure-track faculty who were in their probationary period during Spring 2020, Summer 2020, Autumn 2020, or Spring 2021 may request a one-year **extension of the tenure clock (exclusion of time)** from their probationary period. This request will be automatically approved by their TIU head, dean, and OAA.

Faculty who have not yet completed their Fourth-year review may:

1. continue with their mandatory Fourth-year review in the originally scheduled year and move their mandatory tenure review by one year; or
2. move both their mandatory Fourth-year review and their mandatory tenure review by one year.

Faculty who choose one of the options above but later decide that they do not need the additional year in their probationary period may request a nonmandatory **promotion and tenure** review following the policies and procedures outlined in each unit's Appointments, Promotion, and Tenure document. **Once a Fourth-year review has been moved (option 2 above), it cannot be moved back. However, a Fourth year review and a nonmandatory promotion and tenure review can occur simultaneously.**

Faculty who choose one of the options above should complete [Form 116](#) and email it to their TIU head or regional campus dean (where applicable). This form then will be submitted through DocuSign to the regional campus dean (where applicable), the TIU head, the college dean, and OAA for signatures.

Eligible faculty may opt in to this automatic **extension of the tenure clock (exclusion of time)** until April 1 of the academic year immediately preceding their mandatory tenure review **(i.e., April 1, 2024 for a review occurring in Autumn 2024).**

An **extension of the tenure clock (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 **(see Faculty Rule 3335-6-04(A)(3)).** 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 (i.e., a nonmandatory review) 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; 5/15/20; 8/15/22

Probationary tenure-track faculty whose appointment is less than full-time (but 50% FTE or greater) may request an **extension of the tenure clock (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 two years 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 via DocuSign 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](#).

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.

1.4.8 Faculty resignation

Added: 8/15/22

A faculty member who intends to resign or retire from the university should meet with their tenure initiating unit (TIU) head and make those intentions known as early as possible when the timeline is defined. Upon deciding to resign or retire, a faculty member must either (1) submit in writing (i.e., letter or email) to the TIU head their intent to resign or retire with an effective date, or (2) submit the resignation or retirement via [Workday](#). The TIU is to submit a request for resignation or retirement via [Workday](#) if not completed by the faculty member. In cases where a date has not been given, the TIU head is to acknowledge receipt of the resignation or retirement in writing and seek confirmation of the effective resignation or retirement date after the faculty member has (1) submitted in writing to the TIU head their decision, or (2) after Workday has automatically generated a confirmation message to the TIU.

A faculty member may submit a written request to rescind their resignation or retirement. The request may be submitted through and including the effective date of their resignation or retirement. Although the TIU has sole discretion to accept or reject a faculty member's request to rescind their resignation or retirement, the TIU must consult with the Dean of the College prior to accepting or rejecting the request.

Upon terminating employment with the university, separating faculty must take action to assure that all obligations to the university have been fulfilled prior to departure. Before leaving, faculty should contact the Office of Human Resources to confirm benefit transition arrangements and to turn in ID cards, keys, and any other university property.

1.5 Course scheduling

Revised: 08/01/14; 8/15/22

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. Courses enrolling fewer than fifteen may be offered if sufficient resources and programmatic justifications exist.

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, courses with enrollments that are frequently below the minimum until there is reason to expect adequate enrollment. 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 Continuity of course scheduling

Added: 8/15/22

Ohio State strives to remain open and operational to ensure continuity of instruction and services to its students. However, extreme conditions, such as severe weather, can warrant the usage of the university's [Weather or Other Short-Term Closing Policy](#) resulting in the closure of parts of the Columbus campus and/or any of the regional campuses. The safety and well-being of students, faculty, and staff are the university's highest priority.

When a decision is made to close the university or cancel in-person classes, it will be done in a manner that minimizes disruption to students and employees. As such, the university's Weather or Other Short-Term Closing Policy allows instructors teaching in-person to keep their class on schedule during disruptive times through alternative teaching methods. Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

To maintain course continuity, clear communication is essential. Communication begins the first week of new term and with the syllabus. Faculty are encouraged to discuss their continuity plan with students and include the following language in their syllabus:

“Should classes be cancelled on the Columbus campus and/or regional campuses, you will be notified as to whether alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via (mode of communication, e.g., Carmen or other electronic means). Faculty teaching online are encouraged to include the following: “Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.”

It is at the discretion of the instructor as to whether an alternative method of teaching will occur when classes have been cancelled under the Weather or Other Short-Term Closing Policy. Instructors teaching multiple sections of the same course are to consult with their Chair or Dean to ensure consistency with the course continuity plan.

Live or synchronous class sessions are to be held at the same time as the regularly scheduled class, while self-directed study options through asynchronous activities may proceed once communicated.

Upon a university closure announcement, colleges and departments are to inform students, interns, and residents of their expectations in fulfilling their regularly scheduled clinic obligations. This includes clinic rotations and individual patient care assignments. Students taking part in practicums, internships, student

teaching, or other experiential learning should follow their participating organization's closing procedures.

For additional information, please refer to the [Weather or Other Short-Term Closings Frequently Asked Questions](#).

1.7 New courses and abolishment of courses

Revised: 08/05/05

The [Academic Organization, Curriculum, and Assessment Handbook](#) contains information on the creation of new courses and the abolishment of courses.

1.8 Instruction

Revised: 08/01/07; 5/15/20

The Rules of the University Faculty 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](#)

Student assessment:

- [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](#)

1.9 Providing accommodations to students

Added: 8/15/22

Revised: 8/15/23

Every student is expected to participate in academically related activities and attend every class session for which the student is duly registered.

In accordance with Ohio law, instructors shall provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first fourteen days of the semester, of the date of each absence. Although students are required to provide notice within the first fourteen days of the semester, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

Instructors shall not question the sincerity of a student's religious or spiritual belief system and shall keep requests for accommodations confidential. A statement with information about this policy, the general procedure to request accommodations, and contact information for a person to whom students can direct questions about the policy must be provided in each course syllabus.

An instructor shall include in each course syllabus the following statement:

It is Ohio State's formal expectation that instructors align with Ohio law to reasonably accommodate the sincerely held religious beliefs and practices of all students. Students are permitted to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the semester begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Students with concerns or complaints under the policy are strongly encouraged, but not required, to first discuss those concerns with their instructor and/or the chair of the department. Students may also report their concerns or file a complaint with the Office of Institutional Equity via the [online reporting form](#), email at equity@osu.edu, or phone at 614-247-5838.

A non-exhaustive list of religious holidays is available on the OAA website. Exclusion of a holiday or festival from the calendar or the non-exhaustive list may not be used to deny an accommodation. Instructors may contact the Testing Center in the office of the University Registrar for more information regarding the make-up exam policy. Faculty may use these calendars as a planning tool when determining dates for course requirements.

For assistance or questions about this policy, please contact the Office of Faculty Affairs at academicaffairs@osu.edu.

Faculty are expected to work with students to reasonably accommodate their religious obligations and observances. Examples of religious accommodations can include, but are not limited to, rescheduling an exam or presentation, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, faculty members should consult their TIU head for assistance.

An individual's request for time off from school activities to accommodate religious needs, observances, and practices is reasonable unless university operations would suffer unduly by granting the individual's request.

Instructors are expected to provide information about how absences will be managed to students during the first week of classes (both orally and within the syllabus). It is the student's responsibility to present, at the earliest possible date, a request for the required absence to each instructor whose class is to be missed. Students who know they will require a religious accommodation, but who may not know the date of the religious observance, should ideally communicate with their instructors about this possible need at the start of the semester, although a later request, if feasible and agreed upon, should not bar the student from receiving the reasonable accommodations.

The University Interfaith Council has a helpful [religious holiday calendar](#) to promote awareness and understanding of observances. Faculty may contact the [Testing Center](#) in the office of the University Registrar for more information regarding the make-up exam policy.

1.10 Use of self-authored material

Revised: 06/09/16; 8/15/22

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 them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's TIU head and/or 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 TIU 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.

1.11 Graduate associates

Revised: 08/01/07

The annually updated [Graduate School 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 and creative activity, 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/teaching/practice 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 for 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; 8/15/22

The four regional campuses—Lima, Mansfield, Marion, and Newark—offer Associate of Arts degrees, Bachelors of Arts and Bachelors and Science degrees in selected areas, as well as undergraduate and graduate programs in selected areas (e.g., master of social work, master of arts in educational studies).

Courses and programs on these campuses must be approved by the relevant units on the Columbus campus. All courses and programs taught on the regional campuses are Ohio State courses and programs, ~~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 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 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](#) 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 Non-reappointment, 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 |
| 3335-15 | Miscellaneous Provisions |

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 (for example, 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 are sent to the family of the deceased.

7.0 Managing situations that are highly charged with emotion or potentially violent

Revised: 06/26/18; 5/15/20; 8/15/21

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 causes 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, the Office of Institutional Equity, or the University Employee Assistance Program (contact information for the latter 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, the Office of Institutional Equity, 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.

911 should be called any time there is concern for personal safety.

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.

- [Non-Discrimination, Harassment, and Sexual Misconduct Policy](#)
- Workplace Violence Policy ([HR policy 7.05](#))
- Senior Human Resource Professionals in academic and work settings
- The [Office of Institutional Equity](#), OIE (614-247-5838)
- The University [Employee Assistance Program](#), EAP (1-800-678-6265)
- Crisis Assessment Team ([CAT team](#))
- OSU Wexner Medical Center Security (614-293-8500); emergency (911)
- Guide to Assist Disruptive or Distressed Individuals, found on the front page of the [Suicide and Mental Health Task Force](#) site
- Columbus campus: OSU Police Department (614-292-2121); emergency (911)
- Lima campus: Campus Security Office (567-242-7400); emergency (911)
- Mansfield campus: Campus Security Office (419-755-4346 or -4218); emergency (911)
- Marion campus: Public Safety Office (740-725-6300); 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](#) with its [Legal Topics page](#) and on the [Ohio Ethics Commission website](#).

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. Additional information can be found in the [Privacy and Release of Student Education Records policy](#).

10.0 Immunity, indemnification, and representation

Revised: 06/26/18

Ohio law provides university employees with immunity from liability in lawsuits filed in state courts. Individuals seeking to recover damages for the wrongful acts of a university employee must file a state court lawsuit 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 lawsuits 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 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 lawsuit 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 their actions.

Further information concerning the legal liabilities of faculty members, including unit heads, may be obtained from [OLA](#).

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](#). 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; 8/15/22

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 routine 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~~ is to immediately contact the Public Records unit in the [Office of University Compliance and Integrity](#) when they receive a records request that is other than routine (*e.g.*, the request is from an attorney and/or involves legal issues; appears to be ambiguous or overly broad; or is worded in manner such that the office cannot identify the public records being requested).

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](#). 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](#).

13.0 Required email

Revised: 06/26/18; 5/15/20

The Ohio State University is committed to protecting the information created by and entrusted to us. Faculty and staff conducting university business by electronic mail are required to use the university-managed osu.edu mailbox and related systems. Using the OSU email account ensures that we are protecting information as required under state or federal laws and regulations.

14.0 Health and safety

Revised: 7/17/20

Faculty must comply with all health and safety requirements mandated by the university to ensure the health and safety of the campus community. Faculty who fail to comply may be subject to corrective actions, including but not limited to disciplinary action under University Faculty Rule [3335-5-04](#).

OFFICE OF ACADEMIC AFFAIRS

Policies and Procedures Handbook: Volume 1

Chapter 3: Appeals and Complaints Procedures

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1.0 Promotion and tenure and ~~reappointment probationary renewal~~ appeals

Revised: 07/08/11; 07/17/19; 5/15/20; 8/15/23

Only the candidate may appeal a negative tenure, promotion, or ~~reappointment 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.

Tenure Initiating Unit (TIU) heads, deans, and the executive vice president and provost normally will not discuss a promotion and tenure or ~~reappointment probationary renewal~~ decision with individuals who are not a party to the decision-making process.

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

Favorable annual reviews are not a basis for appealing a negative ~~tenure, promotion, or reappointment promotion and tenure or probationary renewal~~. 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 granting promotion or tenure with promotion. 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 of high-quality performance. Performance that is adequate for annual reappointment may not be adequate for the granting of promotion or tenure with promotion (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, 8/15/21; 8/15/23

The primary basis for an appeal of a negative ~~tenure, promotion, or reappointment 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 a promotion or promotion and tenure case for tenure-track faculty, in a promotion case for clinical/teaching/practice and research faculty, or the dean has rendered a decision in a reappointment case. However, a candidate occasionally may 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 way(s) 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 a promotion or promotion and tenure case for tenure-track faculty, in a promotion case for clinical/teaching/practice and

research faculty, or the dean has rendered a decision in a reappointment case. 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 in cases involving promotion or promotion and tenure, or the dean in the case of clinical/teaching/practice and research faculty reappointments, and shall meet with the chair of CAFR regarding the complaint and next steps.

The faculty member is to promptly inform the chair of CAFR and OAA if they decide 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; 8/15/21

An appeal also may be based on an allegation of discrimination. Such an appeal will focus on discrimination based on protected status (see [Affirmative Action and Equal Employment Opportunity Policy](#)). A complaint alleging discrimination is to be presented in writing to the [Office of Institutional Equity](#), 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 executive vice president and provost's or dean's (in the case of reappointments without a promotion review) negative decision. The Office of Institutional Equity shall have the sole discretion for investigating complaints of discrimination. The executive vice president and provost shall take any steps as deemed necessary upon receiving a decision from the Office of Institutional Equity.

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; 8/15/23

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\(B\)](#)). An associate professor who has been denied tenure during their mandatory tenure review may also be considered for a final-year review following these same procedures.

2.0 Faculty salary equity appeal process

Revised: 03/25/04; 8/15/23

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.

All faculty members have the opportunity to discuss salary equity issues with their TIU head or 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 below, the faculty member may initiate an appeal by notifying the TIU head or regional campus dean/director. Regional campus faculty must initiate their appeal with the regional campus dean/director.

The faculty salary equity appeal process is intended to address only salary appeals that are based on the belief of the faculty member (appellant) that their salary is lower than comparable faculty within their 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 (POA) may contain additional policies pertinent to this process.

2.1 Eligibility

Revised: 03/25/04; 7/15/19; 8/15/23

Faculty who meet all of the following criteria may use this appeal process must be met for the faculty salary appeal process to proceed.

- The faculty member is a tenure-track, clinical/teaching/practice, research, or associated faculty member;
- The faculty member's salary is 5% or more below the average salary of all other faculty of the same rank and faculty category 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 and category within the TIU or regional campus comparison group, in addition to the appellant, for these procedures to apply.

Further, 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 creative activity, and service
- centrality of the person's work to the academic unit or campus
- past/present administrative duties
- market factors
- other factors set forth as legitimate bases for salary determination in the faculty member's academic unit or regional campus 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 2023–2024 and a final decision is rendered in that time period, they may not use the process again until the 2027–2028 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 Salary reporting considerations

Added: 8/15/23

When a unit has faculty within a comparison group who have different appointments (e.g., 9/12 vs 12/12 faculty contracts), OAA strongly recommends that academic unit heads or regional campus deans/directors provide the FTE Equivalent Base Salary (rather than 12/12 equivalent or simple base salary). Although 9-month faculty may earn additional compensation in the summer, this additional salary is not guaranteed. Comparisons made on 'potential salary' introduce inequity in the evaluation process by using the maximal

potential earning for one group versus actual university pay in another. Using the FTE Equivalent Base Salary provides equivalency across different appointments.

2.3 Parties to the appeal process

Revised: 03/25/04

2.3.1 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.

2.3.2 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 or University Libraries, or the dean/director of a regional campus.

2.3.3 College faculty salary appeals committee

Revised: 08/01/07; 8/15/22

A faculty salary appeals committee shall be established at the college level. 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 they wish, an additional faculty member to serve on the college-level committee. If the appellant is a tenure-track faculty member, the additional member must be a full-time tenured faculty member. For all other faculty categories, the additional member may either be a full-time tenured faculty member or a non-probationary associate professor or professor from the appellant's faculty category (*i.e.*, clinical/teaching/practice, research, associated). Any additional faculty member must be from the college of the appellant and may not be a member of the comparison group (see Section 2.6 of this chapter).

2.3.4 Regional campus faculty salary appeals committee

Revised: 06/26/18; 8/15/23

The faculty salary appeals committee for the regional campuses shall consist of one faculty member from each regional campus appointed by the dean/director 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. The faculty salary appeals committee for the regional campuses shall consist of one faculty member from each regional campus appointed by the dean/director of that campus. This committee shall be constituted upon the faculty member's appeal to the dean/director.

2.4 Time frame for appeal

Revised: 03/01/12

Appeals under these procedures must be initiated no later than September 30 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 usually will 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.

2.5 College and regional campus salary appeals policies

Revised: 03/25/04

A college (whether it has TIUs 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 are implemented. Colleges and regional campuses may amend these policies as needed subject to approval of OAA.

2.6 TIU salary appeals process

Revised: 03/25/04; 8/15/22

Except where college-wide standards for documentation of appeals are established, 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.

2.7 Appellant responsibilities

Revised: 03/25/04; 07/15/19; 8/15/23

The appellant is to provide the recommended documentation for a salary appeal as detailed in Appendix A: **Directions for Faculty Making a Salary Appeal**. Documentation also must 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: **Eligibility**.

Unless TIU, college, or regional campus POAs specify otherwise, the comparison group must include all other faculty of the same rank **and appointment type** 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).

For a faculty member on a regional campus, once the dean/director notifies the appellant of the names and current salaries of the comparison cohort (see Section 2.7 Academic unit head responsibilities), the appellant takes over the process and develops the documentation for the appeal.

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

A faculty member **on the Columbus campus** may, but is not required to, initially present their documentation to the chair of the college **faculty 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. **A faculty member on a**

regional campus may communicate with their campus dean/director or the faculty ombudsperson if they have questions.

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 or regional dean/director dismisses the appeal or proposes a resolution that is judged to be unsatisfactory by the faculty member (see Section 2.7: [Academic unit head responsibilities](#)).

For a regional campus faculty member, 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 often will 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 campus professors in Philosophy). When this is impossible, the field can be conceived more broadly to bring in related disciplines (e.g., regional campus professors in the humanities). In exceptional circumstances the regional campus restriction can be loosened to include Columbus faculty in the discipline (e.g., Columbus campus 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.

2.8 Academic unit head responsibilities

Revised: 02/15/13; 07/17/19; 8/15/23

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: [Salary equity adjustments proposed under these procedures](#) for required approvals for salary adjustments). Salary adjustments should not be communicated to the affected faculty member until the required approvals have been obtained.

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

2.9 College or regional campus faculty salary appeals committee responsibilities

Revised: 03/25/04; 8/15/22; 8/15/23

On receipt of an appeal from a faculty member who is dissatisfied with the academic unit head's **or regional dean/director** 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 **or regional dean/director** in light of the unit's salary criteria.

Although the committee may, on occasion, request additional information from either the academic unit head **or regional dean/director** 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 **or regional dean/director** response to that documentation. The committee does not develop new documentation. An inadequately documented appeal will be dismissed.

The college or regional campus faculty salary appeals committee shall make an explanation of its conclusions and provide a recommendation to the dean or dean/director regarding:

- whether a salary adjustment for the appellant is or is not warranted;
- whether their recommendation aligns with that of the academic unit head or regional dean/director;
- the approximate adjustment amount if an adjustment is warranted that is different from the adjustment proposed by the academic unit head or regional dean/director.

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

2.10 Dean or dean/director responsibilities

Revised: 03/25/04; 5/15/20

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: **Salary equity adjustments proposed under these procedures**).

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 also will 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.

2.11 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 TIUs) and OAA.

2.12 Decisions that cannot be appealed

Revised: 03/25/04; 8/15/23

A decision is final under these procedures and cannot be appealed when the academic unit head's or **regional dean/director** 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 academic unit head's **or regional dean/directors** 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.

2.13 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 faculty members

Revised: 08/01/07; 5/15/20; 8/15/21

[Faculty Rule 3335-5-04](#) establishes the procedures for formal complaints against all faculty, including tenure-track, clinical/teaching/practice, research, and associated faculty members. This rule also applies to administrators who hold faculty appointments.

All records of the proceedings, including all documents reviewed by the college investigation committee, are to be forwarded to the executive vice president and provost by the dean.

APPENDIX A
Updated: 8/15/23

Directions for Faculty Making a Salary Appeal

1. Affirm the following statements are true:
 - a. You are a tenure-track, clinical/teaching/practice, research, or associated faculty member;
 - b. Your salary is 5% or more below the average salary of all other faculty of the same rank and faculty category in your academic unit or in a recognized discipline or subdiscipline with a distinct salary market within your academic unit (TIU for Columbus faculty, regional campus dean/director for regional campus faculty); and
 - c. There are at least two faculty who can be included for comparison.
2. Inform your TIU head or dean/director of your intent to appeal your salary by September 30.
3. Review your TIU, college, and regional campus (if applicable) POA to determine if there are any additional requirements for a faculty salary appeal.
4. Work with your TIU head or dean/director (or designee) to gather data for your analysis. Together, you will need to identify your comparison group—there must be at least two faculty included for comparison. You will need the CVs and the teaching records of the past five years for all members of the comparison cohort. The TIU head and/or 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 TIUs as needed.
5. As a starting point, you will need the data listed below as well as the curriculum vitae for each member of your comparison group.

Unless your TIU, college, or regional campus (if applicable) POAs specify otherwise, the comparison group must include all other faculty of the same rank and category 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).

Additional guidance around cohorts for regional campus faculty is provided in section 2.6 in Volume 1: Chapter 3 Appeals of the *OAA Policies and Procedures Handbook*.

6. Organize the collected data in a spreadsheet format (side-by-side columns) for easy comparison across the cohort within specific categories. In this spreadsheet, identify yourself by name, but use only a number (e.g., faculty #1, faculty #2) to identify comparison faculty. Use the following guidelines and any additional guidelines from your unit's POA as you generate the spreadsheet.
 - a. In the first five columns, include title, rank, salary, years of service, and years in rank. If you are a faculty member on a regional campus, add department/school and campus as sixth and seventh columns.
 - b. In the next set of columns, present relevant data on research and creative activity for all years since the terminal degree using the standard major categories from the Promotion and Tenure dossier (e.g., authored books, edited books, refereed journal articles, book chapters). To the extent possible, present comparative data on rates of citation, excluding self-citations, and other metrics as deemed appropriate by the TIU and college or regional campus from the unit APT and POA documents.
 - c. In the next set of columns, present relevant data on teaching for the past five years at The Ohio State University using the standard major categories from the Promotion and Tenure dossier (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). Note, reduction in teaching loads for individuals holding administrative or research appointments, and individuals who have not served at The Ohio State University for at least five years, are to be excluded from this section of the comparative analysis.
- d. In the next set of columns, present relevant data on service for the past five years at The Ohio State University using the standard major categories from the Promotion and Tenure dossier (*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 are to be excluded from this section of the analysis, except that data on service to the profession may be included.
7. Based on the data gathered into the spreadsheet, write a brief statement (no more than 250 words) summarizing the research and creative activity, teaching, and service comparisons, highlighting your standing in relation to the cohort. End the statement with your requested salary adjustment, based on your place within the cohort.
8. The analysis must confirm that the salary disparity cannot be accounted for by any of the following:
- differences in years of service and years in rank
 - productivity in teaching, research and creative activity, 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
9. Submit the required comparative data and summary statement to your TIU head or dean/director by February 1. The TIU head or dean/director may request additional information, if needed.

Recommended Salary Appeal Documentation

The appellant will need to provide a detailed analysis of their 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. The TIU head or dean/director (or designee) will assist in accumulating this information.

By February 1, data for the cohort in the areas of research and 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 is to be identified by name, but only a number (*e.g.*, faculty #1, faculty #2) is to be used to identify other members of the cohort.

Relevant data on research and creative activity are to be presented for all years since the terminal degree, and the standard major categories from the Promotion and Tenure dossier are to 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, and other metrics as deemed appropriate by the TIU and college or regional campus written requirements.

Relevant data on teaching are to be presented for the past five years at The Ohio State University, and the standard major categories from the Promotion and Tenure dossier are to 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 is to be noted, and individuals who have not served at The Ohio State University for at least five years are to be excluded from this section of the comparative analysis.

Similarly, relevant data on service are to be presented for the past five years at The Ohio State University, and the standard major categories from the Promotion and Tenure dossier are to 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 are to be excluded from this section of the analysis, except that data on service to the profession may be included.

Based on these data, the appellant writes a brief statement (no more than 250 words) summarizing the research and creative activity, teaching, and service comparisons, highlighting their standing in relation to the cohort. The appellant ends the statement with their requested salary adjustment, based on their 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.

APPENDIX B

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*.

- 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 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 often will 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 campus professors in Philosophy). When this is impossible, the field can be conceived more broadly to bring in related disciplines (e.g., regional campus professors in the humanities) and/or the regional campus restriction can be loosened to include Columbus faculty in the discipline (e.g., Columbus campus 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 research and creative activity, teaching, and service are to be presented in a spreadsheet format (side by side columns) for easy comparison across the cohort within specific categories. In each table, the appellant is to be identified by name, but only a number (*e.g.*, faculty #1, faculty #2) is to be used to identify other members of the cohort.
3. Relevant data on scholarship/creative activity are to be presented for all years since the terminal degree, and the standard major categories from the Promotion and Tenure dossier are to 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 are to be presented for the past five years at The Ohio State University, and the standard major categories from the Promotion and Tenure dossier are to 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 is to be noted, and individuals who have not served at The Ohio State University for at least five years are to be excluded from this section of the comparative analysis.
5. Similarly, relevant data on service are to be presented for the past five years at The Ohio State University; and the standard major categories from the Promotion and Tenure dossier are to 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 are to 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 and creative activity, teaching, and service comparisons, highlighting the appellant's standing in relation to the cohort. The appellant ends the statement with their requested salary adjustment, based on their 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 their review, the dean/director determines whether or not the appellant's salary is commensurate with their 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 their 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 are specified in the *OAA Policies and Procedures Handbook* section 2.8. All subsequent steps in the review process are specified in the university appeals process (see *OAA Policies and Procedures Handbook* sections 2.11 and 2.12).

OFFICE OF ACADEMIC AFFAIRS

Policies and Procedures Handbook: Volume 1

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; 8/15/23

A regional campus advisory 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 advisory boards shall be as follows:

- (1) Each of these advisory 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 advisory board shall be private citizens. One member of each board shall be a student who is currently enrolled and in good standing on their campus.
- (3) Citizen members shall be appointed for terms of three years. Terms will be staggered so that three terms end each year. If a vacancy develops, the provost may appoint a citizen member to fill the remaining part of the unexpired term, based upon the recommendation of the dean/director. 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 they remain a student in good standing on their 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 senior vice provost and 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, TIUs, 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; 08/15/23

Nominations for and appointments to regional campus advisory 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 advisory 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 **are to 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; 08/15/23

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. **The advisory board has no jurisdiction regarding the hiring, review, and/or compensation of staff members.**

(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, partnerships,** etc.

1.4 Meetings

Revised: 02/15/13

Regular meetings of the regional campus advisory 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 their 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 advisory 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 their 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 their campus's website in a timely fashion.

1.7 Committees

Revised: 02/15/13; 5/15/20; 08/15/23

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 regional** campus as student life, student academic success, diversity and inclusion, 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 **Columbus campus offices/leaders as appropriate** ~~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; 5/15/20

This program enables OAA to obtain the services of an associate professor or professor for an in-depth, time-limited administrative project, releasing them from 20% or more of their regular duties. The program also is designed to provide a leadership development opportunity for faculty who are later in their careers.

2.2 Compensation

Revised: 02/15/13; 07/20/17; 8/15/22

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.

Office of Academic Affairs Administration Compensation can include summer funding for faculty who are on 9-month appointments.

2.3 Appointment process

Revised: 02/15/13; 8/15/22

Vice provosts, vice presidents, or senior vice provosts will submit a proposal for an administrative project for a fellow to lead beginning the following academic year. Projects will usually be one year but could be proposed for two years. Proposal due dates will be announced each spring. The senior vice provost for academic leadership will appoint a screening committee to review proposals and make a recommendation to the provost for a maximum of eight fellow projects. The provost will approve the final proposals for projects to be undertaken.

Once the proposals are approved, OAA will call for nominations, including self-nominations, through *OnCampus Today* and an electronic message sent to faculty, chairs, and deans. Applicants will be requested to apply including a statement of interest, cv, and three letters of recommendation. The statement of interest will include the vision of the candidate for their future academic leadership roles.

The hiring individual will interview and recommend a fellow for their proposal to the provost and senior vice provost for academic leadership who must approve the final candidate. The selection process must include consideration for future leadership potential. Persons who have demonstrated academic leadership (e.g., a chair, department level leadership, college level leadership such as an associate dean or center director) will be given preference. Selections will be completed by May 1.

2.4 Carole A. Anderson Fellow

Revised: 02/15/13; 8/15/22; 8/15/23

In selecting the Carole A. Anderson Fellow (Named in honor of Carole A. Anderson, professor emerita of Nursing, retired July 31, 2011; **passed away June 5, 2023**), vice provosts may consider participation in a leadership development program or significant university service as a factor in making a recommendation. There generally will be only one Anderson fellow appointed at any given time. A vice provost may recommend a fellow for this distinction when presenting the candidate to the provost for selection.

2.5 Fellow leadership development program

Added: 08/15/22

The senior vice provost for academic leadership will lead the cohort's leadership development program. The cohort of fellows will join the Big Ten Academic Alliance Academic Leadership Program Cohort in on campus program meetings with academic leaders and will participate in monthly programs.

3.0 Dual career hiring cost-sharing fund

Revised: 12/18/13; 7/15/19; 8/15/21; 8/15/22; 8/15/23

Ohio State is committed to enhancing academic excellence. Recruiting, supporting, and retaining faculty of the highest caliber is a core component of this commitment. As part of ~~its~~ this commitment, 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 also is interested in an academic appointment. In such cases, the chair or dean of the hiring unit may engage the Office of Dual Careers and Faculty Relocation (DCFR) to assist with identifying a possible unit(s) of interest for the faculty partner candidate. The office can also assist in establishing (in collaboration with both the requesting unit and the potential hiring unit) whether the faculty partner candidate would be given consideration based on appointment criteria in the hiring unit.

If there is alignment between the faculty partner candidate and the hiring unit, that unit will determine the appropriate type of appointment and consult with its faculty in accordance with its own unit guidelines. The unit can either perform this appointment review as part of a national search or following the obtention of a search waiver (all TIU's processes of reviews and recommendation need to be followed after that point). 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 faculty or postdoctoral position. The units can be within a single college, as well as across colleges. Colleges should submit requests for cost-sharing from this fund using OAA [form 210](#) via DocuSign to the vice provost for academic policy and faculty resources, and [form 211](#) to request a search waiver for the partner hire. Allocations to this fund are made annually and disbursements are subject to the availability of funds at the time of the request.

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

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 faculty candidate.

4.0 Special opportunity hire fund

Revised: 03/01/15; 6/18/19; 8/15/22; 8/15/23

The Special Opportunity Hire (SOH) Fund is designed to provide incentives to and reward units for successfully aligning their recruitment and retention of faculty members who will contribute to diversity and with their unit's affirmative action and equal opportunity plans 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. These hires will emerge from a national search where one of several strong candidates bring attributes to the unit that will contribute to the unit's **affirmative action plan diversity initiatives**.

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 are not eligible for this program. This program is 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 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 form 209 (see below) 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 submit requests for cost-sharing from this fund using OAA [form 209](#) along with a copy of the candidate's CV via DocuSign to the vice provost for academic policy and faculty resources. The financial plan must contain analysis through enrollment trends or other data showing 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 Waiver of a National Search

Added: 8/15/23

5.1 Dual Career Program Candidates

Units considering a partner hire through the dual-career program may request a national search waiver.

5.2 Internal Candidates

Units moving an internal candidate from an associated faculty position to clinical/teaching/practice or research faculty position do not need to request a search waiver. The change of title is recommended following a review by the TIU, a positive recommendation from the TIU head, and approval by the dean.

Units moving an internal candidate to a tenure track position must conduct a search, without exception.

Units moving a staff member (e.g., research scientist, staff position with teaching duties included in the role) to a clinical/teaching/practice or research faculty position must request a search waiver. If the waiver is granted, the TIU must complete a full review, the TIU head must provide a recommendation, and the dean must approve the hire.

5.3 External Candidates

All external candidates, for all faculty positions, must conduct a search. The only exception is for dual career partners, as described in section 5.1 above.

5.4 Approval

All search waivers need to be submitted for approval via DocuSign to the vice provost for academic policy and faculty resources. No additional steps in a search may be conducted until approval is granted.

6.0 Faculty Emergency Fund

Revised: 10/18/11; 5/15/20; 8/15/21; 8/15/22; 8/15/23

The Ohio State University Faculty Emergency Fund is available upon request to full-time faculty in meeting expenses associated with the successful continuation of their work at Ohio State. Although these resources are limited, the university attempts to make emergency funds readily available to ease the financial burden of unexpected expenses, including, but not limited to, relocation expenses and emergency dependent care expenses. Each full-time faculty member is eligible to borrow up to \$1,500. The application form is available [here](#). Faculty receiving funds will be required to submit an application to the Office of Academic Affairs. Normal processing of the application should result in the distribution of funds to the faculty member in the next paycheck processed.

The program is administered through the Office of Academic Affairs. This revolving fund is available on a first-come, first-served basis. New funds are released as previous recipients repay their funds. If a faculty member wishes to use the emergency fund more than once, they must repay in full the previous funds and remain in the queue until funds are available. The funds released to faculty are interest free.

Because this is a revolving fund, individuals are required to repay the fund through an automatic payroll deduction or by check to the Office of Academic Affairs. There will be a payment of \$300 each month beginning the semester following the loan dispersal and continue for a total of 5 months. There is no penalty if faculty wish to repay the funds more quickly.

OFFICE OF ACADEMIC AFFAIRS

Policies and Procedures Handbook: Volume 3

Promotion and Tenure Review

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1.0 Timetable

Revised: 05/05/16; 8/15/22

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, [Bobbie Houser](#), OAA's HR Business Partner, is to 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 from 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

2.0 Submission to Academic Affairs

Revised: 06/10/15, 8/15/21; 8/15/23

Colleges submit all promotion and tenure dossiers to OAA via [OneDrive Interfolio](#). The college office will notify OAA when all dossiers have been uploaded. See also section 4: Dossier.

With the adoption of Interfolio, colleges will no longer have responsibility for generating the full dossier. Rather, at each level of review, forms will be completed, materials will be submitted, and all reviews will occur within Interfolio. Within this system, the dossier will be built automatically as it moves through the review process.

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* 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](#)) 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](#).

2.1.4 Presentation

Revised: 06/10/15; 5/15/20; 8/15/22

Scan the dossier as a single-sided document. Dossiers should be submitted with colored dividers inserted between the main sections. These dividers can be found [here](#).

Follow the required file naming format for each dossier: *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 | JGCPA |
| Public Health | PHE |
| Social Work | SWK |
| University Libraries | LIB |
| Veterinary Medicine | VET |

2.1.5 Report on candidates considered

Revised: 06/26/18, 8/15/21

Complete one Report on Candidates Considered for Promotion/Tenure/Reappointment ([Form 110](#)) 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 OneDrive.

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 is to be sent with completed 4th year review information.

3.0 Academic rights and freedoms

Revised: 02/15/13, 8/15/21

In June 2005 a statement on academic freedom and intellectual diversity on American campuses was released by the American Council on Education (ACE), 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 they have 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 and passed a resolution recommending that all four-year public universities in Ohio communicate these principles to their campus communities.

In April 2006, Ohio State issued its [reaffirmation](#) of academic rights, responsibilities, and processes for addressing concerns.

4.0 Public Records Act

Revised: 04/01/07; 8/15/23

The [Ohio Public Records Act](#) (see also *OAA Policies and Procedures Handbook* Volume 1, Chapter 2, section 12.0) requires that public records be made available upon request. **All** 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, though this is not required.

5.0 Procedures

5.1 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 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.

5.1.1 University level review committee procedures

Revised: 05/05/16; 8/15/22; 8/15/23

The Provost's Promotion and Tenure Advisory Committee reviews cases when:

- the candidates are from the University Libraries or from colleges without departments;
- there is concern from OAA regarding the appropriateness of lower-level recommendations (e.g., recommendations that contradict the evidence presented in letters from lower-level committees, recommendations that do not follow the unit's APT document);
- there are unclear or inconsistent recommendations from the previous levels of review; or
- all previous recommendations are negative.

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:

- Recommend approval of proposed action
- 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.

5.2 Procedures for tenure-track faculty

Revised: 04/01/07

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

5.2.1 APT document used for promotion and tenure reviews

Revised: 06/26/18; 07/17/19; 8/15/22; 8/15/23

Tenure-track faculty members undergoing Fourth-Year Review and mandatory or nonmandatory promotion and/or tenure reviews are typically reviewed using the unit's current APT document (as approved and posted on the [OAA website](#)). Tenure-track faculty members, however, may choose to be reviewed under the unit's 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 and research faculty undergoing review for promotion are typically reviewed using the unit's current APT document (as approved and posted on the [OAA website](#)). Clinical/teaching/practice and research faculty members, however, may choose to be reviewed for promotion under the unit's 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 their 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 their 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.

If a faculty member selects an earlier document, the criteria for promotion and/or tenure will be from the earlier document will be used in the review. Regardless of document selected, the review procedures in the unit's current APT document will be used.

5.2.2 Procedures Oversight Designee

Revised: 12/18/13, 8/15/21; 8/15/22

TIU: The committee of the eligible faculty (or the Promotion and Tenure Committee, in those units that have such subcommittees of the eligible faculty) selects one or more members of the committee as the Procedures Oversight Designee (POD). The POD(s) may not be the chair of the committee of the eligible faculty (or, as appropriate, the Promotion and Tenure Committee). 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 or more of its members as POD. The POD(s) may not be the chair of the college P&T committee. The college P&T committee may elect to have multiple PODs (e.g., one for each faculty member being reviewed).

Although the POD is assigned oversight responsibility, all members of review bodies must accept full responsibility for assuring that reviews are procedurally correct, fair, and free of bias for all faculty members. Review bodies, not the POD(s), are ultimately responsible for the integrity of the review process.

A summary of duties for the POD is available [here](#).

5.2.3 Integrity of review procedures

Revised: 12/18/13; 8/15/22; 8/15/23

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 (or the alternate document selected by the candidate, see section 3.5.1 above). As noted in section 3.5.2 above, the current approved document of record is the one posted on the [OAA website](#). The POD is to monitor the review process in respect to equitable treatment for underrepresented 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 that is the source of 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 review the matter and respond in writing to the POD regarding either the actions taken or the

reasons that action was judged to be unwarranted. Any documented resolution must be included with the dossier as it moves forward in the review process.

5.2.4 Voting procedures

Revised: 07/14/17; 07/20/17; 06/26/18, 8/15/21; 8/15/22; 8/15/23

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. As noted in Volume 1, Chapter 1, OAA strongly encourages TIUs and colleges to exclude abstentions as an option. If a member of the committee of eligible faculty feels they cannot vote for or against a candidate, they should not participate in the discussion and vote. If they are abstaining due to a believed conflict of interest, they should not participate in the discussion or vote. Abstentions have no impact on quorum. That is, the number of eligible faculty members present, regardless of how they vote, represents the count for quorum. 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 2.2.3). Faculty on approved leave are not considered for quorum unless they declare, in advance and in writing, their intent to participate in all proceedings for which they are eligible during the leave.

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, particularly in smaller units. For example, a 60% positive vote in a unit with 50 people (30 yes, 20 no), is qualitatively different from a 60% positive vote in a unit with 5 people (3 yes, 2 no). In the latter case, a single person voting differently drastically changes the outcome (85% positive with a 4 yes, 1 no vote, versus 62% positive with a 31 yes, 19 no vote).

The eligible faculty committee chair (or Promotion and Tenure Committee chair, as appropriate) 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 alternate opinions as appropriate. Although a descriptive summary of a candidate’s accomplishments provides helpful context, it is critical that the letter from the eligible faculty not be solely descriptive. The evaluation should address how a candidate does or does not meet the criteria as set forth in the relevant APT document, including the quality and impact of a candidate’s work.

5.2.5 Documentation

Revised: 04/01/07; 5/15/20; 8/15/23

The university requires complete documentation of the faculty member’s teaching, research and creative activity, 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. This should be documented on pages 1 to 3 of Form 105 by the POD before the committee of eligible faculty begins its formal review.

5.2.5.1 Nonmandatory 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 start date, if less than five years ago.
- The TIU has not conducted peer evaluation of teaching as required by the unit's APT document.

5.2.5.2 Mandatory reviews

Revised: 12/18/13; 5/15/20

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 3.8.2: Significant new information, below.

For more information on external evaluations see section 3.6: External evaluations, below.

5.2.5.3 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, a faculty member starting in 2023 is in the 2023–2024 cohort and will come up for mandatory review in 2028–29.

5.2.5.4 Verification of citations

Revised: 04/01/07; 5/15/20; 8/15/22

One of the responsibilities of the POD at the TIU level is to verify the accuracy of all published and creative works listed in the dossier (Research Items 1a–1i and 2). 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. The candidate may not verify the accuracy of published and creative works.

5.3 External evaluations

Revised: 12/18/13; 07/20/17; 6/18/19; 5/15/20, 8/15/21; 8/15/23

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 contained in the final dossier be from persons suggested by the candidate. Therefore, more letters are to 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, 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 nonmandatory review from proceeding unless the candidate, 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~~ encouraged.

- Letters from external evaluators should assess the work of the candidate under review. As the university enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In the case of such faculty members, requests to external evaluators should be clear in the focus of the evaluation they are seeking, and committees are encouraged to share with evaluators the section of the APT document describing the TIU's promotion criteria.
- 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. ~~The list primarily should be made up of distinguished faculty from peer or near peer programs that are clearly identified in the APT document of each TIU, though it may also include~~ non-academics who have similar research, leadership, teaching, or service credentials and experience. ~~All prospective evaluators must be~~ in a position to comment in an informed way both on the quality of the candidate's scholarly, leadership, teaching, or service work as well as on its significance to the broader field in which it resides. External evaluators must be able to provide an objective evaluation of the scholarly, leadership, teaching, or service 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).
- External evaluators 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.~~ The candidate must be shown the list of prospective evaluators and have the opportunity to identify any conflict of interest or other issue that would interfere with the

objectivity of the review. This review must occur before letters of invitation are sent to prospective evaluators.

- 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~~ In reviewing the list of prospective external evaluators, candidates are 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~~
- 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 that evaluations are public records and subject to release upon request. A sample letter for tenure-track and research faculty can be found [here](#). A sample letter for clinical/teaching/practice faculty can be found [here](#).
- All evaluators are to be sent the same appropriate 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 primary area of focus (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.

5.4 Comments process and informing candidate of review outcomes

Revised: 04/01/07

5.4.1 Use of the comments process

Revised: 12/18/13; 8/15/22

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.

5.4.2 Tenure initiating unit level

Revised: 04/01/07; 8/15/22; 8/15/23

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 of the following **through Interfolio**:

- 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 **in Interfolio, 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).

The TIU deliberative body and/or TIU head will provide a written response to comments by the candidate contesting the original review or alleging procedural errors that might reasonably have affected the review's outcome. Any response to the candidate is to be included in the dossier.

If the college is the TIU, the above steps are to be followed. Once the comments process is complete, the candidate's materials are to be forwarded to OAA.

5.4.3 College level for Colleges with Departments and Schools

Revised: 05/01/10; 8/15/22; 8/15/23

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 as described above.

The dean will provide a written response to comments by the candidate contesting the original review or alleging procedural errors that might reasonably have affected the review's outcome. Any response to the candidate is to be included in the dossier.

3.7.3 Use of the comments process

Revised: 12/18/13; 8/15/22

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.

The dean will provide a written response to comments by the candidate contesting the original review or alleging procedural errors that might reasonably have affected the review's outcome. Any response to the candidate is to be included in the dossier.

5.4.4 University level and Board of Trustees (BOT) approval

Revised: 05/01/10, 8/15/21

After the executive vice president and provost has made their decision, they 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.

When a promotion and tenure decision is negative or a probationary faculty's appointment is not renewed, the TIU head is to advise the candidate of their right to appeal as well as their final date of employment.

5.5 Reconsideration of case during review process

Revised: 04/01/07; 8/15/23

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 required** before an administrator or faculty review body initiates a reconsideration of a case.

5.5.1 Procedural error description and procedures

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.

5.5.2 Significant new information

Revised: 12/18/13; 06/26/18; 6/18/19; 5/15/20

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 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 must return the case to the TIU if either the eligible faculty or the TIU head have given a negative recommendation.

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 with items already included in the dossier.

5.5.2.1 Recommended procedures for significant new information

Revised: 04/01/07; 8/15/23

Following review of significant 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 their vote. If one person indicates that their 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 must 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 may also follow the two-step process described above to determine whether to re-vote the case.

5.6 Conflicts of interest and other recusals

Revised: 05/01/10

5.6.1 Committee of eligible faculty and TIU and college P&T committees

Revised: 04/01/07, 8/15/21; 8/15/23

At a minimum, faculty with a familial or comparable relationship with a candidate (e.g., spouse, partner, child, sibling, parent or other close personal relationship) must not participate in a review of that candidate. In addition, a close professional relationship can give rise to a conflict of interest, such as when a faculty member since appointment or last promotion (whichever is more recent) is co-author on a significant portion of the candidate's publications (e.g., collaborated on 50% or more of candidate's work), has collaborated with the candidate on major grants or projects supporting research (e.g., collaborated on 50% or more of grants or projects), has served as the candidate's thesis or dissertation advisor, has a consulting or financial arrangement with the candidate (e.g., receiving compensation of any type (e.g., money, goods, or services) or is dependent in some way on the candidate's services), or 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 faculty members to recuse themselves from a particular review. Units may establish formal mechanisms for excluding persons from a review based on 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, in cases in which they have any involvement at a previous level of review, or in cases in which the member has a conflict of interest.

5.6.2 TIU heads and deans

Revised: 05/01/10

If 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. If 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.

If 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.

5.7 Reviews in restructured tenure initiating units

Revised: 12/18/13; 06/26/18; 8/15/23

Unless otherwise set forth in the restructuring statement, candidates on the tenure track who are up for promotion, or promotion with tenure, are to be given the choice of being reviewed under the APT document in effect on their 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 of the restructured unit. 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.

5.8 Withdrawals and negative decisions

Revised: 04/01/07

5.8.1 Withdrawals

Revised: 04/01/07, 8/15/21

A candidate may withdraw from a review at any time. Only the candidate can stop a review for promotion and tenure once external letters of evaluation have been sought.

5.8.1.1 Nonmandatory review

Revised: 04/01/07; 8/15/22

When a faculty member withdraws from a nonmandatory review, the withdrawal is noted on the college report ([Form 110](#)). The dossier should be kept in the candidate's TIU, but not in their primary personnel file, until such time as the candidate either is promoted or is denied tenure.

A candidate who decides to terminate a nonmandatory 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). A faculty member who withdraws from a nonmandatory review continues at the rank they held at the start of the review.

The administrator at that level will notify all other relevant administrators.

5.8.1.2 Mandatory review

Revised: 12/18/13; 6/18/19, 8/15/21; 8/15/22; 8/15/23

A candidate who decides to withdraw from or decline to participate in a 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). Probationary faculty who withdraw from or decline to participate in a mandatory fourth year review, tenure review, or promotion with tenure review are subject to the relevant standards of notice per [Faculty Rule 3335-6-08](#). In such circumstances, the dean will inform the faculty member in writing of the following:

- 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.
- A statement that the decision to terminate the review is irrevocable.
- For tenure-track faculty, a statement 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](#) be submitted to OAA, along with a copy of the dean's letter to the faculty member, 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](#)).

5.8.2 Negative decisions

Revised: 02/15/13, 8/15/21; 8/15/23

If the outcome of a nonmandatory review is negative, the candidate continues at the rank they held at the start of the review.

If an untenured candidate is denied tenure, they 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](#)).

The termination date is May 31 regardless of hire date. May 31 will be the final working day for those who are denied tenure, 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](#)).

6.0 Dossier

Revised: 08/01/14; 5/15/20; 8/15/23

The full record of review will be maintained in Interfolio. Beginning with the 2023–2024 review cycle, no external forms will need to be generated outside of that system.

The Record of Review for Promotion in Academic Rank Tenure Reappointment (Cover Sheet: [Form 109](#)) 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 file is opened. Nothing should be placed before 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.

Responsibility of the candidate:

- Criteria Used for Review (if not submitted, default will be the criteria in the APT document on the [OAA website](#))
- Part I. Introduction—education and professional positions, **biographical narrative**
- Part II. Core Dossier

Responsibility of the TIU and college:

- ~~Record of Review (Cover Sheet, [Form 109](#))~~
- ~~Dossier Checklist ([Form 105](#))~~
- Part III. Evaluation
- Part IV. Student Evaluation of Instruction
- Part V. Review Letters

6.1 Outline

Revised: 06/26/18; 07/05/18; 5/15/20, 8/15/21; 8/15/22; 8/15/23

~~Record of Review (Cover Sheet: [Form 109](#))~~

~~Dossier Checklist ([Form 105](#))~~

APT Document Used for Review (submitted only if the review does not follow the version on the [OAA website](#))

- I. Introduction
 - a. **Education and professional positions**
 - b. Biographical statement of candidate
- II. Core Dossier
- III. Evaluation
 - A. Internal Letters of Evaluation

1. 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;
 1. for assistant professors, all annual review letters since start date;
 2. for associate professors, or hires with tenure, all annual review letters since previous promotion or start date not to exceed last 5 years.
2. Comments and responses submitted as part of annual reviews (including comments on fourth year review, if generated).
3. For assistant professors, Fourth Year (Sixth Year for tenure track faculty with significant clinical duties in the College of Medicine) Review letters to the probationary faculty member (including letters from the committee of eligible faculty, the TIU head, the college P&T committee, and the dean).
4. Additional letters requested by the candidate and solicited by the TIU head; these are 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.
5. Documentation of peer evaluation of teaching (letters, reports, etc.) as required by APT document of TIU.

B. External Letters of Evaluation

- ~~1. Summary sheet of all evaluators from whom a letter was received (Form 114)~~
2. A representative sample of the request letters sent to evaluators with a list of materials shared if not included in the letter
3. 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 Report
- B. SEI Overview Report
- 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) of unit(s) in which the candidate has split FTE appointments, if applicable (including Discovery Theme appointments)
- F. TIU-level comments process letters or notation that the candidate declined to provide comments
- G. College (with departments) Promotion and Tenure Committee
- H. College dean
- I. College-level comments process letters or notation that the candidate declined to provide comments

6.1.1 Introduction

Revised: 04/01/07; 07/20/17; 5/15/20, 8/15/21; 8/15/23

A biographical statement can include a narrative description of the candidate's educational background, brief summaries of their teaching, research, and service efforts, and effort assignments (e.g., 40%

teaching, 40% research, 20% service). This statement is to be no longer than 750 words and may summarize information provided in greater detail in the core dossier.

List candidate's name and current appointment (including joint and Discovery Theme appointments as appropriate), degrees and professional positions held, with dates for each.

A CV should not be included in the introduction. If a TIU wishes to review a CV, one may be included in the scholarship folder in Interfolio.

6.1.2 Core dossier

Revised: 04/01/07

6.1.2.1 Instructions for the candidate

Revised: 04/01/12; 8/15/22; 8/15/23

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, they should consult their 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 no longer than 750 words except where noted. Accomplishments may only be listed once in the dossier. Candidates should consult their TIU head or 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.~~ The Cumulative Fixed-Response Survey Data section should contain only summary tables of SEI (Student Evaluation of Instruction) data or the evaluation data approved by the candidate's college. The SEI Overview Report should be placed in ~~Section IV.B~~ the Fixed-Response Student Evaluation Data section.

6.1.2.1.1 Instructions for the candidate—OAA Approved Electronic Dossier

Revised: 06/27/2017; 06/26/18; 6/18/19; 5/15/20, 8/15/21; 8/15/23

Tenure-track, clinical/teaching/practice, and research faculty members undergoing promotion or promotion with tenure review or reappointment are expected to use the OAA approved electronic dossier to generate their core dossier. ~~Fourth year reviews, mandatory reviews, or reviews for promotion may use either VITA or a Word document that exactly matches the VITA format.~~

~~Candidates are strongly encouraged to use VITA.~~

6.1.2.2 Time frame

Revised: 07/14/17; 06/26/18; 06/18/19, 8/15/21; 8/15/22; 8/15/23

For the teaching and service sections of the core dossier, use the start date for probationary faculty; for tenured/non-probationary faculty use the date of last promotion, reappointment, or the last five years, whichever is most recent, for tenured/non-probationary faculty. The eligible faculty may allow a candidate to include information from before the start date or last promotion or reappointment if they believe such information is relevant to the review. Where included, the candidate should clearly indicate what material is work completed since the start date or mandatory review, and what material is from prior to the start date or mandatory 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 and creative activity record and/or demonstrates scholarly independence.

For teaching, research and creative activity, and service, although information about activity in these areas conducted prior to the start date or last promotion may be included, it is the performance since the start date or date of last promotion or reappointment, whichever is most recent, that is to be the focus of the evaluating parties.

6.1.2.3 Organization

Revised: 02/15/12

Organize all material in the Core Dossier in reverse chronological order.

6.1.2.4 Core dossier outline

Revised: 05/06/16; 07/15/17; 06/26/18; 6/18/19; 5/15/20, 8/15/21; 8/15/22

Teaching (see section 4.1.2.2 for timeframe of information to be included)

1) Undergraduate, graduate, and professional courses taught

In the Core Dossier, list each course taught and all clinical instruction, including the information noted below.

- 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 students and include:
- i) doctoral students (dissertation advisor): for current advisees, list name of student, and year advising began. For students 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): for advisees who have graduated, list name of student, year of graduation, and provide the current position of the former student, if known;
 - vii) master's students (thesis committee member);
 - viii) master's students (examination committee member).
 - ix) residency candidates (who are not included above with other graduate students)
 - x) clinical interns (who are not included above with other graduate students)
- 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. In this section only, candidates may have duplication; if they have co-authored work with a graduate student, they can list the citation in this section and in the research section.
- 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 DITL and STEP Mentoring [unless STEP Mentoring is listed under service]), and guest lectures. 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 start date at Ohio State if this is the first review, regardless of rank. If this is a review for promotion to professor 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. Do not include information on presentations on pedagogy and teaching if this information is provided in the Research and Creative Activity section.

If Extension is a specified area of expectation for the candidate, include a description of the overall Extension program (curricular) goals, a brief description of the scope and sequence of instructional activities as they relate to the program (curricular) goals, the target audience(s), the candidate's role in the curriculum/program development, the role of others engaged in that curricular program, and a brief description of the impact of the curriculum.

- 6) Briefly describe the candidate's approach to and goals in teaching and student mentoring, major accomplishments (including positive impact of teaching and mentoring on students), and plans for the future in teaching and student mentoring (**should be** no longer than 750 words; do not quote student comments, which should be summarized by someone other than the candidate in Section IV.C.).

- 7) Evaluation of teaching

Briefly describe how the candidate has used evaluation information (e.g., student evaluations of instruction, peer evaluations of teaching, other feedback) to improve the quality of teaching and student mentoring (**should be** no more than 250 words). Candidates are not to summarize SEI data in this section, as it is provided in Sections IV.A. and IV.B.

- 8) Awards and formal recognition for teaching and mentoring

List awards the candidate has received for excellence in teaching and/or mentoring. 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 and/or mentoring performance.

- 9) Other academic advising or mentoring

Briefly describe academic advising of students not included in section 2 under teaching or section 7 under service. Examples might include advising or mentoring of undergraduate majors or of graduate students who are in course work, **as well as consistent informal mentoring.**

- 10) Completion of teaching development programs

List continuing education programs related to teaching (see timeframe in section 4.1.2.2 above). Include teaching endorsements, course design institutes, FIT mentoring, or workshops offered by the Michael V. Drake Institute for Teaching and Learning as well as other teaching development programs. Include the following:

- Name of the program or workshop
- Date completed
- Description of training
- Impact of training

Research and Creative Activity

Although all scholarly/creative works can be listed, clearly 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 may 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 below: 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 item below.)
- 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 or creative work, major accomplishments, and plans for the future, including works in progress.

This section can also include a description of work that has not yet been submitted for publication, and should be no longer than 750 words. Although future plans may be included, works should be items that are in final edits/process. This section can also include a brief description of any trainings completed by the candidate to prepare for the submission of research funding.

- 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. **Although VITA provides citation and impact factor tables, if these are not relevant metrics for the unit, they may be deleted.**
- 5) Research funding

In cases of multiple authorship for funded and proposed grants noted below, a narrative description (of the type described above for Item 1, approximately 50 words) of the candidate's intellectual contribution **to the grant proposal** 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 their 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 trials, on which the candidate is or has been the principal investigator (i.e., lead investigator)

- period of funding
- source and amount of funding
- amount of funding allocated to the candidate
- 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 (i.e., not the lead investigator—includes co-principal investigator, co-investigator, collaborator, evaluator, etc.)

- period of funding
- source and amount of funding
- amount of funding allocated to the candidate
- whether funding is or was in the form of a contract or grant
- candidate's role

5c) **Funded research, including contracts and clinical trials, on which the candidate is or has been senior personnel**

- period of funding
- source and amount of funding
- amount of funding allocated to the candidate
- whether funding is or was in the form of a contract or grant
- candidate's role

5d) 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
- candidate's role

5e) 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

5f) 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

5g) Any other funding received for the candidate's academic work. Provide the type of information requested below 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
- candidate's role

6) List of prizes and awards for research or creative activity. Nominations for such awards should not be listed.

Service and Engagement

- 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) and candidate's responsibilities.
- 3) List of consultation activity (industry, education, government). Give the time period in which consultation was provided, candidate's responsibilities, and other information as appropriate.
- 4) Clinical services. State specific clinical assignments.
- 5) Other professional/public community service or engagement 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) Faculty peer mentoring

6f) Service as a graduate faculty representative on a **candidacy examination or** 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.

This section can include a description of the candidate's service goals as well as the impact of the candidate's service and engagement to their profession, the community, and the university (**should be** no longer than 750 words).

6.1.3 Letters of evaluation

Revised: 04/01/07; 5/15/20

Only letters solicited by the TIU head, 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.

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 divider noting the item that follows. These dividers can be found [here](#).~~

6.1.3.1 Internal letters of evaluation

Revised: 06/15/15; 07/15/17; 6/18/19, 8/15/21; 8/15/22; 8/15/23

1) Annual review letters:

- OAA has required written annual evaluations of all **tenure-track, clinical/teaching/practice, and research faculty** compensated 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 start date; all fourth-year review letters are to be included here (**i.e., from the committee of eligible faculty, TIU head, committee of eligible faculty, dean**).

- For probationary clinical/teaching/practice and research faculty, include all annual review letters since start date.
 - For tenured candidates, include all annual review letters since last Ohio State promotion or start date with tenure, not to exceed the most recent five years.
 - For non-probationary clinical/teaching/practice and research faculty, include all annual review letters since last Ohio State promotion or date of last appointment **or reappointment**, not to exceed the most recent five years.
- 2) Written comments on the annual reviews (and fourth-year reviews for probationary tenure-track faculty): include any comments submitted by the candidate as part of an annual review and/or fourth-year review.
 - 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.

6.1.3.2 Additions

Revised: 12/18/13

Departments and colleges may add to the above list any evaluations that are required in their APT documents, placing 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 trans-disciplinary 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.

6.1.3.3 External letters of evaluation

Revised: 04/01/07; 5/15/20, 8/15/21; 8/15/22

- 1) See [Letter 201](#) (tenure track and research faculty) and [Letter 203](#) (clinical/teaching/practice faculty) for sample letters to external evaluators.
- 2) Summary form for responding external reviewers (Summary Form for Responding External Evaluators, [Form 114](#)):
 - name and institution of all persons from whom letters were received
 - 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 **request** 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 a simple invitation was sent, followed by more detailed instruction, include both letters.

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 Form, [Form 106](#)) for each letter received containing the following information:
- name, title (academic rank as appropriate), and institutional affiliation of the letter writer;
 - 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.

6.1.4 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.

6.1.4.1 Cumulative Report

Revised: 02/15/12; 5/15/20

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 term 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, click [here](#) for a menu of the Registrar’s online services. To access reports after summer 2018, follow the instructions for downloading all reports. To access reports from summer 2018 and earlier, follow the instructions in the section on “SEI Reports for Prior Terms.”

6.1.4.2 Fixed-response student evaluation data and/or SEI summary report

Revised: 02/15/12, 8/15/21; 8/15/22

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. Use start date for probationary faculty or date of last appointment, promotion, or last 5 years, whichever is shorter, for non-probationary faculty
- 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

6.1.4.3 Summary of open-ended student evaluations

Revised: 04/01/07; 07/20/17; 5/15/20

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, or date of last promotion **or reappointment**, whichever is most recent.

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.

6.1.4.4 Appointment, Promotion, Tenure Internal Review Evaluation Responsibilities

Revised: 06/05/16; 07/14/17; 5/15/20; 8/15/22

- 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
 - consideration of all materials related to joint appointments, including Discovery Theme appointments, if applicable, to include annual review letters provided by the joint appointment TIU head and Discovery Theme faculty lead, where appropriate
 - 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, including consideration of a candidate's joint appointment (including Discovery Theme appointments). 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 must 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 head'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, to include a statement about how accurately the TIU deliberative body and TIU head followed stated TIU processes, and also to include 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 must 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 must be addressed.
- 3.3) College-level comments process: include any letters generated or a notation that the candidate declined to provide comments.

7.0 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](#).

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). Do not submit reappointment letter, CV, or dossier.

A decision by the dean not to reappoint is final.

7.1 Clinical/teaching/practice faculty

Revised: 04/01/07; 5/18/19, 8/15/21

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 and assisted with understanding what information is required.

7.1.1 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 typically 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 their TIU head of this intent by submitting the APT document that was in effect on their start date, on the date of their most recent reappointment, or on the date of last promotion when submitting their 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.

7.1.2 Levels of review

Revised: 11/03/17; 08/15/22

All promotion cases will be reviewed at the same levels as tenure track faculty and will be forwarded to the Office of Academic Affairs for review.

7.1.3 Documentation of scholarship, teaching, and service

Revised: 04/01/07; 6/18/19

Complete documentation of scholarship, teaching, and service is required.

7.1.4 Documentation of research: external evaluation

Revised: 04/01/07; 3/40/18; 6/18/19; 5/15/20, 8/15/21; 8/15/23

External evaluations are optional for clinical/teaching/practice faculty for the dimensions of teaching or service. If scholarship research and creative activity are an expectation of the position, then external letters are required. If an insufficient body of work research and creative activity 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 3.6 of this volume. Unless an exception has been approved by OAA, at least five unbiased external evaluations of the individual's research record are required. For a sample letter to an external evaluator, see [Letter 203](#).

The presence of research or creative activity in the dossier of a faculty member whose assignment consists solely of teaching and service does not create a need for external evaluation of research or creative activity. 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.

7.2 Research faculty

Revised: 04/01/07, 8/15/21

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 and assisted with understanding what information is required.

7.2.1 APT Document used for reappointment and promotion reviews

Revised: 03/01/15; 08/15/22

All research faculty members being considered for reappointment or promotion typically 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 their TIU head of this intent by submitting the APT document that was in effect on their start date, on the date of their most recent reappointment, or on the date of last promotion when submitting their 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.

7.2.2 Levels of review for promotion

Revised: 04/01/07; 08/15/22

All promotion cases will be reviewed at the same levels as tenure track faculty and will be forwarded to the Office of Academic Affairs for review.

7.2.3 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 service responsibilities.

7.2.4 Documentation of research: external evaluation

Revised: 04/01/07; 5/15/20

External evaluations are required for research faculty promotion reviews as research is an expectation of the position.

External evaluations must meet the criteria set forth in section 3.6 of this volume. At least five unbiased external evaluations of the individual's research record are normally required. For a sample letter to an external evaluator, see [Letter 201](#).

7.3 Non-reappointment notice

If a clinical/teaching/practice or research faculty member is not reappointed, they must be informed according to the relevant standards of notice set forth in [Faculty Rule 3335-6-08](#).

8.0 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.

8.1 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.

8.2 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.

8.3 Documentation of teaching and service

Revised: 07/15/17

8.3.1 Associated clinical faculty (faculty of practice)

Revised: 04/01/07; 5/18/19; 8/15/21

Documentation shall be specified by the academic unit as appropriate to its mission.

8.3.2 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.

8.3.3 Associated faculty—lecturers

Added: 08/15/22

Documentation shall be specified by the academic unit as appropriate to its mission.

8.4 Documentation of research: external evaluation

Revised: 07/24/12; 5/18/19; 5/15/20

External evaluations are optional for associated faculty. In cases where a department or college APT document does not specify that they be solicited, the TIU head should determine whether to solicit them in consultation with the committee of eligible faculty chair and with the approval of the college dean (in colleges with departments). OAA recommends that external evaluations be solicited in cases where the associated faculty member's responsibilities include a significant expectation of published research or creative activity 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.

9.0 Approved exceptions

Revised: 3/25/04; 5/15/20

OAA has approved certain exceptions to the P&T rules. Any exceptions to the P&T rules must be made in accordance with Faculty Rule [3335-6-09](#).

9.1 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.

9.1.1 Department of Internal Medicine

Revised: 11/6/2017; 5/15/20

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 TIU head regarding P&T cases.

9.1.2 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.

7.2 University Libraries

Revised: 3/25/04; 5/15/20

University Libraries may allow a P&T committee that is not a committee of all eligible faculty members to make recommendations to the dean regarding P&T cases.

9.2 Department of Extension in the College of Food, Agricultural, and Environmental Sciences

Revised: 3/25/04

The Department of Extension may allow a P&T committee that is not a committee of all eligible faculty members to make recommendations to the TIU head regarding P&T cases.