

**Appointments, Promotion, and Tenure
Criteria and Procedures
for
The Ohio State University
Department of Veterinary Clinical Sciences**

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APPOINTMENTS, PROMOTION, AND TENURE
CRITERIA AND PROCEDURES
FOR THE DEPARTMENT OF VETERINARY CLINICAL SCIENCES
COLLEGE OF VETERINARY MEDICINE

Table of Contents

I.	Preamble.....	4
II.	Department Mission.....	5
III.	Definitions.....	6
	A. Committee of the Eligible Faculty.....	6
	B. Department Promotion and Tenure Subcommittee.....	8
	C. Quorum.....	9
	D. Recommendations from the Committee of the Eligible Faculty.....	9
	E. Departmental Annual Review Committee	10
IV.	Appointments.....	10
	A. Criteria.....	10
	1. Tenure-Track Faculty.....	11
	2. Clinical Faculty.....	12
	3. Associated Faculty.....	14
	4. Courtesy Appointments for Faculty.....	15
	5. Retired and Emeritus Appointments.....	16
	B. Procedures.....	16
	1. Tenure-Track Faculty.....	17
	2. Clinical Faculty.....	19
	3. Transfer from the Tenure-Track	20
	4. Associated Faculty.....	20
	5. Courtesy Appointments for Faculty	21
V.	Annual Review Procedures	21
	A. Probationary Tenure-Track Faculty	22
	1. Fourth-Year Review.....	24
	2. Exclusion of Time from Probationary Period	25
	B. Tenured Faculty	25
	C. Clinical Faculty.....	25
	D. Associated Faculty.....	26
VI.	Merit Salary Increases and Other Rewards.....	27
	A. Criteria.....	27
	B. Procedures.....	27
	C. Documentation	28
VII.	Promotion and Tenure and Promotion Reviews.....	29
	A. Criteria.....	29
	1. Promotion to Associate Professor with Tenure.....	38
	2. Promotion to Professor	43
	3. Clinical Faculty.....	47

	B. Procedures.....	52
	1. Candidate Responsibilities.....	52
	2. Responsibilities of the Departmental Promotion and Tenure Subcommittee.....	54
	3. Committee of Eligible Faculty Responsibilities.....	56
	4. Department Chair Responsibilities.....	56
	5. External Evaluations	58
	C. Documentation.....	59
	1. Teaching.....	60
	2. Scholarship and Research.....	61
	3. Clinical Practice	61
	4. Administrative Service.....	62
VIII.	Appeals.....	62
IX.	Seventh-Year Reviews.....	62
X.	Procedures for Student and Peer Evaluation of Teaching	62
	A. Student Evaluation of Teaching	62
	B. Peer Evaluation of Teaching	63

APPOINTMENTS, PROMOTION, AND TENURE FOR THE DEPARTMENT OF VETERINARY CLINICAL SCIENCES

I. PREAMBLE

This document is a supplement to Chapters 6 and 7 of the Rules of the University Faculty (<https://trustees.osu.edu/bylaws-and-rules/faculty-rules>); the annually updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic Affairs Policies and Procedures Handbook (<https://oaa.osu.edu/policies-and-procedures-handbook>); and other policies and procedures of the University to which the department and its faculty are subject.

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

This document must be approved by the Dean of the College and the Office of Academic Affairs before it may be implemented. It sets forth the Department's mission and, in the context of that mission and the mission of the College and University, its criteria and procedures for faculty appointments and for faculty promotion, tenure and rewards, including salary increases. In approving this document, the Office of Academic Affairs accepts the mission and criteria of the Department and delegates to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to the Department's mission and criteria.

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

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

It is the expectation of the College that all faculty personnel actions conducted by a Department and the College, will be consistent with that Department's APT document, the College APT document, and other relevant policies, procedures, practices, and standards established by the:

1. College,
2. Faculty Rules,
3. Office of Academic Affairs, and
4. Office of Human Resources

II. DEPARTMENTAL MISSION

A. Mission

The **mission** of the Department of Veterinary Clinical Sciences is the advancement of animal health and wellbeing through providing exceptional educational experiences, delivering outstanding veterinary care and discovering innovative methods to diagnose, prevent and treat disease. In support of these activities, we manage comprehensive professional and post-graduate curricula; provide leading-edge veterinary medical care; engage in consultation services and outreach activities that benefit the public and veterinary profession; and perform meaningful clinical, basic and translational research for the improvement of animal and human health.

B. Values:

Shared values are the commitments made by the Department's community regarding how work will be conducted. Our values in the College of Veterinary Medicine include:

- Excellence
- Collaboration
- Openness and Trust
- Efficiency in our Work
- Diversity in People and Ideas
- Empathy and Compassion
- Change and Innovation
- Integrity & Personal Accountability

The Department of Veterinary Clinical Sciences operates on the premise that all faculty and staff in the Department have unique talents that contribute to the pursuit of excellence. In addition to professional accomplishments, collegiality, civility and mutual respect are strongly held values. The Department supports diverse beliefs and the free exchange of ideas and opinions and expects that faculty, staff, and students promote these values and apply them in a professional manner in all academic endeavors and interactions within and representing the Department.

Each member of the Department contributes directly to College productivity through personal accomplishments that further our mission areas. Importantly, each member of the Department also contributes indirectly to College productivity by positively influencing the productivity of others. This synergism may be seen in the creation of our learning environment, research collaborations, co-authorship of publications, team approach to clinical practice including health and wellness, sharing of innovative ideas in committee meetings, community, and industry outreach.

All faculty and staff should work toward establishing and maintaining a team culture and an enriching and diverse intellectual working and learning environment. The Department is committed to evaluating the practice of these core values as part of all performance evaluations.

III. DEFINITIONS

General considerations concerning Faculty Appointments, Reappointments, Promotion and Tenure

General considerations are articulated in Faculty Rule [3335-6-01](#). Peer review provides the foundation for decisions regarding faculty appointment, reappointment, and promotion and tenure (except when the provisions of paragraph (H) of Faculty Rule [3335-6-03](#) of the Administrative Code are invoked.) Peers are those faculty who can be expected to be most knowledgeable regarding an individual's qualifications and performance--normally tenure initiating unit colleagues. Because of the centrality of peer review to these review processes, faculty vested with responsibility for providing peer review have an obligation to participate fully and knowledgeably in review processes, to exercise the standards established in Faculty Rule [3335-6-02](#) of the Administrative Code and other standards specific to the academic unit and discipline, and to make negative recommendations when these are warranted to maintain and improve the quality of the faculty. Recommendations by the faculty vested with the responsibility for providing peer review will be accepted unless they are not supported by the evidence presented regarding how the candidate meets the standards established in Faculty Rule [3335-6-02](#) of the administrative code and other standards specific to the academic unit and discipline. When, for the reasons just stated, a decision regarding faculty appointment, reappointment, or promotion and tenure differs from the recommendation of the faculty, the administrator or body making that decision will communicate in writing to the faculty body that made the recommendation the reasons that the recommendation was judged not to be supported by the evidence.

Probationary Faculty

The initial contracts for tenure-track, clinical, and research faculty are probationary. Probationary faculty are considered for reappointment annually. During a probationary period, a tenure-track faculty member does not have tenure. The probationary periods for tenure-track faculty are articulated in Faculty Rule [3335-6-03](#). The probationary periods for clinical and research faculty are described in Faculty Rule [3335-7-07](#) and [3335-7-35](#), respectively.

Review schedules for probationary tenure-track, clinical, and research faculty

All faculty hired within the same calendar year are in the same cohort for promotion and tenure reviews. Office of Academic Affairs Policies and Procedures Handbook Volume 3, section 3.1 <https://oaa.osu.edu/sites/default/files/uploads/handbooks/policies-and-procedures/HB3.pdf>

A. Committee of the Eligible Faculty

1. Tenure-track faculty

For appointment reviews (to hire) at the rank of Assistant Professor the recommendation to the Chair is the responsibility of the Search Committee. The eligible faculty for appointment reviews (to hire) at senior rank (Associate,

Professor) consists of all tenured faculty of equal or higher rank than the position requested. An appointment at senior rank requires a vote by the faculty members eligible to vote on the rank under consideration.

The eligible faculty for promotion and tenure, or promotion reviews of tenure-track faculty or of tenure-track appointments at senior rank consists of all tenured faculty of equal or higher rank than the candidate whose tenure resides in the Department excluding the Department chair, the Dean and assistant and associate Deans of the College, the executive vice president and provost, and the president. The Department chair may attend meetings at which (re)appointment, promotion and tenure matters are discussed and may respond to questions, but may not vote.

For tenure reviews of probationary professors, eligible faculty are tenured professors whose tenure resides in the Department, excluding the Department chair, the Dean and assistant and associate Deans of the College, the executive vice president and provost, and the president.

2. Clinical faculty

For appointment reviews (to hire) at the rank of Assistant Professor the recommendation to the Chair is the responsibility of the Search Committee. The eligible faculty for appointment reviews at senior rank (Associate, Professor) consists of all tenured and nonprobationary clinical faculty of equal or higher rank than the position requested.

The eligible faculty for reappointment, contract renewal, and promotion of clinical faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the Department and all non-probationary clinical faculty of higher rank than the candidate whose primary appointment is in the Department excluding the Department chair, the Dean and assistant and associate Deans of the College, the executive vice president and provost, and the president. The Department chair may attend meetings at which (re)appointment, promotion and tenure matters are discussed and may respond to questions, but may not vote.

3. Associated Faculty

For appointment reviews (to hire) at the rank of Assistant Professor the recommendation to the Chair is the responsibility of the Search Committee. The eligible faculty for appointment reviews (to hire) at senior rank (Associate, Professor) consists of all tenured and clinical faculty of equal or higher rank than the position requested.

The eligible faculty for promotion reviews of associated faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the Department, all non-probationary clinical faculty of higher rank than the candidate

whose primary appointment is in the Department, excluding the Department chair, the dean and assistant and associate deans of the College, the executive vice president and provost, and the president. The Department chair may attend meetings at which (re)appointment, promotion and tenure matters are discussed and may respond to questions, but may not vote.

4. Conflict of Interest

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

When there is a question about potential conflicts, open discussion, and professional judgment are required in determining whether it is appropriate for the faculty member to withdraw from a particular review. However, in situations without consensus, it is the responsibility of the Department chair to remove any member of the eligible faculty from the review of a candidate when the member has a conflict of interest but does not voluntarily withdraw from the review.

Additional information regarding conflict of interest is found in Volume 3, section 3.9 of the Office of Academic Affairs Policies and Procedures Handbook <https://oaa.osu.edu/policies-and-procedures-handbook>.

5. Minimum Composition

In the event that the Department does not have at least three eligible faculty members who can undertake a review, the Department chair, after consulting with the Dean, will appoint a faculty member from another Department within the College.

B. Department Promotion and Tenure Subcommittee (DPTSC)

The Department Promotion and Tenure Subcommittee (DPTSC) assists the Committee of the Eligible Faculty (**COEF**) in managing personnel and promotion and tenure issues. The DPTSC consists of approximately 11 faculty members, including 7 non-probationary tenure-track faculty members of whom at least 4 are professors, and 4 non-probationary clinical faculty members, including 2 professors if possible. The chair may vary the composition of the subcommittee to best represent the faculty as a whole. The subcommittee's chair and membership are appointed by the Department chair. The term of service is three years, with

reappointment possible. The subcommittee chair selects a Procedural Oversight Designee (POD) from among the subcommittee's members for oversight of the meetings. The DPTSC chair may also select additional POD's to serve as Dossier Coaches and for oversight of Dossier materials. The responsibilities of the POD are described in Volume 3 of the Office of Academic Affairs Policies and Procedures Handbook, <https://oaa.osu.edu/policies-and-procedures-handbook> and summarized in the POD Duties document found at <http://oaa.osu.edu/assets/files/documents/PODDuties.pdf>

C. Quorum

The quorum required to discuss and vote on all personnel decisions is two-thirds of the eligible faculty not on approved leave of absence. A member of the eligible faculty on Special Assignment may be excluded from the count for the purposes of determining quorum only if the Department chair has approved an off-campus assignment. Faculty on approved leave or Special Assignment are not considered for quorum unless they declare, in advance, in writing, of intent to participate in all proceedings. Attendance may be accomplished through digital forums such as videolinks or teleconferences. Faculty members who recuse themselves because of a conflict of interest and faculty on approved leave of absence or Special Assignment who do not declare in advance of intent to participate in all proceedings are not counted when determining quorum.

To be eligible to vote, a faculty member must be in attendance at the meeting for the entire discussion of the candidate's qualifications. Voting is by anonymous ballot.

D. Recommendations from the Committee of the Eligible Faculty

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

1. Appointment

A positive recommendation from the eligible faculty is secured when a simple majority of the votes cast are positive/affirmative. The chair of the DPTSC records the number of positive and negative votes and reports the results to the Department chair.

2. Reappointment, Promotion and Tenure, Promotion, and Contract Renewal

A positive recommendation from the eligible faculty for reappointment, promotion and tenure, promotion, and contract renewal is secured when a simple majority of the votes cast are positive/affirmative.

E. Departmental Annual Review Committee (DARC)

The DARC is a faculty advisory committee that reports to the chair, and is composed of the same faculty members as the DPTSC. The DARC reviews annual reports and dossiers and votes on annual reappointments of all probationary faculty members. The DARC's quorum is a simple majority of its members and method of voting is by secret ballot. A positive recommendation for reappointment is secured when a simple majority of the votes cast are positive/affirmative.

The chair of the DPTSC, who is also the chair of the DARC, reports the results of the vote to the Department chair, including abstentions, in a letter that summarizes the committee's annual review of each probationary faculty member.

IV. APPOINTMENTS

A. Criteria

The Department is committed to making faculty appointments that enhance or have strong potential to enhance the quality of the Department. In making appointments, the chair will attempt to balance the multiple academic missions of the Department taking into consideration the needs of the Veterinary Medical Center (VMC).

Important considerations include:

- The individual's record to date in teaching, research, clinical practice, extension/outreach, and administrative service;
- The potential to develop national/international recognition for significant contribution in one or more areas of responsibilities;
- The potential for professional growth in the areas of assigned responsibilities; and
- The potential for interacting with colleagues and students in a way that will enhance academic work and attract other outstanding faculty and students to the Department.

No offer will be extended if the search process does not yield one or more candidates who would enhance the quality of the Department.

The chair defines the terms of the appointments by the relative amount of responsibility assigned to each faculty member in teaching, clinical practice, research, outreach and administrative service. Assignment of effort is customized to maximize each faculty member's potential for contributions to the Department and for the benefit of the overall program. Assigned distribution of effort may vary substantially among faculty, both in tenure-track and clinical positions. Changes in

distribution of effort are made by the chair in consultation with the faculty member, service head and faculty members within a given service. The distribution of effort is defined in the letter of offer and is redefined as necessary in the annual review letter and/or other appropriate written documents. Performance evaluations are based on assessment of the faculty member's accomplishments in the context of his/her job description as articulated in the letter of offer and modified in subsequent annual review letters and/or other appropriate written documents.

Faculty must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. When faculty are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. See <https://oaa.osu.edu/policies-and-procedures-handbook>.

1. Tenure Track Faculty

a. Instructor

Appointment at the rank of instructor is made when the offered appointment is that of assistant professor, but requirements for the DVM (or equivalent) or doctoral (PhD) degree have not been completed by the candidate at the time of appointment. The Department makes efforts to avoid such appointments. An appointment at the instructor level is limited to three years. When an instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the third year of appointment, the third year is a terminal year of employment.

When an instructor is promoted to the rank of assistant professor on receipt of the DVM (or equivalent) or doctoral (PhD) degree, the faculty member may request prior service credit for time spent as an instructor. This request must be submitted in writing at the time of the promotion and this written request must be approved by the Department's committee of eligible faculty, the chair, Dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked once granted. In addition, all probationary faculty members have the option to be considered for early promotion.

b. Assistant Professor

Criteria for appointment at the rank of assistant professor are: 1) an earned professional degree (DVM or equivalent), doctorate (PhD) or both; 2) relevant specialty clinical training if appropriate; and, 3) evidence of potential for sustained high quality scholarly productivity, research, teaching, clinical service and administrative service to the Department and profession as appropriate.

Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring no later than the sixth year of service. If tenure review has not occurred prior to the sixth year, the faculty member will be informed by the end of the sixth year as to whether promotion and tenure will be granted at the beginning of the seventh year. If the sixth-year review is negative, the seventh year is a terminal appointment. Review for tenure prior to the mandatory review year is possible when the Department promotion and tenure committee and the Chair determines such a review to be appropriate. The granting of prior service credit, which requires approval of the Office of Academic Affairs, may reduce the length of the probationary period, but is strongly discouraged as it cannot be revoked once granted.

c. Associate Professor and Professor

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

Appointment at senior rank requires that the individual, at a minimum, meet the Department's criteria in teaching, research, clinical practice, extension/outreach, and administrative service as appropriate for promotion to these ranks as specified in this document. However, care must be taken to apply criteria with sufficient flexibility as the requirements for appointment at senior rank will vary dependent on the candidate's proposed position description as well as the candidate's prior experience and responsibilities. Appointment at senior rank normally entails tenure. A probationary appointment at senior rank is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

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

2. Clinical Faculty

Appointment of clinical faculty entails a three- or a five-year contract. The initial contract is probationary. Beyond the probationary period, reappointments are made for a term of not less than three and not greater than five years. If the initial decision from the department chair is to reappoint the faculty member to another term, that decision will be final. If the initial decision from the department chair is

to not reappoint the faculty member to another term, a review by the eligible faculty is required.

In the majority of circumstances, clinical faculty being considered for promotion should also be considered for reappointment regardless of the timing of the last reappointment.

Tenure is not granted to clinical faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. For more information, see Faculty Rule [3335-7](#).

Clinical faculty members are essential to the mission of the Department and have teaching (clinical, diagnostic), patient care, clinical and diagnostic practice, core service support, and program development and implementation responsibilities. Excellence in patient management, clinical teaching and clinical service is expected of clinical faculty members as they will spend the majority of their time seeing patients, teaching students and training residents. Scholarship activity (scholarship of teaching, collaborative clinical research, and/ or development of new clinical techniques) is expected, as is participation in administrative service, at a level relevant to rank, other responsibilities, and distribution of time and effort. Clinical faculty are expected to have a professional degree (DVM or equivalent) as well as specialty certification, where appropriate.

Individuals appointed as clinical faculty may participate in all governance and committee functions at the service, Department, College, and University levels, except where restricted by College or University rules. Clinical faculty may be nominated for and serve if elected on the University Senate as representatives of the College, see Faculty Rule [3335-7-11](#) (approved by the faculty of the College of Veterinary Medicine, July 6, 2016). Principal investigator status is automatically granted for clinical faculty having at least a 50% appointment. Clinical faculty may qualify for participation as graduate school advisors and committee members consistent with graduate school guidelines.

a. Instructor - Clinical

The criteria for appointment to Instructor - Clinical are a DVM or equivalent degree and strong potential to attain reappointment and advance through the faculty ranks. Appointment is normally made at the rank of Instructor-Clinical only when the appointee has not obtained the required licensure or certification at the time of appointment or when other circumstances warrant such appointment. If licensure or certification is not obtained by the beginning of the penultimate year of the contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

b. Assistant Professor - Clinical

The criteria for appointment to Assistant Professor - Clinical are a DVM or equivalent degree, medical specialty training with advancement toward appropriate specialty licensure or certification or equivalent experience, and strong potential to attain reappointment and advance through the faculty ranks. Evidence of ability to teach and provide excellent clinical service is highly desirable.

c. Associate Professor - Clinical and Professor - Clinical

The criteria for appointment to Associate Professor of Clinical Veterinary Clinical Sciences and Professor of Clinical Veterinary Clinical Sciences are that the candidate meets the criteria for appointment to Assistant Professor of Clinical Veterinary Clinical Sciences, has appropriate medical specialty licensure or certification or equivalent experience, and meets, at a minimum, the Department's criteria in teaching, research, clinical practice, extension/outreach, and administrative service, depending on appointment and assigned responsibilities, for promotion to these ranks.

3. Associated Faculty

Faculty with tenure-track, clinical, or research titles may not hold concurrent associated titles at The Ohio State University. Associated faculty appointments may be as short as a few weeks to assist with a focused project, a semester to teach one or more courses, or for up to three years when a longer contract is useful for long-term planning and retention. Associated faculty may be reappointed. Associated faculty are subject to formal annual review prior to renewal.

a. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

Adjunct appointments are not compensated. Adjunct faculty appointments are given to individuals who volunteer considerable uncompensated academic service to the Department, for which a faculty title is appropriate. Adjunct appointments may be either non-University employees or University employees compensated on a non-instructional budget. Adjunct faculty rank is determined by applying the criteria for appointment of tenure-track faculty. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

b. Clinical Instructor of Practice, Clinical Assistant Professor of Practice, Clinical Associate Professor of Practice, Clinical Professor of Practice

Associated clinical practice appointments may either be compensated or not compensated. Associated clinical rank is determined by applying the criteria for appointment of clinical faculty. Associated clinical faculty members are

eligible for promotion (but not tenure) and the relevant criteria are those for promotion of clinical faculty.

c. Lecturer

Lecturers have credentials comparable to faculty at the assistant professor level. Evidence of ability to provide high-quality instruction is desirable. Lecturers are not eligible for tenure.

d. Senior Lecturer

Senior Lecturers have credentials comparable to faculty at the associate professor and professor levels. Evidence of ability to provide high-quality instruction is desirable. Senior lecturers are not eligible for tenure or promotion.

e. Assistant Professor, Associate Professor, Professor with FTE below 50%

Appointment at tenure-track titles is for individuals at 49% FTE or below, either compensated (1-49% FTE) or uncompensated (0% FTE). The rank of associated faculty with tenure-track titles is determined by applying the criteria for appointment of tenure-track faculty. Associated faculty members with tenure-track titles are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

f. Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor

Visiting faculty appointments may either be compensated or not compensated. Visiting faculty members on leave from a regular academic appointment at another institution are appointed at the rank held in that position. The rank at which other individuals are appointed is determined by applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion. They may not be reappointed for more than three years at 100% FTE.

4. Courtesy Appointments

Occasionally the active academic involvement in the Department by a tenure-track, clinical, or research faculty member from another Department at Ohio State warrants the offer of a 0% FTE (courtesy) appointment in the Department. Appropriate active involvement includes research collaboration, graduate student advising, teaching some or all of a course, clinical practice or a combination of these. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

Courtesy appointments are uncompensated. Courtesy appointments are recommended at the discretion of the chair after approval of the faculty in the clinical service to which the individual will be assigned. Continuation of the courtesy appointment should reflect ongoing contributions. Faculty with courtesy appointments do not participate in College governance. Unlike associated faculty appointments, courtesy appointments do not require formal annual review. Titles assigned to courtesy appointments must mirror those held in their major University appointments.

5. Retired and Emeritus Appointments

Full-time tenure-track, clinical, 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 per University Faculty Rule University [3335-5-36](#). The emeritus request should be submitted at the time of retirement whenever possible, but will also be accepted after the faculty member has retired. Retired and Emeritus faculty may not vote at any level of governance and may not participate in promotion and tenure matters, but may have such other privileges as the Department, College or Office of Human Resources may provide.

The relationship of retired faculty members who wish to teach, provide clinical service, or perform research in the college shall be governed by a written memorandum of agreement. This agreement will describe the mutually beneficial activities to be completed by the retired faculty member with approval of the department chair and Dean (or designee). This agreement will establish any financial arrangements for compensation or cost of the retired faculty member for participation in teaching, clinical service or research and use of facilities should they be needed, which must be approved by the Dean (or designee) and the Office of Academic Affairs. No compensation of the retired faculty member by the department, college, or university will be allowed outside of the memorandum of agreement. Retired and Emeritus faculty with an agreement for teaching, clinical service, and/or research, must follow all university rules and policies and submit annual conflict of interest statements and external consulting agreements (as applicable).

B. Procedures

See the Policy on Faculty Recruitment and Selection <https://oaa.osu.edu/assets/files/documents/facultyrecruitment.pdf> and the Policy on Faculty Appointments in the Office of Academic Affairs [Policies and Procedures Handbook](#) for information on the following topics:

- Recruitment of tenure-track, clinical, and research faculty
- Appointments at senior rank or with prior service credit
- Hiring faculty from other institutions after April 30

- Appointment of foreign nationals
- Letters of offer

1. **Tenure-track faculty**

A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. Exceptions to this policy must be approved by the Dean and requested from the Office of Academic Affairs in advance. 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 as follows:

The Dean of the College provides approval for the Department chair to commence a search process. This approval may or may not be accompanied by constraints with regard to salary, rank, and field of expertise.

The Department chair appoints a search committee, in consultation with the section head, consisting of three or more faculty who reflect the field of expertise that is the focus of the search (if relevant), as well as other fields within the Department, College, University, and external constituents. The search committee represents the eligible faculty in the search process. The Department chair will provide to the search committee a clear and precise charge regarding the qualifications, characteristics and academic rank to be sought in a faculty candidate. The Department chair will appoint one member of the search committee to act as its chair. Search committees should be appointed with consideration of the Department's commitment to diversity and inclusion.

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

The search committee, in consultation with the Department chair:

- a. Appoints a diversity advocate who is responsible for providing leadership in assuring that vigorous efforts are made to achieve a diverse pool of qualified applicants.
- b. Develops a position description based on guidelines provided by the Department chair. The position description should identify the functions of the position including the required and desired qualifications that correspond with the essential job functions.
- c. Develops a search announcement for internal posting in the University Job Postings through the Office of Human Resources Employment Services

(www.hr.osu.edu/) and external advertising, subject to the Department chair's approval. The announcement will be no more specific than is necessary to accomplish the goals of the search, because an offer cannot be made that is contrary to the content of the announcement with respect to rank, field, credentials, and salary. In addition, timing for the receipt of applications will be stated as a preferred date, not a precise closing date, in order to allow consideration of any applications that arrive before the conclusion of the search.

- d. Develops and implements a plan for external advertising and direct solicitation of nominations and applications. If there is any likelihood that the applicant pool will include qualified foreign nationals, the search committee must advertise using at least one 30-day online ad in a national professional journal. The University does not grant tenure in the absence of permanent residency ("green card"), and strict U.S. Department of Labor guidelines do not permit sponsorship of foreign nationals for permanent residency unless the search process resulting in their appointment to a tenure-track position included an advertisement in a field-specific nationally-circulated print journal.
- e. Identifies, in advance of review of applications and candidates, the criteria that define excellence and are of critical importance for this position within the College and which will be used in assessment of candidates and/or materials from candidates.
- f. Screens applications and letters of recommendation and presents to the Department chair a summary of those applicants judged worthy of interview. On-campus interviews of selected candidates are arranged by the Department chair's office.

On-campus interviews with candidates must include opportunities for interaction with faculty members, including the search committee, graduate students/residents, the Department chair, and the Dean or designee. In addition, all tenure and clinical candidates make a presentation of their research to the faculty and graduate students/residents. All candidates interviewing for a particular position must follow the same general interview format with flexibility to accommodate candidates' specific research/clinical/teaching interests. Faculty members will have an opportunity to assess each candidate by completing an evaluation form sent by email from the Department chair's office.

After completion of on-campus interviews, the search committee meets to discuss each candidate. The search committee reviews the faculty evaluations and determines which candidates are acceptable and forwards this information to the Department chair. In the event that more than one candidate achieves the level of support required to extend an offer, the Department chair, in consultation with the executive associate dean, makes a recommendation to the Dean regarding which candidate to approach first. The details of the offer, including

compensation, are determined by the Department chair, in consultation with the Dean or, as designated by the Dean, the executive associate dean, who has final approval. All letters of offer must be coordinated with the College office of human resources. No offer will be extended in the event that the search process fails to yield one or more candidates who have the potential to enhance the quality of the Department's programs. The search may be either cancelled or continued, as appropriate to the circumstances.

If the offer involves conferring senior rank (Associate Professor, Professor), the committee of eligible faculty members vote on the appropriateness of the proposed rank. The candidate must be reviewed following the same procedures used for review for Departmental promotion and tenure for that rank, with the exceptions that a formal dossier is not required (a curriculum vitae may be substituted). While teaching evaluations are not required, the curriculum vitae or other documentation for those candidates being considered for appointments with a teaching expectation should provide adequate information to assess the level and quality of teaching activity. The Department chair should communicate as early as possible to the chair of the Departmental Promotion & Tenure Subcommittee (who also chairs the Committee of Eligible Faculty) of the potential need for a time sensitive review for the recruitment process. A member of the DPTSC presents a standardized overview of the candidate to the COEF and following discussion the COEF must vote. If the offer involves prior service credit, the eligible faculty members vote on the appropriateness of such credit. The Chair of the DPTSC on behalf of the COEF reports a recommendation with the results of the COEF vote on the appropriateness of the proposed rank and service credit to the Department chair. The results of the vote and other documentation required for offers at senior rank are forwarded to the Dean and then to the Office of Academic Affairs. Appointment offers at the rank of Associate Professor or Professor, with or without tenure, and/or offers of prior service credit require prior approval of the Office of Academic Affairs.

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

2. Clinical faculty

Searches for clinical faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the on-campus interview may be on a topic related to clinical practice or teaching rather than research.

A national search is preferred to ensure a diverse pool of highly qualified candidates for all clinical faculty positions. Highly qualified clinical faculty

candidates occasionally may be considered for appointment without a national search, but only when there is reasonable likelihood that a national search would not identify a more highly qualified and diverse group of candidates. Exceptions to a national search must be approved by the Dean.

The details of the offer, including compensation and the length of the initial contract, are determined by the Department chair, in consultation with the Dean or, as designated by the Dean, the executive associate Dean, who has final approval. All letters of offer must be coordinated with College office of human resources.

3. Transfer from Tenure-track

Transfer from tenure-track to clinical or research faculty may be considered if appropriate with the mission and programmatic needs of the College as well as the career goals of the faculty member. Tenure is lost upon transfer, and transfers must be approved by the Department chair, the College Dean, and the executive vice president and provost.

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

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

4. Associated faculty

The appointment, review, and reappointment of all compensated associated faculty are determined by the Department chair, in consultation with the Dean or, as designated by the Dean, the executive associate dean, who has final approval. All letters of offer must be coordinated with the College office of human resources.

Appointment and reappointment of uncompensated adjunct or visiting faculty may be proposed by any faculty member in the Department. Such proposals are considered by the Department chair and the DPTSC. If approved by the DPTSC and executive associate dean in consultation with the Dean, the Department chair extends an offer.

Associated appointments generally are made for a period of up to three years, unless a shorter period is appropriate to the circumstances. However, adjunct faculty positions may be approved for up to 3 years with an annual review to determine continued need for contribution to our mission area. If there is not a continued need or contribution, then adjunct status will be removed. All

associated appointments expire at the end of the appointment term and must be formally renewed to be continued. Visiting appointments are limited to three consecutive years at 100% FTE. Lecturer and senior lecturer appointments usually are made on a semester to semester basis.

Associated faculty for whom promotion is a possibility follow the promotion guidelines and procedures for faculty (see Promotion and Tenure and Promotion Reviews below), with the exception that the review does not proceed to the College level if the Department chair's recommendation is negative, and does not proceed to the University level if the Dean's recommendation is negative.

5. Courtesy Appointments for Faculty

Any faculty member may propose a 0% FTE (courtesy) appointment for a faculty member from another Department at The Ohio State University. A written proposal that describes the uncompensated academic service to the Department is provide to the Department chair. The chair will forward the proposal to the DPTSC. If the proposal is approved by the DPTSC and the chair, the appointment, review, and reappointment of all courtesy appointments must be approved by the Dean or, as designated by the Dean, the executive associate dean, who has final approval. The Department chair extends an offer of appointment. In consultation with the Dean or the executive associate dean, the Department chair reviews all courtesy appointments annually to determine their continued justification, and takes recommendations for renewal before the faculty for consideration.

V. Annual Review Procedures

The Department follows the requirements for annual reviews as set forth in the Faculty Annual Review Policy <http://oaa.osu.edu/assets/files/documents/annualreview.pdf>.

All faculty members must have an annual written performance review. Annual reviews of faculty members are based on performance in teaching, research, clinical practice, extension/outreach, and administrative service according to assigned distribution of effort; on any additional assignments and goals specific to the individual faculty member; on professional behavior; and on progress toward promotion where relevant. Faculty should review the Department's Patterns of Administration document, available at <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>, including the Research and Teaching Metrics sections for further details on performance expectations. The annual review is the primary time to adjust responsibilities and expectations based upon performance and Departmental, VMC and College needs. The annual review serves as the basis for annual merit salary recommendations. The annual review assesses and evaluates both accomplishments and future goals in the context of mission, performance standards and expectations of the Department, College and University. The annual review assists the faculty member in developing and implementing professional plans, provides a forum for discussion of accomplishments

and identifies performance problems should they exist. An accepted premise of faculty performance evaluation is that it is subjective.

The documentation required for the annual performance review of every faculty member is described under MERIT SALARY INCREASES (Section VI.C). This material must be submitted to the Department chair by the specified deadline (typically the end of January each year).

It is the faculty member's responsibility to contact a member of the Departmental administrative staff to schedule their annual review meeting with the chair. The staff member will coordinate the date, time and location of the meeting with the faculty member, and, in the case of probationary faculty, the service head, chair of the faculty member's mentoring committee or their dossier coach, one of whom should also attend the annual review meeting (it is the choice of the probationary faculty member which person will accompany them to annual review meetings with the chair).

All faculty members are responsible for preparing and submitting the required documents for the annual review in a timely manner. The chair will meet with the faculty member and then will write a letter that gives an assessment of the strengths and weaknesses, activities and contributions of the faculty member's performance and professional development, and, in the case of probationary faculty members, indicates whether the faculty member will be reappointed for an additional year. The chair will document any changes in the faculty member's distribution of effort in the annual review letter. A copy of the annual review letter is then submitted to the dean.

Faculty members may submit a written response (letter of clarification or rebuttal) to the annual review letter for inclusion in their personnel file. They may prepare and submit such a letter within 10 days of the date of distribution of the annual review letter.

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

A. Probationary Tenure-Track Faculty

Prior to the chair's annual review, a quorum of the DARC will review documentation (dossier, SEI's, prior year's annual review letter) submitted by probationary faculty members. The probationary faculty will also meet with the DARC to present a standardized summary of the past year's activities. The standardized summary template is developed by the DARC in consultation with the department chair. Eligible members of the DARC vote on the renewal of probationary faculty members. The chair of the DARC will write a letter to the Department chair summarizing the strengths and weaknesses and recommendations of the members of the committee

and the results of the vote for reappointment. In addition, in the fourth-year, the Fourth-Year Review Process is required of all probationary tenure-track faculty (see below).

Every probationary tenure-track faculty member is reviewed annually by the Department chair, who meets with the faculty member to discuss performance, future plans and goals. In addition to the faculty member and the chair, either the section head or the chair of the faculty member's mentoring committee should also attend the annual review meeting (it is the choice of the probationary faculty member which person will accompany them to annual review meetings with the chair). The Department chair prepares a written evaluation that includes a recommendation on whether or not to renew the probationary appointment.

If the Department chair and the DARC recommend renewal of the appointment, this recommendation is final. The Department chair's annual review letter to the faculty member renews the probationary appointment for another year and includes content on future plans and goals. The faculty member may provide written comments on the review. The Department chair's letter (along with the faculty member's comments, if received) is forwarded to the Dean of the College. In addition, the annual review letter becomes part of the cumulative dossier for promotion and tenure (along with the faculty member's comments, if the faculty member so chooses).

If either the Department chair or DARC recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule [3335-6-03](#)) is invoked. After completion of the comments process, the complete dossier is forwarded to the College for review, and the Dean makes the final decision on renewal or nonrenewal of the probationary appointment.

Probationary periods are established for tenure-track faculty members. During a probationary period a faculty member does not have tenure and is considered for reappointment annually. See Faculty Rule [3335-6-03](#) for additional information.

An appointment to the rank of assistant professor tenure track is always probationary and may not exceed six years, including prior service credit. An assistant professor is reviewed for promotion and tenure no later than the sixth year of appointment as an assistant professor and informed by the end of the sixth year as to whether promotion and tenure will be granted at the beginning of the seventh year.

In addition, the Fourth-Year Review Process is required of all probationary tenure-track faculty.

Probationary tenure-track associate professors and professors

Tenure may be acquired following a successful probationary period at the rank of associate professor or professor as specified in Faculty Rule [3335-6-03](#). The criteria to be considered for awarding tenure are those detailed in following sections for the assessment of the rank with tenure.

1. Fourth-Year Review

During the fourth year of the probationary period the annual review follows the same procedures as the mandatory tenure review, with the exception that external evaluations are optional and the Dean (not the Department chair) makes the final decision regarding renewal or nonrenewal of the probationary appointment.

Normally, faculty members undergoing Fourth-Year Review and mandatory or non-mandatory promotion and/or tenure reviews will be reviewed using the Department's current APT Document (as approved and posted on the OAA website at <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>). Faculty members, however, may choose to be reviewed under the 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.

A faculty member who chooses to use an earlier document must submit the earlier APT document when his/her dossier and other materials are sent to the department for review. It is the faculty member's responsibility to provide this document. The deadline for doing so will be the unit's regular deadline for receiving the dossier and other materials for the review in question.

External evaluations are only solicited when either the Department chair or the eligible faculty determine that they are necessary to conduct the Fourth-Year Review. This may occur when the candidate's scholarship is in an emergent field, is interdisciplinary, or the eligible faculty do not feel otherwise capable of evaluating the scholarship without outside input.

The COEF conducts a review of the candidate, aided by the DPTSC, whose members prepare and present summaries of the candidate's dossier, SEIs and other relevant materials during the meeting of the COEF. The presenter should not act as an advocate for the candidate but rather should provide a fair, complete and non-judgmental overview of the candidate's activities and contributions. On completion of discussion of the candidate, the eligible faculty members vote by written ballot on whether to renew the probationary appointment. The COEF forwards a record of the vote and a written performance review to the Department chair. The Department chair conducts an independent

assessment of the performance and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment. At the conclusion of the Department review, the formal comments process (per Faculty Rule [3335-6-04](#)) is followed and the case is forwarded to the College for review, regardless of whether the Department chair recommends renewal or nonrenewal.

2. Exclusion of Time from Probationary Period

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

B. Tenured Faculty

Associate professors are reviewed annually by the Department chair. The faculty member is responsible for preparing and submitting the required documents for the annual review in a timely manner. The Department chair conducts an independent assessment, meets with the faculty member to discuss the faculty member's performance and future plans and goals, and prepares a written evaluation. The faculty member may provide written comments on the review.

Professors are also reviewed annually by the department chair, who meets with the faculty member to discuss his or her performance and future plans and goals. The annual review of professors is based on their having achieved sustained excellence in the discovery and dissemination of new knowledge relevant to the mission of the Department, as demonstrated by national and international recognition of their scholarship; ongoing excellence in teaching, including their leadership in graduate education in both teaching and mentoring students; and outstanding service to the Department, the University, and their profession, including their support for the professional development of assistant and associate professors. Professors are expected to be role models in their academic work, interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other members of the faculty.

For faculty with administrative roles, the impact of that role and other assignments will be considered in the annual review. The primary supervisor (e.g. dean or department chair) prepares a written evaluation of performance against these expectations. The faculty member may provide written comments on the review.

C. Clinical Faculty

The initial appointment of all clinical faculty is probationary regardless of academic rank at hire. The annual review process for clinical probationary and non-probationary faculty is similar to that for tenure-track probationary and

tenured faculty and includes, for probationary faculty, a review in the penultimate contract year by the departmental Committee of the Eligible Faculty.

No later than the beginning of a faculty member's penultimate year of an initial appointment term, the individual must undergo a review so that the Department may determine whether it is appropriate to renew that individual's appointment for a new appointment term. The review will follow the same procedures as a Fourth-Year Review for tenure-track faculty as set forth in Faculty Rules 3335-6-03 and 3335-6-04. Review procedures and eligible faculty are defined in Section III. External letters are not solicited. There is no presumption of renewal of contract.

Positive decisions to reappoint clinical faculty will be approved by OAA without review, and forwarded to the Board of Trustees (BOT) for final approval. Upon approval by the BOT, the clinical faculty member is no longer probationary. For a negative decision Faculty Rule 3335-7-08 is invoked. The complete dossier is forwarded to the Dean for review, and the Dean makes the final decision on renewal or nonrenewal of the probationary appointment.

For faculty in their second and subsequent appointment term, the individual must be informed as to whether a new appointment will be extended by the end of the penultimate year of each appointment period. A faculty member not being renewed must be informed according to the relevant standards of notice set forth in Faculty Rule 3335-6-08.

An initial decision from the department chair to not reappoint the faculty member to another term requires a review by the eligible faculty following the process described for tenure track faculty fourth year review as set forth in the department APT document (Section V.A.1). The letters from the COEF and the Chair are forwarded to the Dean, and the final decision to not reappoint is made by the Dean.

D. Associated Faculty

Compensated associated faculty members in their initial appointment must be reviewed before reappointment. The Department chair, or designee, prepares a written evaluation and meets with the faculty member to discuss the faculty member's performance, future plans, and goals. The Department chair's recommendation on renewal of the appointment is final. If the recommendation is to renew, the Department chair may extend a multiple year appointment.

Compensated associated faculty members on a multiple year appointment are reviewed annually by the Department chair, or designee. The Department chair, or designee, prepares a written evaluation and meets with the faculty member to discuss the faculty member's performance, future plans, and goals. No later than October 15 of the final year of the appointment, the chair will decide whether or not to reappoint. The Department chair's recommendation on reappointment is final.

VI. Merit Salary Increases and Other Rewards

A. Criteria

Except when the University dictates any type of across-the-board salary increase, all funds for annual salary increases are directed toward rewarding meritorious performance and assuring, to the extent possible given financial constraints, that salaries reflect the market and are internally equitable.

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

Meritorious performance in teaching, research, clinical practice, extension/outreach, and administrative service is assessed in accordance with the same criteria that form the basis for promotion decisions. The time frame for assessing performance will be the past 36 months, with attention to patterns of increasing or declining productivity. Faculty with high quality performance in all areas of assigned distribution of effort and a pattern of consistent professional growth will be favored. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

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

Professional and collegial behavior will be assessed across all areas/categories and how this positively or negatively impacts contributions to the program and the working and learning environments. Collegial, cooperative and professional interactions and behaviors can enhance programmatic contributions and working and learning environments, whereas inappropriate, disruptive, unprofessional, non-collegial or similar behaviors can offset or overshadow academic accomplishments and contributions. Thus, professional or unprofessional behavior can affect merit-based salary increases in a positive or negative manner, respectively. Collegiality may not be used as a fourth criterion for evaluation of performance; rather, faculty members are expected to behave in ways that ensure a supportive environment that fosters excellence in teaching, research and patient care.

B. Procedures

The Department chair recommends annual salary increases and other performance rewards to the Dean or, as designated by the Dean, the executive associate dean, who may modify these recommendations with input from the director of the

Veterinary Medical Center and associate deans. The recommendations of the chair may be modified based on this review and on consideration of salary parity within the College. Salary increases may be formulated in dollar amounts or percentage increases, provided they are determined in a fair and consistent manner each year. Salary increases also may be impacted by equity issues related to salary compression or expansion among individual groups of faculty. The goal is distribution of available funds in a manner that achieves optimal salary distribution within the College. As a general approach to formulating salary recommendations, the Department chair divides faculty into at least four groups based on continuing productivity (high, average, low, and no salary increase) and considers market and internal equity issues as appropriate.

Faculty members who wish to discuss their salary increase with the Department chair should be prepared to explain how their salary (rather than the increase) is inappropriately low, because increases are solely a means to the end of an optimal distribution of salaries. Faculty wishing to appeal their salary may follow the standard appeal process described under Salary Grievances in the Department's Pattern of Administration available at <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>.

C. Documentation

The annual performance review of every faculty member requires that all documentation described below, be submitted to the Department chair by the specified Departmental deadline (*typically the end of January each year*). Preparation of this documentation is facilitated by the Office of Academic Affairs online dossier, which is required for probationary faculty and all faculty wishing to be considered for promotion.

Required for probationary faculty and all faculty wishing to be considered for promotion. Office of Academic Affairs online dossier (e.g. Vita); <https://oaa.osu.edu/policies-and-procedures-handbook>

- Required for Professors
 - Updated CV
- Required for all faculty
 - Updated faculty annual report for the previous calendar year (or specified time period, but at minimum, the previous 12 months or calendar year)
 - Copies of student and peer evaluations. (See Section X: A and B)

There is flexibility on the part of the Department regarding the time period covered by the documentation but will, at minimum, cover the previous 12 months or previous calendar year. Addition of new material may be considered as part of the Annual Review process.

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

VII. Promotion and Tenure and Promotion Reviews

A. Criteria

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

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

The College of Veterinary Medicine adheres to these principles in every respect. Additionally:

- The Department includes evaluation of qualifications in clinical practice and extension/outreach such that the Department includes the following criteria to be assessed for promotion and tenure, and for promotion dependent on the candidate's appointment and responsibilities:
 - Teaching
 - Research/Scholarship
 - Clinical practice
 - Administrative service
 - Scholarship. While research and scholarship are integrally linked, the Department also acknowledges a branch of scholarship independent from research (e.g. publication of text books and case reports as well as the scholarship of teaching). The type, quantity, and quality indicators of faculty member's scholarly contribution will vary dependent on their appointment and assigned responsibilities.
- As the faculty of the Department serve a broad array of professional disciplines with variability in appointment and responsibilities to the Department, College and University, the evaluation process must consider:
 - Criteria that encompass the variability in the appointment and responsibilities of tenure-track and clinical faculty
 - Expectations and examples of evidence that allow sufficient flexibility in meeting the Department's criteria for success

- Assessment guidelines that are proportional to the time and effort distribution assigned to each faculty member

In this Department, academic achievement is judged in the context of the mission of the Department and the expectations for distribution of effort that have been specifically recorded by the chair in the letter of offer and subsequently the annual review letters or other documents. At the tenure review or reappointment, candidates are expected to demonstrate excellence in teaching; clinical practice (if assigned); research/scholarship (dependent upon appointment, tenure-track or clinical, and percentage distribution of effort); outreach; administrative service to the Department, College or University; and professional service to the VMC.

Excellence in teaching, research, clinical practice, extension/outreach, and administrative service is moreover defined to include professional ethical conduct in each area of responsibility, consistent with the American Association of University Professors' Statement on Professional Ethics, <https://www.aaup.org/report/statement-professional-ethics>:

Collegiality, civility, mutual support, and respect for others are strongly held values in the College of Veterinary Medicine. The Department supports diverse beliefs and the free exchange of ideas and expect that faculty, staff, and students promote these values and apply them in a professional manner in all academic endeavors. The Department is committed to evaluating the practice of these values as part of all performance evaluations. In all aspects of their work, faculty members are expected to demonstrate collegial, civil, responsible and respectful behavior toward peers, staff, students, referring veterinarians, and clients. Faculty members are encouraged to establish and maintain a rapport with their colleagues. Both personal accomplishments and involvement as a team member are essential for excellence in teaching and mentoring, research, patient management, extension, outreach, and/or administrative service. Each faculty member contributes indirectly to Department productivity by positively influencing the productivity of other faculty. This synergism may include positive interactions in team teaching, clinical work, mentoring, research collaboration, co-authorship of publications, sharing of innovative ideas in committee meetings, community and industry outreach, and other cooperative efforts that advance the missions of the Department, College and University. It is important that all faculty work toward establishing and maintaining a team culture and an enriching and diverse intellectual working and learning environment.

Faculty members are expected to contribute to the quality of academic life by participation in Department governance and administrative service activities. The Department values enthusiasm, innovation, creativity, intellectual diversity, and open-mindedness. The Department is committed to academic freedom and encourages free expression. Faculty should be open to new ideas and respectful of the ideas and opinions of others.

Mentoring of junior faculty and trainees is considered a vital part of the role of each

faculty member. Faculty members are expected to actively participate in and meaningfully contribute to the professional development of junior faculty and trainees through a commitment to effective mentorship. Faculty are expected to actively promote an excellent and enriching working and learning environment through collegiality, civility, openness to diverse ideas and opinions, and mentoring. Mentoring of other faculty by faculty members is regarded as administrative service to the Department and College.

1. Teaching

All faculty members are expected to excel at teaching, to continuously strive to improve their teaching effectiveness, and to contribute to the development of instructional programs. Faculty members are expected to teach on several teaching teams, to participate actively in course planning and implementation and to work toward constant improvement of the course as a whole. Faculty members are also expected to assume the role of teaching team leader and a position on the College's Council on Education and/or Curriculum Committee, when appropriate.

In addition to providing an excellent professional student curriculum, the training of clinical house officer/graduate students is an important and critical mission of the Department. House officers are graduate veterinarians in nationally-approved specialty training programs that lead to advanced clinical training and/or board certification in a clinical specialty recognized by the American Veterinary Medical Association. A major goal of the Department is to train veterinary specialists who will advance the standard of care of their patients and contribute new knowledge to their specialty areas. Residency and internship training in the Department is based on an intensive, structured, three-year or one-year program, respectively, composed of extensive, mentored clinical training and participation in a comprehensive series of courses, seminars, rounds, journal clubs, conferences and independent study experiences within the Department. All faculty members in the Department are expected to contribute to these programs, proportionate to their assigned distribution of time and effort.

Student evaluations of teaching are required of all faculty members. Because nearly all courses in the veterinary professional curriculum are team taught, most standard course evaluations in the College reflect the combined efforts of the teaching team rather than the effort of an individual faculty member. The weight placed on overall course evaluations depends on the faculty member's contribution to the course; for example, overall course evaluations are most important for teaching team leaders. Individual instructor evaluations are therefore required. The chair's office is responsible for registering new faculty with the College's Office of Professional Program Support (PPS). This office circulates an electronic request form before each semester on which faculty members must register their desire to be evaluated. It is the expectation and responsibility of all faculty members to register with PPS for all of their core and elective pre-clinical didactic and laboratory teaching. The PPS office will then initiate the teaching evaluation

process. Faculty members are also expected to undergo evaluation by students for the clinical teaching; this process currently is facilitated by the evaluation feature in the web-based program (one45) the College uses for management of the clinical rotations.

Peer reviews of teaching are also required (See Section X: A and B). Probationary faculty, Instructors, and Assistant Professors are expected to undergo at least one peer review annually of teaching (didactic, laboratory, and/or clinical) of professional veterinary students, house officers or graduate students. Associate Professors are required to have 1 peer review every 2 years. The peer review process is summative and is included in the candidate's dossier. Peer evaluation of teaching is a shared consultative responsibility between the faculty member, department chair, and the individual faculty member's mentoring committee. Each faculty member is responsible for arranging and scheduling their peer reviews (See also Section X: B). The completed review is made available to the person evaluated with a copy forwarded to the department chair. The person evaluated considers the recommendations and writes a self-reflective summary of how this review may change or advance his/her teaching. This self-assessment is included in the narrative of the dossier. Faculty members who perform a peer review of teaching receive academic credit for this endeavor. A list of all peer reviewers of teaching, the date of the review, the title of the lecture, laboratory or clinical teaching evaluated, and the relevant course number should be included in the dossier, along with the review to document such reviews have occurred.

The Department recognizes education outside of the University as an important part of its mission. Faculty members provide continuing education, while themselves engaging in lifelong learning through publications, presentations and communications. Outreach educational efforts by faculty members speed dissemination of new knowledge and make cutting-edge information available in a well-integrated form, thereby promoting the international and national reputation of the Department, the College and the University. Invitations to speak at international, national and regional continuing education programs reflect the stature of the faculty member as a clinician and educator in her/his specialty area. However, it is equally important that Departmental faculty focus appropriate time and effort on local, state and regional continuing education in order to promote awareness among private practitioners and the animal-owning public about our clinical services and capabilities. There is an expectation that all faculty members deliver continuing education at local, national, and international CE events. This will help foster maintenance and growth of a robust and diverse clinical caseload that is important for teaching students, training residents, clinical research, and for the financial health of the VMC. Time devoted to outreach activities should not compromise the faculty member's commitment to his/her assigned duties or have a negative impact on the operation and sustainability of the service or on faculty colleagues. When questions regarding conflict of commitment arise, the faculty member should consult the chair.

Publication of books, book chapters, monographs and articles that communicate

the state of the art of veterinary medicine in the candidate's specialty area are viewed as important contributions to teaching and outreach, particularly for Clinical Track faculty and Tenure track Associate Professors who have selected teaching and clinical practice as their career focus areas. Assistant Professors on the tenure track should concentrate on peer-reviewed scholarly publications and other scholarly endeavors.

Some faculty members also provide education to private veterinary practitioners and the general public through telephone communications, electronic media, extension courses and other activities. The average Faculty member is expected to efficiently and cooperatively respond to daily telephone or e-mail requests for information from veterinary colleagues and the general public.

Faculty members who wish to be considered for promotion based predominantly on their teaching are encouraged to have a current teaching portfolio. A teaching portfolio can highlight one's contributions to pre-clinical and clinical education of veterinary students and compliments one's dossier. A teaching portfolio should be a dynamic document that is updated regularly. Examples of material for the teaching portfolio include a representative example of teaching materials for one lecture, including syllabus, learning objectives, lecture notes, PowerPoint presentation, and exam questions. Additionally, a list of online/E-learning resources developed and a representative example(s) is appropriate to include in the teaching portfolio.

As detailed in college workload policies, college faculty with teaching expectations fall into three categories: an assigned effort for teaching of greater than 50%, 15-50%, and less than 15%.

- Expectations for faculty with greater than 50% assigned teaching effort are to maintain a clearly identifiable teaching program with regular and continuous contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students; regular mentoring of professional students, graduate students, or clinical residents and interns outside of the classroom; demonstrated leadership such as teaching team leadership, active participation on CPE and/or the preclinical or clinical subcommittee, or active participation on the Council for Graduate Studies; and/or demonstrated enhancement of teaching activities and student learning which may include a variety of activities such as pedagogical papers, textbooks and other publications, creativity in teaching, program development, compilation of essential education resources, creation of digital simulation or other learning tools, and others.
- Expectations for faculty with 15-50% assigned teaching effort are to maintain a clearly identifiable teaching program with regular contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students; demonstrated enhancement of teaching activities and student learning
- Expectations for faculty with less than 15% assigned teaching effort are to maintain contributions to classroom, laboratory, clinical, online, and/or field

teaching of professional students and/or graduate students.

2. Scholarship and Research

All tenure-track and clinical faculty are expected to perform scholarship. Scholarship serves to build the reputation of individual faculty and CVM and is evaluated according to its specific nature during annual review. Scholarship is defined as the dissemination of knowledge and includes book chapters, books, reviews, case reports, proceedings papers, research papers, published extension and teaching materials, among others. For the purpose of this document, research is defined as the generation of knowledge that is published in peer-reviewed scientific literature.

Strong clinical, applied, translational and basic science research programs are an important mission of the Department. Scholarly activity is focused on the discovery of new knowledge that advances state-of-the-art of veterinary medicine; improves the diagnosis, treatment and prevention of spontaneous disease in animals; furthers our understanding of mechanisms of disease and advances the study of animal models of human disease. Research is accomplished in a variety of formats including, but not limited to, studies of spontaneously occurring diseases, experiments *in vitro* and on laboratory animals, prospective clinical trials, investigation and development of new drugs and new uses of existing drugs and studies of new surgical techniques, devices or diagnostic methods. Case reports and retrospective studies can serve as building blocks for additional studies such as prospective clinical trials. All faculty members who work in the VMC are expected to participate at some level either as a principal or co-investigator or in a collaborative role in discovery. For example, case recruitment/enrollment in clinical trials, which is important to help foster new discoveries and advancement of clinical veterinary medicine.

Scholarship may also involve discovery, implementation and dissemination of innovative instructional technologies and more effective teaching methods. These pedagogical contributions should be based upon appropriately conducted outcomes assessments and published in peer-reviewed education journals.

Scholarship should adhere to the standards of clear goals, thorough preparation, appropriate methods, reportable results, effective communication and reflective critique. All research, including clinical and teaching research, must adhere to conventional scientific methods of establishing a hypothesis, developing an experimental protocol, collecting results, analyzing data and reporting the results to the scientific community in a timely fashion.

Associate professors, in consultation with the Department chair, will select focus areas within the Department's broader mission that will become the basis of their contributions to the Department's programs. The tenure-track candidate is expected to establish a focused area of research and/or a clinical specialty from which publications suitable for peer-review in high quality journals will be

developed.

Expectations for scholarly accomplishments for clinical faculty are proportional to the amount of time available for scholarly activity. Research expectations should align with established College metrics and assigned percent effort. Metrics for research may include, but are not limited to: the numbers of funded proposals (primary and/or collaborative) and the amount of research funding in the context of the percent research effort of the faculty member; the quantity, quality, and impact of the aforementioned activities, for example, numbers of publications and citation analysis; numbers of presentations and invited lectures; number of patents, licenses and licensing revenue, awards, prizes, and other forms of professional recognition; and/or letters of evaluation by peers at the national and international level. As detailed in college workload policies, college faculty with research expectations fall into two categories: an assigned effort for research and scholarship of 30-50% or 55-90% effort.

- Expectations for faculty with 55-90% research effort are to maintain an independent, continuously extramurally funded research program that supports a sustained and robust level of scholarship (two primary research publications as first and/or senior author or patent applications per year on a rolling 5-year average) and graduate education. Collaborative research and publications are viewed as significant if there is a clearly defined contribution corresponding with percent effort on grants and funds from collaborative grants. Collaborative research, in the absence of an independent extramurally funded research program, is insufficient for research intensive faculty.
- Expectations for faculty with a 30-50% research effort are to maintain a research focus, to regularly seek extramural funding, to support graduate education, and to sustain a robust level of scholarship (two primary research publications as first and/or senior author or patent applications per year on a rolling 5-year average). Collaborative research and publications are expected to reflect the research expertise of the individual faculty member.

3. Clinical Practice

A strong teaching hospital or academic veterinary medical center is fundamental to the mission of the College. The Veterinary Medical Center (VMC) requires committed and highly trained specialists and clinical educators to maintain a state-of-the-art hospital and clinical practice. The majority of patient management is conducted concurrently with professional student and house officer/graduate student training and education. Faculty members are expected to practice ethical state-of-the-art clinical medicine and to provide effective supervision and oversight of the clinical education of students and house officers in the VMC.

A strong commitment to excellence in clinical practice, including excellent patient management, exceptional client care, consultation and referral services to private veterinary practitioners; meaningful clinical outreach; efficient and sound business practices; and following VMC policies and procedures is expected of all faculty

members who work in the VMC or other satellite areas, including ambulatory practice. Specifically, faculty members are expected to:

- Practice state-of-the-art diagnosis and management of patients referred by local, state and regional veterinarians as well as patients presented by the hospital's local clientele
- Maintain effective and timely communication with clients by telephone, e-mail and letters concerning medical and surgical management of their pets. These communications are critical to cultivating long-term relationships with our clients and fostering a robust caseload.
- Maintain effective and timely communication with referring veterinarians by telephone, e-mail and referral letters concerning management of referred cases. These communications are critical to cultivating long-term relationships with our alumni and private practitioners and fostering a robust caseload.
- Accurately complete all medical records in a timely fashion to promote efficient patient management as well as to provide information for clinical research and for legal purposes.
- Provide timely and accurate estimates of costs to clients to facilitate efficient billing. These activities are crucial for effectively managing client expectations, critical to the financial well-being and sustainability of the VMC, and they support clinical education.
- Foster efficiency among members of the clinical teaching team in managing a large number of patients, while simultaneously maximizing the educational value of these patients
- Recruit new clients to provide a large and diverse caseload, which facilitates the teaching mission of the VMC.
- Comply and adhere to all VMC policies and procedures.
- Consult with, students, residents and other faculty members regarding Hospitalized patients.
- Consult with practicing veterinarians locally, regionally and nationally concerning state-of-the-art patient management.
- Engage in outreach to the animal-owning public and industry constituents.
- Perform all duties with competence, professionalism and accountability.

4. Administrative Service

Faculty members are expected to contribute to the quality of academic life by participation in Departmental, hospital, and College governance and service activities as a member or chair of a committee, in a supervisory or leadership role related to unit activities, as a member of a standing or *ad hoc* committee or task force, via service as a unit representative, as a participant in routine unit governance and in public relations efforts that enhance the visibility and image of the unit. Visiting veterinarians or veterinary practices as outreach to develop and foster relationships helpful to sustain or enhance case referrals is important and valued.

Public relations efforts may include attending special events, developing websites, providing interviews, or writing lay articles. Attendance and participation in service (e.g., service meetings, journal and book clubs, clinicopathologic case conference, and resident case rounds); Department (e.g., faculty professional development seminars, research seminar, faculty meetings, and academic committee meetings); VMC (e.g., service meetings, VMC board meetings, and committee meetings); and College (e.g., College committees, faculty forums, and other College activities and functions) are encouraged, expected and valued.

A faculty member cannot be active in all of these service areas, but participation in selected areas is necessary for the professional growth of the faculty member and for achievement of the goals of the VMC, Department and College. At a minimum, all faculty members in the Department must participate in the activities and governance of their assigned service. Active participation and contribution to committees, task forces or other activities are important, including meeting obligations, responsibilities and timelines, rather than just being a member of such groups.

5. Professional Service

Faculty members are expected to serve their professional organizations. This activity helps to maintain the national and international reputation of the Department, College and University. Active participation is encouraged for the professional growth of faculty members and may include service as an officer, committee member, member of a credentialing or examining board, member of an advisory board, program organizer for scientific meetings, grant reviewer, journal reviewer, journal editor, or invited panelist

6. Mentoring

Faculty members are expected to actively participate in and meaningfully contribute to the professional development of faculty members, especially those early in their careers, and trainees through a commitment to effective mentorship, including serving on the mentoring committee(s). Faculty members are expected to actively foster an enriching and supportive working and learning environment through collegiality, civility, and openness to diverse ideas and opinions. Faculty mentors receive academic credit for this activity.

The Department views the role of faculty in advising house officers and graduate students as critical to its mission. Each house officer/resident/intern is assigned a faculty member as the clinical training advisor. The training advisor is responsible for mentoring the individual through all aspects of the clinical program, and must certify that the individual has obtained sufficient clinical expertise and knowledge to be qualified for the board certification examination in his/her chosen specialty. Residents dual-enrolled in graduate school must successfully complete their graduate course work and research (successfully defend thesis/dissertation) to

successfully complete their residency program. In such cases, failure to complete the dual graduate degree equates to unsuccessfully completing the residency program and the Department and chair will not sign off on the necessary paperwork for specialty board certification. Each graduate student is assigned a research advisor who may or may not be the same person as the clinical training advisor.

Faculty members are also expected to advise professional students by facilitating student projects, writing recommendation letters, consulting with prospective employers regarding job placement, mentoring and advising student organizations among other activities.

Promotion and Tenure Considerations

1. Promotion to Associate Professor with Tenure

Faculty Rule [3335-6-02](#) provides the following general criteria for promotion to associate professor with tenure:

The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher, as a scholar, and as one who provides effective service; and can be expected to continue a program of high quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the University.

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

The award of tenure is a commitment of lifetime employment. It is therefore essential to evaluate and judge the probability that faculty, once tenured, will continue to develop professionally and contribute to the Department's academic mission at a high level for the duration of their time at the University.

Every candidate must meet Departmental expectations in all aspects of performance, as defined for each faculty member in their letter of offer or subsequent annual review letters from the Department chair. When making a tenure decision, accepting performance that does not meet expectations in any aspect of a faculty member's job is tantamount to deliberately handicapping the Department's ability to progress academically. Above all, candidates are held to a high standard of excellence in the areas central to their responsibilities. If a candidate's primary role is and will continue to be teaching professional students, then excellence in teaching professional students is required. A mediocre performance in this area would not be adequately counter balanced by excellent performance in another aspect of the job that is a significantly

smaller part of the individual's responsibilities.

The accomplishments listed below for promotion to associate professor with tenure are expected, for those with appointments and responsibilities in these areas. In the evaluation of untenured associate professors for tenure, the same criteria apply, along with any others established in writing at the time a senior rank appointment without tenure was offered.

Scholarship

For promotion to associate professor with tenure, a faculty member is expected to have produced and disseminated a body of work in high quality peer reviewed venues. Scholarship serves to build the reputation of individual faculty and CVM and is evaluated according to its specific nature during annual review.

Scholarship is defined as the dissemination of knowledge and includes book chapters, books, reviews, case reports, proceedings papers, research papers, published extension and teaching materials, among others. The area of focus will vary dependent on appointment and assigned responsibilities. This work shall be thematically focused, contribute substantively to knowledge in the area of focus, and is beginning to be favorably cited or otherwise show evidence of influence on the work of others. The following attributes of the body of work are considered:

- Published a thematically focused body of research/scholarship work in high quality peer- reviewed journals that contributes substantively to knowledge in the area of focus, and is beginning to be favorably cited or otherwise shows evidence of influence on the work of others.
- Published in scientific journals judged to be of high quality by the Department. Journals whose emphasis is predominantly or exclusively continuing education for practicing veterinarians or the general public are usually not acceptable. Presentation of abstracts at scientific meetings, although expected for dissemination of new information, does not replace the requirement for publication. All publications contribute to the candidate's body of work; however, primary authorship of original research articles in high quality peer-reviewed (refereed) journals is emphasized as the highest priority. Faculty members should have manuscripts of this type demonstrating their own independent work. Second authorship of papers behind a house officer/graduate student is considered to be "first co-author" provided that the faculty member's percent contribution supports this assessment. The Department recognizes that some peer-reviewed journals follow the convention of listing the senior author last. These publications can be considered of equivalent merit to first co-author publications provided that the faculty member's percent contribution supports this assessment. Books, book chapters, non- refereed articles, proceedings and other written works are a lower priority than peer- reviewed scientific articles for probationary tenure-track faculty.
- Developed a local and national reputation for excellence among peers in the candidate's field as evidenced by external evaluations, invitations to present

at recognized prestigious forums, invitations to review research papers and grant proposals and a beginning trend of favorable citations in other researchers' publications. A reputation based on the quality of the research/scholarship contribution is desirable rather than one based mainly on familiarity through the faculty member's frequent attendance at national and international conferences.

The Department evaluates quality, quantity and impact of scholarship in the context of the terms of the faculty member's appointment. Faculty members are expected to publish reports of the results of original studies or substantial case series. Single case reports are less desirable. For faculty with varying percent distribution of effort for clinical teaching and practice, and classroom teaching, the expectation for first author and co-first author publications will be adjusted proportionately. See the College's Research Metrics Guidelines for more specific details on expectations related to scholarly effort.

The Department recognizes the scholarship of teaching. A faculty member may elect to pursue excellence in the scholarship of teaching as his/her area of scholarly emphasis. Recognition as a teaching scholar will require accomplishments in teaching and pedagogy well beyond those expected of most other faculty members. Compelling evidence should be provided that the work is authoritative and has had a major influence on the teaching of veterinary medicine. Outstanding activities regarding the scholarship of teaching with subsequent publication of manuscripts related to development, implementation and outcome assessment of innovative instructional technologies and teaching methods/materials in peer-reviewed education journals will be recognized as valued contributions. Accomplishments in the scholarship of teaching can be an important consideration in decisions on merit salary increases and on tenure and promotion for faculty who choose to emphasize this area.

Teaching

For promotion to associate professor with tenure, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Provided up-to-date content at an appropriate level and demonstrated continued growth in subject matter knowledge
- Demonstrated ability to organize and present class material effectively with logic and conviction
- Demonstrated competence in the use of various modes of instruction, classroom technology, and other teaching strategies to create an optimal learning environment
- Actively engaged students in the learning process and encouraged independent thinking, intellectual curiosity, and appreciation of the role of scientific inquiry in the discovery of new knowledge
- Provided appropriate and timely feedback to students throughout the instructional process
- Treated students with respect and courtesy

- Improved curriculum through revision of existing and/or creation of new courses or academic programs
- Served as advisor to an appropriate number of graduate students according to the Department's mission in graduate education
- Engaged in documentable efforts to improve teaching

The Department evaluates quality and quantity of teaching effort based on the terms of the faculty member's appointment. A documented record of effective teaching is required of all faculty members and is composed of student and peer evaluations of classroom and clinical teaching, which should be included in the dossier.

Each faculty member is expected to obtain Category M or P Graduate Faculty status. Category M faculty members have a regular tenure-track or clinical appointment and a Master of Science Degree (or equivalent, including a DVM/VMD) or a PhD. Category P faculty members must have earned a PhD, DMA, EdD or equivalent and must be engaged in an active program of research, scholarship or creative study, or must demonstrate significant promise of establishing such a program. The College Council for Graduate Studies is responsible for processing requests for membership in the graduate faculty and category M or P status. See the College Graduate Studies Handbook for a detailed explanation.

Graduate student advisors mentor graduate students in their research and all other aspects of the degree program. All probationary tenure-track faculty members are expected to serve on graduate committees prior to promotion and tenure. The Department is unique in that faculty members may serve in two roles for house-officer/graduate students: research advisor and/or mentor of clinical training. The Department recognizes the contribution of faculty members to both house-officer mentorship and graduate student advising.

Research

For promotion to associate professor with tenure, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Developed a national reputation for excellence in a focused area of research as documented by external peer evaluations, invitations to present at recognized prestigious forums, service on review boards of scientific journals and funding agencies, and a beginning trend of favorable citations in scientific peer-reviewed publications. Reputation should be considered in light of percent effort assigned to research with research intensive faculty held to higher standards. A reputation based on quality of research contributions is distinguished from one primarily based on familiarity through frequent attendance at national and international conferences.
- Published in high-quality, peer-reviewed journals a thematically-focused body of work that has contributed substantively to knowledge in an area of endeavor that is beginning to show evidence of influence on the work of

others. The quality, impact, and quantity of work should be considered. Books, book chapters, non-refereed articles, proceedings papers and other written works are of lower priority for probationary tenure-track faculty than are peer-reviewed scientific articles.

- Demonstrated ability to obtain and potential to sustain research program funding.
 - Extramural funding is required for research intensive faculty
 - Funding of competitive extramural peer-reviewed grant proposals is weighted more favorably than other types of funding because it serves as a quality indicator of research programs
- While collaborative work is encouraged and essential to many types of inquiry, the candidate's intellectual contributions to collaborative work must be clearly defined.
 - Collaborative research, in the absence of an independent extramurally funded research program, is considered insufficient for research intensive faculty
- Demonstrated a high degree of ethics in the conduct of research including, but not limited to, full and timely adherence to all regulations relevant to the research program, and ethical treatment of graduate students and collaborators.

Clinical Practice

For promotion to associate professor with tenure, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Demonstrated clinical competence and commitment to
 - High quality patient care; and/or
 - Clinical support services
- Supported the outreach mission of the Department and VMC by providing excellent and timely communications with clients and referring veterinarians
- Achieved appropriate specialty board certification or equivalent experience, as relevant dependent on faculty role and standards of clinical practice expectations
- Developed a local and national reputation among peers for excellence in clinical/diagnostic practice

Administrative Service

For promotion to associate professor with tenure, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Contributed substantively to service on Departmental committees and participated in governance of the Department and College in a collegial manner that facilitates positive contributions by others and advancement of the College
- Demonstrated the potential for useful contributions to the profession by service to professional organizations and outreach activities

The Department evaluates the quality and quantity of effort in administrative

service in the context of the faculty member's overall distribution of effort. Membership in a committee at the Department, VMC, College or University level is expected. Active participation and contribution to committees, task forces or other activities are important, including meeting obligations, responsibilities and timelines, rather than just being a member of such groups. Heavy administrative commitments are inappropriate for probationary tenure-track faculty and are discouraged by the Department. Probationary faculty should seek guidance from their service head, mentoring committee and Department chair before accepting administrative/service commitments.

2. Promotion to Professor

Faculty Rule [3335-6-02](#) provides the following general criteria for promotion to professor:

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

The success of the College depends on the collective skills and accomplishments of its faculty. Promotion to professor recognizes a record of sustained distinguished accomplishments, and is not based on seniority alone. The requirements for promotion to professor will vary depending on the candidate's position description and distribution of effort and care must be taken to apply criteria for promotion to professor with sufficient flexibility. A diversity of paths to the rank of professor benefits both the individual faculty member and the Department as a whole, and may include sustained accomplishment and a national/international reputation in teaching, research, clinical practice, extension/outreach, and/or administrative service.

In evaluating a candidate's qualifications in teaching, research, clinical practice, and/or administrative service, the Department strives to balance heavier commitments and responsibilities in one area with lighter commitments and responsibilities in other areas. The individual seeking promotion should be assessed in relation to assigned responsibilities and alignment and proportional to their distribution of time and effort to such activities; however, promotion to the rank of professor must be based on convincing evidence that the faculty member has a record of sustained accomplishment and increasing quality of contributions, a record of continuing professional growth, and evidence of established national and international reputation in the field. Additionally, for promotion to professor, a faculty member is expected to be a role model for junior faculty, students, and members of the profession in general.

It is recognized that all faculty members will not all be able to contribute excellence in all evaluation dimensions and that there is a multifaceted

institutional responsibility that must be achieved by the skills of faculty collectively. It is noted that impact can be made in all three areas of our professional commitment: scholarship, teaching and service. As such, the awarding of the status of Professor should be available not only to those faculty members who have demonstrated impact in their scholarship, but to also those who have made visible and demonstrably outstanding contribution to the teaching and service missions of The Ohio State University. Thus, there is more than one path to promotion to Professor. The following sections serve only as examples and are not intended to be all-inclusive criteria for promotion to professor.

Scholarship

For promotion to professor, examples of scholarship demonstrating excellence may include, but are not limited to:

- Published a connected series of first author, first co-author, or senior author manuscripts reflecting a cohesive approach to related questions relevant to the investigator's research focus or clinical specialty. The dossier should demonstrate that the faculty member's leadership is the motivating force behind the body of work.
- Unequivocal evidence of sustained, focused, high quality scholarly activity in the form of publications in peer-reviewed scientific journals. Journals whose emphasis is predominantly or exclusively continuing education for practicing veterinarians or the general public are usually not acceptable. Some but not the majority of these publications may be review articles.
- Authored or edited an authoritative textbook (distributed nationally and/or internationally) in the candidate's area of expertise. The candidate who chooses to author an authoritative text will also be expected to produce some first, first co-author or senior author peer-reviewed manuscripts; however, proportionally fewer of these publications may be acceptable than for a candidate who has not authored a definitive textbook.
- Served as an author on collaborative publications (second author or greater) in highly regarded peer-reviewed journals.

Other scholarly publications such as textbook chapters and proceedings are of secondary importance and should not be the scholarly focus of the candidate.

Teaching

For promotion to professor, examples of teaching demonstrating excellence may include, but are not limited to:

- Provided an active program for and an environment conducive to the academic development of graduate students and young faculty members. Successful mentoring of young scientists, other educators, and clinicians is important to support the mission of the Department and is expected for promotion to Professor
 - Impact Indicators
 - Trained residents who have demonstrably contributed to their

chosen fields, assumed positions of responsibility in the profession and have therefore contributed to the national and international reputation of their mentors and The Ohio State University.

- Contributed to the training of graduate students whose work has had impact on and made a difference to the profession.
 - Have mentored other faculty members, contributing to their academic productivity and career advancement.
- Active engagement in the teaching curriculum:
 - Impact Indicators
 - Taught a substantial number of lectures and laboratories annually in the professional and/or graduate curriculum.
 - Served as a Team Leader in one or more core courses, providing leadership that advances the quality of the course and the curriculum.
 - Provided excellent teaching in the clinical setting, and is a positive role model for students, interns and residents in clinics.
 - Developed unique innovative teaching tools such as:
 - Templates for course materials such as syllabi.
 - Illustrations, videos and demonstrations that clarify material and engage students in active learning.
 - E-learning and digital media experiences that engage students and stimulate deeper learning.
 - Contributed to and participated in courses on teaching
 - Won or nominated for teaching awards
 - A documented record of effective didactic and clinical teaching composed of evaluations of both clinical and classroom teaching.
 - Should they choose to have one, a teaching portfolio can serve to demonstrate the depth and breadth of teaching materials developed by the faculty member, as well as describes innovative teaching techniques and documented reflection and growth as an educator.
 - Served on the Post-Professional Education Committee, College Curriculum Committee and/or Council on Education.
 - Written an authoritative widely accepted textbook(s), book chapters in such texts and/or published peer-reviewed papers that contribute to the scholarship of teaching
 - Recognized nationally and internationally as an authority in their field
 - Indicators of impact
 - Contributions to continuing education at local, state, regional, national and international events known for their high quality.
 - Invitations to teach in other academic programs.

Research

For promotion to professor, examples of research demonstrating excellence may include, but are not limited to:

- Established a national and international reputation as an expert in her/his field.
- Made consistent efforts to obtain intramural or extramural funding in a focused area.
- Obtained extramurally and intramurally funded grants as a principal investigator. The record of publications should demonstrate successful completion of these funded projects. Both the total body of work and evidence of sustained research activity are desirable.
- Must have served as primary adviser for a graduate student(s) who has/have completed his/her graduate program(s) (MS or PhD), and have participated as a member of graduate committees. Faculty members with "P" status should have a record of serving as the graduate school representative at dissertation defense examinations.

Clinical Practice

For promotion to professor, examples of clinical practice demonstrating excellence may include, but are not limited to:

- Demonstrated excellent clinical skills and commitment to clinical medicine.
 - Indicators of Impact
 - Documentation from referring veterinarians of excellence of service that fosters case referrals.
 - External peer assessments of clinical abilities and reputation.
 - Input from the director of the VMC.
- Demonstrated leadership in supporting the mission of VMC with excellent service to referring veterinarians and clients and outreach to the state of Ohio.
 - Indicators of Impact
 - Documentation from referring veterinarians.
 - Documentation from clients
 - Number of consultations performed annually by phone or email.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC. The input of the director of the VMC on these issues will be solicited.
- Be recognized locally, nationally and internationally for excellent clinical skills.
 - Indicators of Impact
 - Documentation of requests for consultations from veterinarians elsewhere in the USA and/or abroad.
 - Invited speaking engagements.
 - Authored textbook chapters.

Administrative Service

For promotion to professor, a faculty member is expected to have accomplished some but not necessarily all of the following:

- Served in a prominent administrative role in the Department, VMC and/or

College and thereby contributed substantially to the academic and/or clinical programs.

- Demonstrated leadership in service roles, both within and external to the University.
 - Indicators of impact
 - Service to professional societies.
 - Public service.
- Served on Departmental, VMC, College, University or external committees since promotion to Associate Professor.
- Have chaired a standing committee(s) of the Department, VMC, College or University.

3. Clinical Faculty

a. Promotion to Assistant Professor - Clinical

For promotion to assistant professor - clinical , a faculty member is expected to have a DVM degree or equivalent. Where relevant for the clinical area, a faculty member is expected to have completed specialty training with advancement toward specialty licensure or certification; or equivalent experience as relevant dependent on faculty role and standards of clinical practice expectations. The candidate must meet expectations in clinical teaching and patient management, diagnostic laboratory service, or extension as described by Departmental guidelines. Administrative service and scholarly activity are not required at the instructor level.

Teaching

- Demonstrated excellence in clinical teaching; clinical teaching is at the core of the mission for clinical faculty in the Department. Expectations for teaching and curriculum development are the same as for tenure-track faculty members.

Clinical Practice

- Demonstrate clinical competence. Responsibilities for clinical patient care are qualitatively the same for clinical and tenure-track faculty.
- Supported the mission of VMC with service to referring veterinarians and clients, and outreach to the state of Ohio.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC. The input of the director of the VMC on these issues will be solicited.

Administrative Service

Not required for clinical faculty at the Instructor level.

Scholarly Activity

Not required for clinical faculty at the Instructor level. Faculty members are encouraged to contribute via case reports, book chapters, and papers in proceedings. Participate in collaborative research, design of clinical trials or prospective case studies as time permits and within the context of the faculty member's assigned distribution of effort.

b. Promotion to Associate Professor - Clinical

For promotion to associate professor - clinical, a faculty member must show convincing evidence of excellence. The accomplishments listed below in the areas of teaching, clinical practice, research, extension/outreach, and administrative service are expected, for those with appointments and responsibilities in these areas for promotion to associate professor - clinical.

Teaching

For promotion to associate professor - clinical, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Progressively increased his/her teaching in the classroom or laboratory instruction in the professional and/or graduate student curriculum. Faculty members may be expected to assume the role of teaching team leader.
- Participated in clinical teaching in accordance with their distribution of effort.
- Provided up-to-date content at an appropriate level in lectures and clinical teaching and demonstrated continuing growth in knowledge of subject matter.
- Demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm.
- Demonstrated creativity in the use of various modes of instruction, classroom technology and other teaching strategies to create an optimal learning environment. For example, the Department encourages the use of Turning Point response devices and Carmen-based problem-solving exercises.
- Engaged students actively in the learning process and encouraged independent thought, creativity and appreciation of discovery of new knowledge.
- Provided appropriate and timely feedback to students throughout the instructional process.
- Treated students with respect and courtesy.
- Improved the curriculum through revision or new development of courses and/or academic programs.
- Engaged in documentable efforts to improve teaching.
- A documented record of effective teaching that includes student and peer evaluations of clinical and didactic teaching.

- Contributed on a regular basis to clinical training of house officers and to Departmental graduate-resident courses, seminars, rounds, journal clubs and conferences.
- Actively served on committees of Masters-level graduate students when appropriate; however, this is not a required activity for clinical faculty.
- Effectively mentored professional students and house officers.
- Participated in educational outreach activities for the animal-owning public, private practitioners and industry constituents.

Clinical Practice

For promotion to associate professor - clinical, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Demonstrated clinical competence and commitment to high-quality, effective and contemporary:
 - Patient care; and/or
 - Clinical support services
- Supported the outreach mission of the Department and VMC by providing excellent and timely consultation with and outreach to referring veterinarians and clients
- Achieved appropriate specialty board certification or equivalent experience, as relevant dependent on faculty role and standards of clinical practice expectations
- Developed a local and national reputation among peers for excellence in clinical/diagnostic practice

Research and Scholarship

For promotion to associate professor - clinical, while funded research activity is not required, participation in collaborative research and clinical trials is encouraged dependent on the faculty member's assigned responsibilities and distribution of effort. Publications in professional journals (peer-reviewed journals are desirable but not required). Publications may include results of research (applied or basic), original observations, experiences (e.g., case reports and retrospective studies), manuscripts in lay journals, solutions to clinical problems, book chapters, or educational materials.

Administrative Service

For promotion to associate professor - clinical, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Contributed to service on Departmental and VMC committees and participated in governance of the Department and College in a collegial manner that facilitates advancement of the Department and College

- Contributed to the profession by service to professional organizations and outreach activities

c. Promotion to Professor - Clinical

Promotion to the rank of professor - clinical is recognition of sustained and outstanding accomplishments in a given field or discipline and/or one or more areas central to the candidate's responsibilities. The individual seeking promotion should be assessed in relation to assigned responsibilities and alignment that is proportional to their distribution of time and effort to such activities; however, promotion to the rank of professor - clinical must be based on convincing evidence that the faculty member has a record of sustained accomplishment and increasing quality of contributions, a record of continuing professional growth, and evidence of established national reputation. This may include a sustained record of excellence in preclinical and/or clinical teaching, clinical practice and patient care, diagnostic laboratory service or extension/outreach; leadership in administrative service to the College and to the profession; and production and dissemination of scholarly material pertinent to teaching, clinical practice, extension/outreach, and/or administrative service.

Teaching

For promotion to professor - clinical, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Been actively engaged in the teaching curriculum by giving a substantial number of lectures and teaching in laboratories annually in the professional and/or graduate curricula. Requirements for teaching are similar to those for promotion to Professor (tenure track). Faculty members are expected to assume the role of teaching team leader.
- Participated in clinical teaching in accordance with their distribution of effort.
- Provided up-to-date content at an appropriate level in lectures and clinical teaching and demonstrated continuing growth in knowledge of subject matter.
- Demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm.
- Demonstrated creativity in the use of various modes of instruction, classroom technology and other teaching strategies to create an optimal learning environment. For example, the Department encourages the use of Turning Point audience response devices and Carmen- based problem-solving exercises.
- Engaged students actively in the learning process and encouraged independent thought, creativity and appreciation of discovery of new knowledge.
- Provided appropriate and timely feedback to students throughout the instructional process.

- Treated students with respect and courtesy.
- Improved the curriculum through revision or new development of courses and/or academic programs.
- Engaged in documentable efforts to improve teaching.
- Have a documented record of effective teaching composed of student and formative peer evaluations of lecture, laboratory and clinical teaching. These evaluations must have occurred after promotion to Associate Professor - Clinical.
- Contributed substantially and regularly to the clinical training and mentoring of house officers and to Departmental graduate-resident courses, seminars, rounds, journal clubs and conferences.
- Actively served on committees of Masters-level graduate students when appropriate; however, this is not a required activity for clinical faculty.
- Effectively mentored professional students and house officers.
- Participated in educational outreach activities for the animal-owning public, private practitioners and industry constituents.

Clinical Practice

For promotion to professor – clinical, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Demonstrated clinical competence and commitment. Responsibilities for clinical patient care are qualitatively the same for clinical and tenure-track faculty.
- Assumed a leadership role in supporting the mission of the VMC with exceptional service to referring veterinarians and clients and outreach to the state of Ohio.
- Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC. The input of the director of the VMC on these issues will be solicited.

Research and Scholarship

For promotion to professor – clinical, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Published additional manuscripts beyond those described for promotion to Associate Professor-Clinical. Peer-reviewed publications are desirable but not required
- Clinical faculty members are expected to participate in original or collaborative research as time permits and in accordance with their distribution of effort. Research efforts that may be accessible to clinical faculty may include, but are not limited to prospective clinical trials, investigation and development of new drugs and new uses of existing drugs, and studies of new surgical techniques or diagnostic methods. Clinical faculty members are expected to achieve national recognition in their discipline through presentation at and participation in continuing education for practicing veterinarians, scientific meetings and other outreach activities.

Administration

For promotion to professor – clinical, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

- Served on and contributed meaningfully to Departmental, VMC, College or University committees.
- Assumed a leadership role in Departmental activities (e.g., service head).
- Engaged in public relations efforts that enhance the image and visibility of his/her service, Department, VMC or College.

B. Procedures

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

Normally, faculty members undergoing Fourth-Year Review and mandatory or non-mandatory promotion and/or tenure reviews will be reviewed using the Department's current APT Document (as approved and posted on the OAA website at <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>). Faculty members, however, may choose to be reviewed under the document that was in effect on their start date or on the date of their last promotion, or for clinical faculty, the date of their most recent reappointment, 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.

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

1. Candidate Responsibilities

- Candidates are responsible for submitting a complete, accurate dossier fully consistent with Office of Academic Affairs guidelines. Candidates should not sign the Office of Academic Affairs Candidate Checklist without ascertaining that they have fully met the requirements set forth in the Office of Academic Affairs core dossier outline including, but not limited to, those highlighted on the checklist.
 - Candidates are responsible for meeting Departmental and College deadlines for submission of the dossier.
- To submit a summary table of all numerical data for didactic (lecture/laboratory) and clinical teaching. This table should include the number of hours of laboratory or lecture instruction for every course (core and elective professional and graduate-level courses) in which the faculty member participated and should indicate for which course(s) the faculty member was

- team leader. The relevant time period for the documentation is 5 years or since last promotion, whichever is the shortest time
- As described above, if the candidate chooses to not use the Department's current APT document, but instead wishes to be reviewed under the Department's APT Document that was in effect at the time of the candidate's start date or last promotion, whichever is more recent, the candidate is responsible for submission of a copy of the Department's APT Document that was in effect at that time. This must be submitted when the dossier is submitted to the Department. Note: The current document must be used if the start date or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year.
 - Faculty seeking promotion will select the three (3) best examples of their publications for external review. These publications may include, but are not limited to, peer-reviewed publications, book chapters, and proceedings notes. Faculty are asked to provide a concise summary describing briefly why he/she selected each publication (2-4 sentences for each publication) as a representation of his/her scholarly works. This summary accompanies the selected publications for review by external evaluators. This allows the external evaluators to assess the broad range of academic/scholarly contributions conducted in the Department. Peer-reviewed publications are preferred for tenure-track faculty.
 - If external evaluations are required, a minimum of five credible and useful evaluations must be obtained. Candidates are responsible for reviewing the list of potential external evaluators developed by the Department chair and the Departmental Promotion and Tenure Subcommittee.
 - The candidate may add no more than three additional names, but is not required to do so.
 - The candidate may request the removal of no more than two names, providing the reasons for the request. The Department chair decides whether removal is justified. (Also see External Evaluations below.)
 - Faculty Rule [3335-6-04](#) requires that no more than half of the external evaluation letters in the dossier be written by persons suggested by the candidate.
 - Neither the Office of Academic Affairs nor the College require that the dossier contain letters from evaluators suggested by the candidate.
 - A faculty member may request, in writing, to be considered for non-mandatory promotion and tenure review or for promotion review at any time, but the Department chair, in consultation with the Departmental Promotion and Tenure Subcommittee may decline to put forth a faculty member for formal non-mandatory promotion and tenure review or promotion review if the candidate's accomplishments are judged not to warrant such review. The Chair and Departmental Promotion and Tenure Subcommittee may not deny a request for formal review for promotion more than one year.

- Only the candidate may stop any review for promotion once external letters of evaluation have been sought. The candidate may withdraw from review at any stage of the process by so informing (in writing) the Department chair. If the process has moved beyond the Department, the chair shall inform the Dean or the Executive Vice President and Provost, as required.

2. Responsibilities of the Departmental Promotion and Tenure Subcommittee (DPTSC).

The responsibilities of the DPTSC are as follows:

- To assist the Department chair in gathering and evaluating evidence of the quality and effectiveness of the candidate's teaching, research, clinical practice, extension/outreach, and administrative service.
- To review the Department APT document annually and recommend proposed revisions to the Departmental chair and faculty.
- To consider annually, in spring semester, requests from faculty members seeking non-mandatory review in the following academic year and to decide whether it is appropriate for such a review to take place. Only professors on the DPTSC may consider promotion review requests to the rank of professor. Section III.A.5 addresses the process in the event that the Department does not have at least three eligible faculty who can undertake a review. A simple majority of those eligible to vote on a request must vote affirmatively for the non-mandatory review to proceed. Results of this vote are reported to and discussed with the Department chair who will advise the faculty member regarding the decision to initiate a formal review.
- The DPTSC bases its decision on assessment of the record as presented in the faculty member's CV and dossier and on a determination of the availability of all required documentation for a full review (e.g., student and peer evaluations of teaching). Lack of the required documentation is necessary and sufficient grounds on which to deny a non-mandatory review.
 - A tenured faculty member may only be denied a formal promotion review for one year per Faculty Rule [3335-6-04](#). If the denial is based on lack of required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful. The Department applies the same criteria to clinical, research and associated faculty (with a practice title)
 - Consistent with Office of Academic Affairs policy, only faculty members who are citizens or permanent residents of the United States may be considered for non-mandatory tenure review. The subcommittee must confirm with the Department chair that an untenured faculty member seeking non-mandatory tenure review is a U.S. citizen or permanent resident (i.e., has a "green card"). Faculty members not eligible for

tenure due to lack of citizenship or permanent residency are moreover not considered for promotion.

- A decision by the DPTSC permitting a review to take place in no way commits the eligible faculty, the Department chair, or any other party to the review to making a positive recommendation during the review itself.
- Annually, in late spring through early autumn semester, the Departmental Promotion and Tenure Subcommittee provides administrative support for the promotion and tenure review process as described below.
 - Late Spring: The DPTSC Chair will select from among its members a Procedures Oversight Designee (POD) who will serve in this role for the following year. The POD cannot be the same individual who chairs the committee. The POD's responsibilities are described in the Office of Academic Affairs annual procedural guidelines.
 - Late Spring/Early Summer: Suggest names of external evaluators to the Department chair.
 - Late Spring/Early Summer: Assign a Dossier coach for each candidate.
 - Late Summer: Review each candidate's dossier for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with each candidate to assure that needed revisions are made in the dossier before the formal review process begins.
 - Meet with each candidate for clarification as necessary and to provide each candidate an opportunity to comment on their dossier. This meeting is not an occasion to debate the candidate's record.
 - Draft a standardized analysis of the candidate's performance in scholarship, teaching, research, clinical practice, and administrative service to provide to the full eligible faculty with the dossier; and seek to clarify any inconsistent evidence in the case, where possible. During the presentation of the candidate's performance, the faculty responsible for drafting the analysis provides an objective, impartial and factual overview and does not make a recommendation regarding the outcome of the review (such a recommendation is the sole purview of the full eligible faculty of the Department). Once the floor has been opened for discussion, the faculty responsible for drafting the analysis should participate fully in the discussion as a member of the eligible faculty.
 - Summarize the deliberations (strengths and weaknesses of the candidate) of the eligible faculty of the Department, and revise the draft analysis of each case following the faculty meeting, to include the faculty vote and a summary of the faculty perspectives expressed during the meeting and forward the completed written evaluation and recommendation to the Department chair. All members of the DPTSC who attended the meeting of the COEF are to review and sign the letter to the chair.
 - Provide a written response, on behalf of the eligible faculty, to any candidate comments that warrant response, for inclusion in the dossier.

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

3. Committee of Eligible Faculty (COEF) Responsibilities

- The COEF is defined in Section III. A. The eligible faculty pertinent to making recommendations on the:
 - Tenure or promotion of tenure-track faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the Department.
 - Reappointment, contract renewal, and promotion of clinical faculty consists of all tenured faculty and non-probationary clinical faculty of higher rank than the candidate.
- The Department chair, College Dean, College assistant or associate deans, vice provosts, executive vice president and provost, and president may not be members of a Departmental COEF. The Department chair may attend meetings at which promotion and tenure matters are discussed and may respond to questions, but may not vote.
- The responsibilities of the members of the COEF are as follows:
 - To thoroughly and objectively review every candidate's dossier, external reviewer letters, SEI's, teaching/peer evaluations and annual review letters in advance of the meeting at which the candidate's case will be discussed.
 - To attend all COEF meetings except when circumstances beyond one's control prevent attendance, to participate in discussion of every case, and to vote. Voting will occur by conducting a secret ballot. The vote will be "yes" or "no" for reappointment, tenure and/or promotion.
 - Only those in attendance for discussion of the candidate's record may participate in the vote; attendance may be accomplished through digital forums such as video-links and teleconference.
 - If members are attending through digital forums, a mechanism must be developed to allow confidential voting for those members.
 - Quorum for the COEF to conduct business is 2/3 of the eligible faculty. A simple majority of "yes" and "no" votes must be affirmative for a vote to be considered positive. Abstentions are not votes. Absentee voting is not permitted.
 - A faculty member with a conflict of interest with a candidate (Section III. A. 4) is expected to withdraw from a promotion review of that candidate.

4. Department Chair Responsibilities

- Where relevant, to verify the prospective candidate's residency status. Faculty members who are neither citizens nor permanent residents of the U.S. may not undergo a non-mandatory review for tenure, and tenure will not be awarded as the result of a mandatory review until permanent residency status is established. Faculty members not eligible for tenure due to lack of citizenship or permanent residency are moreover not considered for promotion by this Department.
- Late Spring/Early Summer: To solicit external evaluations from a list including names suggested by the DPTSC, Department chair and the candidate.
- Late Spring/Early Summer: To assign someone other than the candidate to summarize open-ended student comments submitted along with other student evaluations of teaching.
- To make copies of each candidate's dossier available in an accessible place for review by eligible faculty at least two weeks before the COEF meeting at which specific cases are to be discussed and voted on. This includes the following:
 - Final version of the Dossier per OAA guidelines
 - SEIs (provided by the candidate or PPS)
 - Summaries of open-ended student comments as prepared by PPS
 - Annual review letter for each year for the last 5 years since the date of hire or last promotion/reappointment
 - Letters from the external reviewers
- To remove any member of the COEF from the review of a candidate when the member has a conflict of interest (Section III. A. 4) but does not voluntarily withdraw from the review process.
- To attend the meetings of the COEF at which promotion and tenure matters are discussed and respond to questions raised during the meeting.
- To provide an independent written evaluation and recommendation for each candidate, following receipt of the COEF's completed evaluation and recommendation.
- To meet with the COEF to explain any recommendations contrary to the recommendation of the committee.
- To inform each candidate in writing after completion of the Departmental review process:
 - Of the recommendations by the COEF and Department chair
 - Of the availability for review of the written evaluations by the COEF and Department chair
 - Of the opportunity to submit written comments on the above material, within ten days from receipt of the letter from the Department chair, for inclusion in the dossier. The letter is accompanied by a form that the candidate returns to the Department chair, indicating whether or not the candidate expects to submit comments.
- To provide a written response to any candidate comments that warrant response for inclusion in the dossier.
- To forward the completed dossier to the College office by that office's deadline, except in the case of associated faculty for whom the Department

chair recommends against promotion. A negative recommendation by the Department chair is final in such cases.

- To receive the DPTSC's written evaluation and recommendation of candidates who are joint appointees from other TIUs, and to forward this material, along with the Department chair's independent written evaluation and recommendation, to the Department chair of the other TIU by the date requested.

5. External Evaluations

External evaluations of research and scholarly activity are obtained for all promotion reviews. These include all tenure-track promotion and tenure or promotion reviews, all clinical promotion reviews and all adjunct faculty promotion reviews. Letters requesting external reviews should clearly describe the Department's criteria for assessment for promotion and tenure and for promotion dependent on the candidate's appointment and responsibilities.

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

- Is written by a person highly qualified to judge the candidate's teaching, clinical practice, research productivity, extension/outreach activities and other relevant performance indicators dependent on the candidate's appointment and responsibilities, and who is not a close personal friend, research collaborator, or former academic advisor or post-doctoral mentor of the candidate. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. External evaluators must be of a higher academic rank than the candidate and be employed by institutions comparable to Ohio State.
- Provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will "usefulness" be defined by the perspective taken by an evaluator on the merits of the case.

Because the Department cannot control who agrees to write and/or the usefulness of the letters received, at least twice as many letters are sought as are required, and letters are solicited early enough that additional letters may be requested should fewer than five letters result from the first round of requests.

As described above, a list of potential evaluators is assembled by the DPTSC, the Department chair, and the candidate. If the evaluators suggested by the candidate meet the criteria for credibility, a letter is requested from at least one of those persons. Faculty Rule [3335-6-04](#) requires that no more than half of the external evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the person(s) suggested by the candidate do not

agree to write, neither the Office of Academic Affairs nor the Department require that the dossier contain letters from evaluators suggested by the candidate.

The Department follows the Office of Academic Affairs suggested format, provided at <http://oaa.osu.edu/sampledocuments.html> for letters requesting external evaluations.

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

All solicited external evaluation letters that are received must be included in the dossier. If concerns arise about any of the letters received, these concerns may be addressed in the Department's written evaluations or brought to the attention of the Office of Academic Affairs for advice. Only external letters of evaluation requested by this procedure will be included in the dossier.

The lack of five external letters will not stop a mandatory review from proceeding, but will halt a non-mandatory review from proceeding unless the candidate, DPTSC chair, and the Department chair all agree in writing that it may proceed and will not constitute a procedural error Volume 3 of the [Policies and Procedures Handbook](#).

C. Documentation

As noted above under CANDIDATE RESPONSIBILITIES, every candidate must submit a complete and accurate dossier that follows the Office of Academic Affairs [dossier outline](#). While the DPTSC and Dossier coach make reasonable efforts to check the dossier for accuracy and completeness, the candidate bears full responsibility for all parts of the dossier that are to be completed by the candidate.

The complete dossier, including the documentation of teaching noted below, is forwarded when the review moves beyond the Department. The documentation of scholarship and service (2 bullet points below) is for use during the Department review only, unless reviewers at the College and University levels specifically request it.

- Any published materials presented for consideration should be in the form of reprints, photocopies of journal articles, or other final form that documents

actual publication such as searchable online databases. An author's manuscript does not document publication.

- Under no circumstances should faculty solicit evaluations from any party for purposes of the review.

1. Teaching

The time period for material in the dossier to be considered for probationary faculty is the date of hire to present. For tenured or non-probationary faculty, it is the date of last promotion or the last five years, whichever is less, to present. For probationary faculty, summaries of all student evaluations are to be included. For tenured or non-probationary faculty, summaries of student evaluations are included from the date of last promotion or the last five years, whichever is less, to present. Examples of documentation include:

- Cumulative student evaluation of teaching / instruction. Documentation by the candidate is achieved through:
 - For purposes of Departmental review the candidate should provide hours of teaching (lecture and laboratory) for each course in a table summarizing teaching that details the hours of lecture and laboratory instruction.
 - Summary of numerical data (SEI reports) are to be provided.
 - Summary of student comments compiled by the Office of Professional Programs.
 - For those courses for which formal student evaluation is not collected by the Office of Professional Programs or the Office of the University Registrar, collection of student evaluation for an individual course is a shared responsibility between the faculty member and the course director
 - Inclusion of individual student evaluations in the dossier is never appropriate; a summary of data and comments is required.
- Peer evaluation of classroom, laboratory, or clinical teaching is required. Documentation by the candidate may be achieved through:
 - Letters of peer evaluation. At least two contain evaluative comments.
 - Reflection on peer evaluation within the narrative of the dossier
- Teaching activities as listed in the core dossier including:
 - Involvement in the professional veterinary program including preclinical and clinical instruction, the latter including supervised patient diagnostic evaluation and management as well as rounds and seminars
 - Training of clinical house officers
 - Involvement in graduate exams, theses, and dissertations, and undergraduate research
 - Noteworthy accomplishments/awards of graduate students/residents
 - Mentoring postdoctoral scholars and researchers
 - Extension and continuing education instruction

- Curriculum development including design and implementation of new or revised courses
- Continuing Education instruction and outreach including local, state, national, regional and international meetings
- Awards and formal recognition of teaching/mentoring
- Presentations on pedagogy and teaching at national and international conferences
- Adoption of teaching materials at other Colleges or universities
- Other relevant documentation of teaching as appropriate

2. Scholarship and Research

The time period for material in the dossier to be considered for probationary faculty is the date of hire to present. For tenured or non-probationary faculty, it is the date of last promotion to present. Examples of documentation include:

- On-line database confirmation of (or where not available, copies of the title page) all books, articles, and scholarly papers published or accepted for publication. Papers accepted for publication but not yet published must be accompanied by a letter from the publisher stating that the paper has been unequivocally accepted and is in final form, with no further revisions needed.
- Documentation of grants and contracts received
- Other relevant documentation of research as appropriate (published reviews including publications where one's work is favorably cited, grants and contract proposals that have been submitted)
- Documentation of inventions, patents, disclosures, options and commercial licenses
- Scholarship activities as listed in the core dossier including documentation of creative works pertinent to the candidate's professional focus
- List of prizes and awards for research, scholarly, or creative work
- In instances where the form of scholarship is unconventional, it is the responsibility of the candidate to assure that validation of scholarship by peers can be documented.

3. Clinical Practice

The time period for material in the dossier to be considered for probationary faculty is the date of hire to present. For tenured or non-probationary faculty, it is the date of last promotion to present. Examples of documentation include:

- Documentation of clinical service and patient management. This may include the number of weeks/yr of clinical service, number of consultations, emails, phone calls/week, actual caseload
- Diagnostic laboratory service or extension including peer evaluations
- Client / referring DVM / customer satisfaction surveys
- Evaluations from the Director / Executive Director of the Medical Center or the Chief Medical Officer

4. Administrative Service

The time period for material in the dossier to be considered for probationary faculty is the date of hire to present. For tenured or non-probationary faculty, it is the date of last promotion to present. Examples of documentation include:

- Administrative duties and accomplishments since the last promotion should be included in the dossier. Administrative and committee service should be listed in the dossier by category (Department, VMC, College or University) with dates, description of responsibility and quantification of effort (e.g., hours per year). The candidate should note for which committees they were the chair. Note awards for administrative service. Include any available documentation (e.g. letters from committee chair) of the quality of administrative work that enhances the list of service activities in the dossier.

VIII. Appeals

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

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

IX. Seventh-Year Reviews

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

X. Procedures for Student and Peer Evaluation of Teaching

A. Student Evaluation of Teaching

The Department requires standardized evaluation (SEI's) of all courses in the professional curriculum and for each faculty member providing 3 or more hours of instruction in any core course. Professional student evaluations are administered by the Office of Professional Programs as mandated by the College's Council for Professional Education. Evaluations of elective course are also expected, but must be requested to be obtained through the Office of Professional Programs. Faculty members receive results of their student evaluations each semester for courses in the first three years of the curriculum and after each clinical rotation for the fourth year of the curriculum. Department chairs and team leaders receive copies of student evaluations.

Faculty teaching in graduate or undergraduate programs or providing instruction to residents and interns are strongly advised to document student evaluation of teaching. For graduate courses with >5 students, evaluations are required by the University. The Office of the University Registrar oversees evaluation for undergraduate and some graduate courses. For those courses for which formal student evaluation is not collected by the Office of Professional Programs or the Office of the University Registrar, collection of student evaluation for an individual course is a shared responsibility between the faculty member and the course director.

Faculty are responsible for saving evaluation output material from the Office of Professional Programs, the office of the University Registrar, and/or that collected from other sources.

B. Peer Evaluation of Teaching

The goal of peer evaluation of teaching is to provide constructive feedback to enhance a faculty member's effectiveness as an educator.

Peer evaluation of teaching is a shared responsibility. The Department chair oversees the Department's peer evaluation of teaching process. It is the responsibility of all Department faculty, but especially those of senior ranks, to provide peer evaluation of teaching of probationary and non-probationary faculty. It is the responsibility of the candidates for reappointment, promotion, and tenure to develop, implement, administer, and document a personal plan for peer evaluation of their own teaching program. The plan should be developed and implemented following consultation with the mentoring committee and/or faculty mentors, the College's Office of Teaching and Learning, and the Department chair.

Peer evaluation of all faculty engaged in teaching is required for assessment for reappointment, promotion, and tenure. The timing and number of peer evaluations will vary dependent on appointment and responsibilities, but in general should include:

- Review of probationary faculty, Instructors, and Assistant Professors, Tenure Track and Clinical , yearly with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned and having at least two peer reviews of teaching before the commencement of a promotion review.
- Review of non-probationary associate professors at least once every other year, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned and having at least two peer reviews of teaching before the commencement of a promotion review.

Peer evaluations may include:

- Observation and assessment of classroom, laboratory, or clinical instruction in

large or small groups or to individuals.

- Summative review of the candidate's teaching portfolio, should the faculty member choose to have one.
- Review of contributions to curriculum and review of course materials, such as syllabi, exams, lecture notes, study questions, case problems, audiovisual media, digital media, interactive media, and other instructional material of all types.
- For probationary faculty, at least two peer evaluations must be from the first category.

Documentation by the candidate may be achieved through:

- Letters of peer evaluation with peer feedback and comments as observer or summative evaluator. For review for tenure and/or promotion, a minimum of two peer evaluations must be of this category.
- Letter detailing the date of review, course, and reviewer with:
 - Reflection on peer evaluation within the narrative of the dossier