

**Appointments, Promotion, and  
Tenure  
Criteria and Procedures for  
The Ohio State University  
Tenure-Initiating Unit (TIU)  
Department of Spanish and  
Portuguese**

Approved by the Office of Academic Affairs: [date]

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## **I Preamble**

This document is a supplement to Chapters 6 and 7 of the [Rules of the University Faculty](#); the annually updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic Affairs [Policies and Procedures Handbook](#); and other policies and procedures of the college and 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 missions 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 dean and the Office of Academic Affairs accept the mission and criteria of the department and delegate to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to department mission and criteria.

The faculty and the administration are bound by the principles articulated in Faculty Rule [3335-6-01](#) of the Administrative Code. In particular, all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule [3335-6-02](#) and other standards specific to this TIU and 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 affirmative action and equal employment opportunity](#).

## **II Department Mission**

### **VISION**

The Department of Spanish and Portuguese (SPPO) will be among the top undergraduate and graduate programs in the United States in the fields of Hispanic Linguistics, Iberian Studies, Latin American and Latinx Literary and Cultural Studies, and Portuguese.

### **MISSION**

To teach, create and exchange knowledge about the languages, linguistics, literatures and cultures of Latin America, Portugal, Spain, the United States, and Portuguese- and Spanish- speaking Africa and Asia through teaching and learning, research and creative activity, and community engagement from local to global levels.

To realize this vision and mission, we will dedicate ourselves to the following goals that demonstrate our commitment to the productive interrelationships between research, teaching and community engagement:

### **Excellent Faculty and Academic Programs**

- Support innovative and relevant research about language, language contact, linguistic phenomena, literature, film and visual studies, and overarching cultural dynamics in Latin America, Portugal, Spain, the United States, and Portuguese- and Spanish-speaking Africa and Asia
- Offer programs of distinction; and support innovative teaching
- Promote interdisciplinary research and collaboration

#### **Diversity and Values**

- Promote the understanding of and engagement with the rich diversity of the languages, literatures and cultures of Latin America, Portugal, Spain, the United States, and Portuguese- and Spanish-speaking Africa and Asia in the classroom and outside of it
- Foster an environment of productive exchange between diverse peoples and viewpoints

#### **Citizenship and Advocacy**

- Prepare a diverse student body to be leaders and engaged citizens on local, regional, national and global levels by promoting multilingual and cross-cultural competencies
- Affirm the vital importance of education in diverse languages, literatures and cultures to the preparation of student-citizens

#### **Community Engagement**

- Foster collaborations between faculty, students, and community partners (on local, regional, national, and global levels) through classes and extracurricular activities
- Support innovative efforts to integrate teaching, research/creative activity and community engagement with the Spanish- and Portuguese-speaking communities in central Ohio

#### **Access, Affordability, and Student Success**

- Expand access to teaching and learning opportunities through the use of new digital technologies
- Streamline undergraduate programs and provide cost-efficient study abroad opportunities to Latin America, Portugal and Spain.
- Enhance linkages between classroom and experiential learning and post-university opportunities

### **III Definitions**

#### **A Committee of the Eligible Faculty (CEF)**

The eligible faculty for all appointment (hiring), reappointment, promotion, or promotion and tenure reviews must have their tenure home or primary appointment in the department.

The department chair, the dean and assistant and associate deans of the college, the executive vice president and provost, and the president may not participate as eligible faculty members in reviews for appointment, reappointment, promotion, or promotion and tenure.

#### **1 Tenure-track Faculty**

##### **Initial Appointment Reviews**

- **Appointment Review.** For an appointment (hiring) review of an assistant professor, associate professor, or professor, the eligible faculty consists of all tenure-track faculty in the department.
- **Rank Review.** A vote on the appropriateness of the proposed rank must be cast by all tenured faculty of equal or higher rank than the position requested.

### **Reappointment, Promotion, or Promotion and Tenure Reviews**

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

## **2 Clinical/Teaching/Professional Practice Faculty**

### **Initial Appointment Reviews**

- **Appointment Review.** For an appointment (hiring or appointment change from another faculty type) review of an assistant clinical/teaching professor; an associate clinical/teaching professor; or a clinical/teaching professor, the eligible faculty consists of all tenure-track faculty and all clinical/teaching/professional practice faculty in the department. All teaching faculty may participate, but they may not vote.
- **Rank Review.** A vote on the appropriateness of the proposed rank must be cast by all tenured faculty of equal or higher rank than the position requested.

### **Reappointment and Promotion Reviews**

- For the reappointment and promotion reviews of assistant clinical/teaching professors, the eligible faculty consists of all tenured associate professors and professors, all non-probationary associate clinical/teaching professors and all non-probationary clinical/teaching professors. All non-probationary /teaching associate professors and professors may participate but may not vote.
- For the reappointment and promotion reviews of associate clinical/teaching professors and the reappointment reviews of clinical/teaching professors, the eligible faculty consists of all tenured professors and all non-probationary clinical/teaching professors. All non-probationary /teaching associate professors and professors may participate but may not vote.

## **3 Associated Faculty**

### **Initial Appointment and Reappointment**

- For the initial appointment (hiring or appointment change from another faculty type) of compensated associated faculty members, the eligible faculty consists of all tenure-track faculty, all clinical/teaching/practice faculty in the department. All non-probationary /teaching associate professors and professors may participate but may not vote. For reappointments, the eligible faculty are all those with non-probationary clinical/teaching/professional practice titles and tenured faculty members of equal or higher rank than the candidate. All non-probationary /teaching associate professors and professors may participate but may not vote.

#### **4 Conflict of Interest**

##### **Search Committee Conflict of Interest**

A member of a search committee must disclose to the committee and refrain from participation in any of the interviews, meetings, or votes that comprise the search process if the member:

- decides to apply for the position;
- is related to or has a close interpersonal relationship with a candidate;
- 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 (e.g., dissertation advisor); or
- has collaborated extensively with the candidate or is currently collaborating with the candidate.

##### **Eligible Faculty Conflict of Interest**

A member of the eligible faculty has a conflict of interest when he/she/they are or have been to the candidate:

- a thesis, dissertation, or postdoctoral advisee/advisor;
- a co-author on more than 50% of the candidate's publications since appointment or last promotion, including pending publications and submissions;
- a collaborator on more than 25% of projects since appointment or last promotion, including current and planned collaborations;
- in a consulting/financial arrangement with the candidate since appointment or last promotion, including receiving compensation of any type (e.g., money, goods, or services) or is dependent in some way on the candidate's services; or
- in a family relationship such as a spouse, child, sibling, or parent, or other relationship, such as a close personal friendship, that might affect one's judgment or be seen as doing so by a reasonable person familiar with the relationship.

Such faculty members will be expected to withdraw from a promotion review of that candidate.

#### **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 tenure-initiating unit within the college.

## **B Promotion and Tenure Committee**

The Department of Spanish and Portuguese utilizes a Promotion and Tenure Subcommittee consisting of a minimum of three tenured faculty members that assists the Committee of the Eligible Faculty in managing the personnel and promotion and tenure issues. The Promotion and Tenure subcommittee is appointed by the Chair and consists of colleagues at a rank higher than the candidate within the candidate's primary field(s) of expertise.

When considering cases involving clinical/teaching/professional practice faculty, the Promotion and Tenure Committee may be augmented by a non-probationary clinical/teaching/professional practice faculty member at the rank of associate professor or professor, as appropriate to the case.

## **C Quorum**

The quorum required to discuss and vote on all personnel decisions is two-thirds of the eligible faculty not on an approved leave of absence. Faculty on approved leave are not considered for quorum unless they declare, in advance and in writing, their intent to participate in all proceedings for which they are eligible during the leave. 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 members who recuse themselves because of a conflict of interest are not counted when determining quorum.

## **D Recommendation from 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, but participating fully in discussions and voting via remote two-way electronic connection are allowed.

### **1 Appointment**

- A positive recommendation from the eligible faculty for appointment is secured when two-thirds of the votes cast are positive.
- In the case of a joint appointment, the department must seek input from a candidate's joint-appointment department prior to his/her/their appointment.

### **2 Reappointment, Promotion and Tenure, and Promotion**

- A positive recommendation from the eligible faculty for reappointment, promotion and tenure, and promotion is secured when two-thirds of the votes cast are positive.
- In the case of a joint appointment, the TIU must seek input from a candidate's joint-appointment TIU prior to his/her/their reappointment, promotion, and/or tenure.

## IV Appointments

### A Criteria

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

The appointment of all compensated tenure-track, clinical/teaching/professional practice and associated faculty, irrespective of rank, must be based on a formal search process following the [SHIFT](#) Framework for faculty recruitment, as stipulated in the college guideline [Appointments, Promotion, and Tenure document](#), Section IV. B.

All faculty positions must be posted in [Workday](#), the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in [Workday](#) to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

### 1 Tenure-track Faculty

**Instructor.** Appointment at the rank of instructor is made only when the offered appointment is that of assistant professor, but requirements for the terminal degree have not been completed by the candidate at the time of appointment. Procedures for appointment are identical to those for an assistant professor. The department will make every effort to avoid such appointments. An appointment at the instructor level is limited to three years. Promotion to assistant professor occurs without review the semester following completion of the required credentialing. An instructor must be approved for promotion to assistant professor by the beginning of the third year, or the appointment will not be renewed and the third year is the terminal year of employment.

Upon promotion to assistant professor, the faculty member may request prior service credit for time spent as an instructor. This request must be approved by the department's eligible faculty, the department head, the dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked once granted except through an approved request to exclude time from the

probationary period. In addition, all probationary faculty members have the option to be considered for early promotion.

**Assistant Professor.** An earned terminal degree (Ph.D. or equivalent) is the minimum requirement for appointment at the rank of assistant professor. Evidence of potential for scholarly productivity, high-quality teaching, and high-quality service to the department and the profession is highly desirable. Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring in the sixth year of service. For individuals not recommended for promotion and tenure after the mandatory review, the 7<sup>th</sup> year will be the final year of employment.

Review for tenure prior to the mandatory review year is possible when the Committee of Eligible Faculty 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 except through an approved request to exclude time from the probationary period.

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

Appointment at the rank of associate professor normally entails tenure. A probationary appointment at the rank of associate professor 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.

Appointments at the rank of professor without tenure should not occur.

Offers to foreign nationals require prior consultation with the Office of International Affairs.

## **2 Clinical/Teaching/Professional Practice Faculty**

Except for those appointed at the rank of instructor, for whom a contract is limited to three years, the initial contract for all other clinical/teaching/professional practice faculty members must be for a period of five years. The initial contract is probationary, with reappointment considered annually. Second and subsequent contracts for assistant and associate clinical/teaching professors and professional practice assistant and associate professors must be for a period of at least three years and for no more than five years. Second and subsequent contracts for clinical/teaching/professional practice professors must be for a period of at least three years and no more than eight years. Tenure is not granted to clinical/teaching/professional practice faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance.

The TIU supports Teaching Faculty. These appointments exist for faculty members who focus principally on the education needs of students in the TIU or college. Teaching Faculty members

are expected to contribute to the department's research and education mission as reflected in undergraduate and graduate program development and teaching. Teaching Faculty appointments are made in accordance with Faculty Rule [3335-7](#). Each new appointment must enhance, or have strong potential to enhance, the quality of the TIU.

**Clinical/Teaching/Professional Practice Instructor.** Appointment is normally made at the rank of clinical/teaching/professional practice instructor when the appointee has not completed the requirements for the terminal degree. The TIU will make every effort to avoid such appointments. As noted above, an appointment at the instructor level is limited to a three-year contract. In such cases, if the instructor has not completed requirements for promotion to the rank of assistant professor by the end of the penultimate year of the three-year contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

**Assistant Clinical/Teaching Professor Assistant Professor.** An earned doctorate or other terminal degree and the required licensure/certification in his/her/their specialty, if applicable, are the minimum requirements for appointment at the rank of assistant clinical/teaching professor. Evidence of ability to teach is highly desirable.

**Associate Clinical/Teaching Professor and Clinical/Teaching Professor.** Appointment at the rank of associate clinical/teaching professor, or clinical/teaching professor requires that the individual have an earned doctorate or other terminal degree and the required licensure/certification in his/her/their specialty, if applicable, and meet, at a minimum, the department's criteria—in teaching, professional practice and other service, and scholarship—for promotion to these ranks.

### 3 Associated Faculty

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.

**Lecturer.** Appointment as lecturer requires that the individual have, at a minimum, a Master's degree in a field appropriate to the subject matter to be taught. Evidence of ability to provide high-quality instruction is desirable. Lecturers are not eligible for tenure, but may be promoted to senior lecturer if they meet the criteria for appointment at that rank. The initial appointment for a lecturer should generally not exceed one year.

**Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.** Visiting faculty appointments may either be compensated or uncompensated. Visiting faculty members on leave from an academic appointment at another institution are appointed at the rank held in that position. The rank at which other (non-faculty) 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. Visiting faculty appointments may be renewed annually for only three consecutive years.

#### **4 Regional Campus Faculty**

As the mission of the regional campuses emphasizes undergraduate instruction, regional campus criteria for appointment at the tenure-track ranks of assistant professor, associate professor, and professor are similar to those for Columbus campus faculty, but give relatively greater emphasis at each rank to teaching experience and quality.

Regional campus criteria for the appointment of clinical/teaching/professional practice faculty, research faculty, and associated faculty are the same as those for Columbus campus faculty in each of these categories.

#### **5 Emeritus Faculty**

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

Faculty will send a request for emeritus faculty status to the department chair (regional campus dean for associated faculty on regional campuses) outlining academic performance and citizenship. The faculty eligible to conduct promotion reviews within the requestor's appointment type (see Section III.A.1-4) will review the application and make a recommendation to the department chair. The department chair will decide upon the request, and if appropriate submit it to the dean. If the faculty member requesting emeritus status has in the 10 years prior to the application engaged in serious dishonorable conduct in violation of law, rule, or policy and/or caused harm to the university's reputation or is retiring pending a procedure according to Faculty Rule [3335-5-04](#), emeritus status will not be considered.

See the OAA [Policies and Procedures Handbook](#) Volume 1, Chapter 1, for information about the types of perquisites that may be offered to emeritus faculty, provided resources are available.

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

#### **6 Courtesy Appointments for Faculty**

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

### **B Procedures**

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

In addition, see the [Policy on Faculty Recruitment and Selection](#) and the [Policy on Faculty Appointments](#) for information on the following topics:

- recruitment of tenure-track, clinical/teaching/professional practice, research, and associated 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 on the Columbus Campus**

A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. This includes all external candidates for all faculty positions. The only exception is for dual career partners, as described in Volume 1, Chapter 4, section 5.1 of the [Policies and Procedures Handbook](#). Exceptions to this policy must be approved by the college and 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](#).

The dean provides approval for the department 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 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.

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

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

academic excellence. This framework consists of six phases, each targeting a specific stage of the recruitment process:

- “Phase 1 | Search Preparation & Proactive Recruitment” is the earliest stage in the search process. Key steps during this phase include determining faculty needs for the unit, creating a search strategy (including timeline), establishing a budget, and identifying additional partners to include in the process. The steps in this phase provide guidance on forming committees, detail training requirements for search committee members, and innovative approaches to advertising and outreach. This section also includes ideas and resources for developing qualified, diverse talent pools to ensure alignment with university and unit AA/EEO goals and advance the eminence of the institution.
- “Phase 2 | Preliminary Review of Applicants” focuses on best practices for the application review and candidate screening processes. The guidelines and resources in this section support consistency, fairness, and equity in the review, assessment, and selection of candidates moving forward in the recruitment process. This section also outlines how to select a list of candidates for on-campus interviews.
- “Phase 3 | Finalists Interviews & Evaluations” provides guidance and tools for conducting interviews and campus visits, requesting reference letters (if not requested earlier in the application stage), and collecting feedback from everyone who interacted with the candidates. Adherence to the guidelines outlined in this section has a direct impact on enhancing the candidate experience and ensuring a consistent evaluation process. This phase concludes with the submission of a letter from the search committee to the department chair/director.
- “Phase 4 | Extend Offer” provides guidance and resources related to effectively selecting the most qualified candidate(s) for the position(s) and successfully negotiating to result in an accepted offer.
- “Phase 5 | Preboard and Onboard” offers resources to help prepare and support new faculty as they transition to Ohio State. The suggestions in this phase focus on creating a seamless transition for incoming faculty and their partners/families, if applicable.
- “Phase 6 | Reflect and Assess the Search” is a process supported by OAA to reflect on the hiring cycle each year and evaluate areas that may need improvement and additional support.

If an offer involves senior rank, the eligible faculty members vote on the appropriateness of the proposed rank. If an offer may involve prior service credit, the eligible faculty members vote on the appropriateness of such credit. The eligible faculty reports a recommendation on the appropriateness of the proposed rank or the appropriateness of prior service credit to the department chair. Appointment offers at the rank of associate professor, with or without tenure, or professor, and/or offers of prior service credit require prior approval of the Office of Academic Affairs.

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

Departments are advised to discuss potential appointment of a candidate requiring sponsorship for permanent residence or nonimmigrant work-authorized status with the Office of International Affairs. An [MOU](#) must be signed by faculty eligible for tenured positions who are not U.S. citizens or nationals, permanent residents, asylees, or refugees.

## **2 Clinical/Teaching/Professional Practice Faculty on the Columbus Campus**

Searches for clinical/teaching/professional practice faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the interview is on clinical/teaching/professional practice rather than scholarship.

## **3 Transfer from the Tenure Track**

Tenure-track faculty may transfer to a clinical/teaching/professional practice or research appointment if appropriate circumstances exist. Tenure or tenure eligibility is lost upon transfer, and transfers must be approved by the TIU head, 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/teaching/professional practice appointment and from a research appointment to the tenure track are not permitted. Clinical/teaching/professional practice faculty members and research faculty members may apply for tenure-track positions and compete in regular national searches for such positions.

## **4 Associated Faculty on the Columbus Campus**

The appointment of compensated associated faculty members follows a formal search following the [SHIFT](#) Framework, which includes a job posting in [Workday](#) (see Section IV.B above) and candidate interviews. The appointment is then decided by the department chair based on recommendation from the search committee. The reappointment of all compensated associated faculty members is decided by the department chair in consultation with the Advisory Committee.

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

Appointment and reappointment of uncompensated adjunct or visiting faculty may be proposed by any faculty member in the department and are decided by the department chair in consultation with the Advisory Committee.

Visiting appointments may be made for one term of up to three years or on an annual basis for up to three years.

Lecturer and senior lecturer appointments are made on an annual basis and rarely semester by semester. After the initial appointment, and if the department's curricular needs warrant it, a multiple year appointment may be offered.



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

## **5 Regional Campus Faculty**

The appointment of all compensated regional campus faculty follows a formal search following the [SHIFT](#) Framework, which includes a job posting in [Workday](#) and candidate interviews.

The regional campus has primary responsibility for determining the position description for a tenure-track faculty search, but the regional campus dean or designee consults with the department chair to reach agreement on the description before the search begins. The regional campus search committee must include at least one representative from the department.

Candidates are interviewed by, at a minimum, the regional campus dean, department chair, and either the regional campus search committee or broader representation of the regional and Columbus faculties. The regional campus may have additional requirements for the search not specified in this document. A hiring decision requires agreement by the department chair and regional campus dean. Until agreement is reached, negotiations with the candidate may not begin, and the letter of offer must be signed by the department chair and the regional campus dean.

Searches for regional campus clinical/teaching/professional practice faculty and research faculty are the same as those described above for tenure-track faculty.

Associated faculty are appointed by the regional campus associate dean, in consultation with the dean, department chair, program coordinators, and other relevant faculty members.

## **6 Courtesy Appointments for Faculty**

Any department faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track, clinical/teaching/professional practice, or research faculty member from another Ohio State tenure-initiating unit. A proposal that describes the uncompensated academic service to this department justifying the appointment is considered at a regular faculty meeting. If the proposal is approved by the eligible faculty, the department chair extends an offer of appointment. The department chair reviews all courtesy appointments every three years to determine whether they continue to be justified, and takes recommendations for nonrenewal before the faculty for a vote at a regular meeting.

## V Annual Performance and Merit Review

The department follows the requirements for the annual performance and merit review as set forth in the [Policy on Faculty Annual Review and Reappointment](#), which stipulates that such reviews must include a scheduled opportunity for a face-to-face meeting as well as a written assessment. According to the policy, the purposes of the review are to:

- Assist faculty in improving professional productivity through candid and constructive feedback and through the establishment of professional development plans;
- Establish the goals against which a faculty member's performance will be assessed in the foreseeable future; and
- Document faculty performance in the achievement of stated goals in order to determine salary increases and other resource allocations, progress toward promotion, and, in the event of poor performance, the need for remedial steps.

The annual performance and merit review of a faculty member is the responsibility of that faculty member's department chair.

- Depending on a faculty member's appointment type, the review is based on expected performance in teaching, scholarship, and/or service as set forth in the department's guidelines on faculty duties, responsibilities, and workload; on any additional assignments and goals specific to the individual; and on progress toward promotion where relevant.
- The review of faculty with budgeted joint appointments must include input from the joint appointment department chair for every annual evaluation cycle. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on goals specific to the individual in the joint unit.
- Meritorious performance in teaching, scholarship, and service is assessed in accordance with the same criteria that form the basis for promotion decisions.
- Annual performance and merit reviews must include a scheduled opportunity for a face-to-face meeting as well as a written assessment.
- Per Faculty Rule [3335-3-35](#), TIU heads are required to include a reminder in annual review letters 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 Documentation

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

- Office of Academic Affairs dossier outline, [Policies and Procedures Handbook](#), Volume 3 (*required for probationary faculty*) or updated documentation of performance and accomplishments (*non-probationary faculty*)
- updated CV, which will be made available to all faculty in an accessible place (*all faculty*)

Other documentation for the annual performance and merit review will be the same as that for consideration for promotion and/or tenure. That documentation is described in Section VI of this document.

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

## **B Probationary Tenure-track Faculty on the Columbus Campus**

Every probationary tenure-track faculty member is reviewed annually by the department chair, who meets with the faculty member to discuss his/her/their performance, future plans, and goals; and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment.

If the department chair recommends 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 provided).

If the department chair recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule [3335-6-03](#)) is invoked. Following 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.

### **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 exceptions that external evaluations are optional, and the dean (not the department chair) makes the final decision regarding renewal or nonrenewal of the probationary appointment.

External evaluations are solicited only 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 eligible faculty conducts a review of the candidate. On completion of the review, the eligible faculty votes by written ballot on whether to renew the probationary appointment.

The eligible faculty forwards a record of the vote and a written performance review to the department chair, who conducts an independent assessment of 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 TIU head recommends renewal or nonrenewal.

## **2 Extension of the Tenure Clock**

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

## **C Tenured Faculty on the Columbus Campus**

Associate professors are reviewed annually by the department chair. The department chair conducts an independent assessment; meets with the faculty member to discuss his/her/their performance and future plans and goals; and prepares a written evaluation on these topics. The faculty member may provide written comments on the review.

Professors are reviewed annually by the department chair, who meets with the faculty member to discuss his/her/their 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 college, the university, and their profession, including their support for the professional development of assistant and associate professors. Professors are expected to be role models in their academic work, interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest-ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other members of the faculty.

If a professor has an administrative role, the impact of that role and other assignments will be considered in the annual review. The department chair prepares a written evaluation of performance against these expectations. The faculty member may provide written comments on the review.

## **D Clinical/Teaching/Professional Practice Faculty on the Columbus Campus**

The annual performance and merit review process for clinical/teaching/professional practice probationary and non-probationary faculty is identical to that for tenure-track probationary and tenured faculty respectively, except that non-probationary clinical/teaching/professional practice faculty may participate in the review of clinical/teaching/professional practice faculty of lower rank.

In the penultimate contract year of a clinical/teaching/professional practice faculty member's appointment, the department chair must determine whether the position held by the faculty member will continue. If the position will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule [3335-6-08](#) must be observed.

There is no presumption of renewal of appointment.

### **E Associated Faculty on the Columbus Campus**

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 his/her/their performance, future plans, and goals.

The department chair's decision on renewal of the appointment is final. If the decision 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, who prepares a written evaluation and meets with the faculty member to discuss his/her/their performance, future plans, and goals. No later than October 15 of the final year of the appointment, the department chair will decide whether or not to reappoint. The department chair's decision on reappointment is final.

### **F Regional Campus Faculty**

Regional campus tenure-track faculty are reviewed according to the process established on that campus, with the review focusing on teaching and service. Following the review by the regional campus, the regional campus dean meets with the department head for each regional campus faculty member for evaluation of the faculty member's research and creative activity during the review period. The regional campus dean provides an annual performance and merit review letter. In the event of divergence in performance assessment between the regional campus and the department, the department chair discusses the matter with the regional campus dean in an effort to clarify and reconcile the divergence, so that the faculty member receives consistent assessment and advice.

Regional campus clinical/teaching/practice faculty are reviewed according to the process established on that campus, with the review focusing on teaching and service. The regional campus dean will provide the department chair a copy of a clinical/teaching/professional practice faculty member's annual performance and merit review letter.

The annual performance and merit review of regional campus research faculty takes place on the Columbus campus and follows the same procedures as those described above for Columbus campus research faculty. Following the review, the department chair will consult with the regional campus dean. The department chair will provide the regional campus dean a copy of the faculty member's annual performance and merit review letter.

Regional campus associated faculty are reviewed according to the process established on that campus, with the review focusing on teaching and service, as applicable.

### **G Salary Recommendations**

The department chair makes annual salary recommendations to the dean, who may modify them. The recommendations are based on the current annual performance and merit review as well as on the performance and merit reviews of the preceding 24 months.

In formulating recommendations, the department chair consults with the department Advisory Committee. The department chair should proactively engage in an annual equity audit of faculty salaries to ensure that they are commensurate both within the department and across the field or fields represented in the department. Salary increases should be based upon these considerations.

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

Faculty who fail to submit the required documentation (see Section V-A above) for an annual performance and merit review at the required time will receive no salary increase in the year for which documentation was not provided, except in extenuating circumstances, and may not expect to recoup the foregone raise at a later time.

## **VI Promotion and Tenure and Promotion Reviews**

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.*

### **A Criteria and Evidence that Support Promotion**

#### **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 an acknowledgement of excellence and future potential for preeminence. 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 is held to a high standard of excellence in all aspects of performance. Above all, candidates are held to a very high standard of excellence in the areas central to their responsibilities. For example, if a candidate's primary teaching role is and will continue to be undergraduate teaching, then excellence in undergraduate teaching is required. A mediocre performance in this area would not be adequately counterbalanced by excellent performance in another aspect of teaching that is a significantly smaller part of the individual's responsibilities.

Excellence in teaching, scholarship, and 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](#).

The content below is not meant to be exhaustive or applicable to all disciplines but is provided to demonstrate the types of criteria and evidence that may support promotion to associate professor with tenure.

#### *Teaching*

Excellence in teaching is a requisite for promotion within the department. In judging teaching, considerations such as the following will be taken into account: the faculty member's command of his/her subject; the faculty member's ability to organize and communicate the subject matter effectively and to bring in new perspectives in consonance with state-of-the-art research; the faculty member's ability to stimulate students' interest and curiosity; the faculty member's ability to challenge the students intellectually and to inspire them to their best effort; the faculty member's insistence in all appropriate circumstances on clear and effective writing; and the faculty member's willingness to help and guide students, whether it be in the classroom or without. As an example of the latter, special mention should be made of advising, which is an important function of all faculty members and which often, as when directing theses or dissertations, requires a notable commitment of time. Active collaboration in course and program development is also expected of each faculty member.

To be recommended for promotion to associate professor with tenure a faculty member should have shown continued growth as a teacher and consistently have demonstrated a high standard of quality in his/her areas of responsibility, both in direct teaching activities and in advising, mentoring and program development.

#### *Research*

No area of academic endeavor contributes as much as does research to the standing afforded the department both within the university and within the larger academic community. Thus, review committees at all levels of the university place great emphasis

on scholarly achievement and productivity, and all candidates for promotion must demonstrate clear distinction in this area. Given the diverse interests and responsibilities of members of the department, the type and results of this activity may vary. Some research may emphasize the generation or reinterpretation of knowledge; other research may introduce new approaches or apply existing approaches to a new body of material; still other research may emphasize pedagogical concerns that incorporate theoretical advances in instruction and/or language acquisition or apply technology in innovative and creative ways. Still other recognized work could consist of such activities as translation, editing scholarly publications, or compiling bibliographies. Just as there are varying forms of scholarly activity and varying results of research efforts, there must be varying criteria and patterns for the evaluation of such efforts. In certain areas of research within the department, the publication of a series of extensive articles may represent work and accomplishment comparable to the publication of a book in another. Specifically, for recommending an assistant professor for promotion and tenure, a book (either published or in press), is a standard expectation in the fields of literary and cultural studies, while in linguistics and pedagogy more weight may be attributed to a series of substantive articles. The research standard in addition comprises a series of refereed journal articles and book chapters in high-quality outlets as documentation, in combination with regular conference participation, of a developing program of original research presented to the profession at large. In all instances, the basic criterion is not quantity alone but the quality and significance of the scholarly activity as an innovative contribution of relevance to the faculty member's and the department's appointed fields.

Recommendation for appointment of a candidate to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a scholar, and can be expected to continue a program of high quality scholarship relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the University.

#### *Service*

In addition to teaching and research, a faculty member in the department of Spanish and Portuguese is expected to perform administrative service to the department, the college, the University, and/or the community. To be recommended for promotion from assistant professor to associate professor, or to be recommended for tenure in the case of a probationary associate professor, the faculty member should have rendered effective and significant department and/or college or University service in a cooperative way, have demonstrated success in rendering similar service to the profession at large and/or the community, and show promise of continuing to provide quality service and outreach of relevance to the mission of the department, the college, and the University.

## **2 Promotion to Professor**

Faculty Rule [3335-6-02](#) establishes the following general criteria for promotion to the rank of 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.*

The specific criteria in teaching, scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure, with the added expectation of sustained accomplishment and quality of contributions, a record of continuing professional growth, and evidence of established national or international reputation in the field.

#### *Teaching*

To be recommended for promotion to professor, a faculty member should have shown continued growth as a teacher and consistently have demonstrated true distinction at all levels at which he/she teaches, both in direct teaching activities and in advising, mentoring, and program development. See also paragraph A.2., above.

#### *Research*

To be recommended for promotion to professor, a faculty member should have made distinguished contributions to his/her field since appointment to the previous rank and should have achieved recognition from the community of scholars in that field. The need for flexible criteria according to the faculty member's area of specialization and its prevalent modes of publication and activity patterns established in paragraph A.3 above applies also here. Within this framework, a typical standard of achievement for promotion to professor, to be understood as additive to the research record established at the time of promotion to associate professor with tenure, will at a minimum imply the publication of an original monograph or equivalent research product having received favorable review in the profession. In addition the faculty member will have published a series of refereed journal articles and book chapters in high-quality outlets documenting a mature program of original scholarship with a documented impact on the field. He or she will also have continued to participate actively in scholarly meetings as well as giving invited lectures in prestigious venues. Other scholarly achievements may further enhance the professional stature of the faculty member.

#### *Service*

To be recommended for promotion from associate professor to professor, or to be recommended for tenure in the case of a probationary professor, the faculty member will have rendered exceptional service to the department, the college or University, and/or the profession at large, as well as pertinent outreach efforts for the community. Such service will be characterized by its effectiveness and cooperative nature.

When assessing a candidate's national and international reputation in the field, a national and international reputation for the scholarship of teaching may be counted as either teaching or scholarship.

In addition, as further specified by Faculty Rule [3335-6-02](#), assessment is in relation to specific assigned responsibilities with reasonable flexibility being exercised in order to balance, where the case requires, heavier responsibilities and commitment in one area against lighter ones in another. Promotion should reflect the reality that (a) not all faculty members have the same distribution of

assignments (b) not all faculty members will be able to contribute excellence equally in all evaluation dimensions; and (c) there is a multi-faceted institutional responsibility that must be achieved by the skills of the faculty collectively. Promotion to professor should be awarded not only to those faculty who have demonstrated impact in their scholarship of research and creative inquiry, teaching and learning, and service, but also to those who have exhibited excellence in leadership to make visible and demonstrable impact upon the mission of the TIU, college and university.

### **3 Clinical/Teaching/Professional Practice Faculty**

**Promotion to Assistant Clinical/Teaching Professor.** For promotion to assistant clinical/teaching professor, a faculty member must complete his/her/their doctoral degree and meet the required licensure/certification in his/her/their specialty, if any, and be performing satisfactorily in teaching and service. Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

**Promotion to Associate Clinical/Teaching Professor.** For promotion to associate clinical/teaching professor or professional practice associate professor, a faculty member must show convincing evidence of excellence as a teacher and a provider of effective service; must display the potential for continuing a program of high-quality teaching and service relevant to the mission of this department and show convincing evidence of production and dissemination of scholarly materials pertinent to pedagogy and/or professional practice. Specific criteria in teaching and service for promotion to associate clinical/teaching professor and to professional practice associate professor are similar to those for promotion to associate professor with tenure. Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

**Promotion to Clinical/Teaching Professor.** For promotion to clinical/teaching professor, a faculty member must have a record of continuing professional growth and increasing quality of contributions, including a sustained record of excellence in teaching and professional practice; leadership in service to this TIU and to the profession; and production and dissemination of scholarly materials pertinent to pedagogy and/or professional practice. Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

### **4 Associated Faculty**

**Promotion to Adjunct Associate Professor and Adjunct Professor.** The relevant criteria for the promotion of adjunct faculty members shall be the same as those for the promotion of tenure-track, clinical/teaching/professional practice, or research faculty, as appropriate to the appointment, above.

**Promotion to Senior Lecturer.** Lecturers may be promoted to senior lecturer if they meet the criteria for appointment at that rank as described in Section IV.A.4.

**Promotion of Visiting Faculty.** Visiting faculty members are not eligible for promotion.

### **5 Regional Campus Faculty**

The primary function of the regional campuses is to provide high-quality undergraduate instruction and to serve the academic needs of their communities. With this consideration in mind, in evaluating regional campus tenure-track faculty for promotion and tenure or promotion, the department will give greater emphasis to the quality of teaching and service relative to scholarship. Recognizing that the character and quantity of scholarship by regional campus faculty may differ from that of Columbus campus faculty, due to the weight of other responsibilities and lack of access to comparable resources, the department nevertheless expects regional campus tenure-track faculty to establish a program of high-quality scholarly activity.

In evaluating regional campus clinical/teaching/professional practice faculty, research faculty, and associated faculty for promotion, the department will use the same criteria as described above for the promotion of faculty in each of these categories.

## **B Procedures**

The TIU'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 Academic Affairs annually updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the [Policies and Procedures Handbook](#).

### **1 Tenure-Track, Clinical/Teaching on the Columbus Campus**

#### **a Candidate Responsibilities**

Candidates for promotion and tenure or promotion are responsible for submitting a complete, accurate dossier and providing a copy of the APT document under which they wish to be reviewed, if other than the department's current document. If external evaluations are required, candidates are responsible for reviewing the list of potential external evaluators compiled for their case according to department guidelines. Each of these elements is described in detail below.

- **Dossier**

Every candidate must submit a complete and accurate dossier that follows the Office of Academic Affairs [dossier outline](#). 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.

While the Promotion and Tenure Committee makes 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 him/her/them.

The time period for teaching documentation to be included in the dossier for probationary faculty is the start date to present. For tenured or non-probationary faculty it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to present. The

eligible faculty may allow a candidate to include information prior to the date of last promotion or reappointment if it believes such information would be relevant to the review. Any such material should be clearly indicated.

For scholarship documentation, a full history of publications and creative work should be included, as this information provides context to the more recent and relevant research record and/or demonstrates scholarly independence. Information about scholarship produced prior to the start date (for probationary faculty) or date of last promotion or reappointment may be provided. Any such material should be clearly indicated. However, it is the scholarship performance since the start date or date of last promotion that is to be the focus of the evaluating parties.

The time period for service documentation to be included in the dossier for probationary faculty is the start date to present. For tenured or non-probationary faculty it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to present. The eligible faculty may allow a candidate to include information prior to the date of last promotion or reappointment if it believes such information would be relevant to the review. Any such material should be clearly indicated.

- **Documentation**

1. *Teaching*

Some of the means which may be used to appraise quality of teaching are the following:

- a. Evaluations made by faculty colleagues who have worked with the faculty member in team-teaching projects, or who can judge his or her teaching in courses prerequisite to their own. Testimony may be solicited from colleagues by the promotion and tenure committee.
- b. Departmental policy requires that all faculty, probationary and tenured, make use of student opinion surveys through the use of the University-wide SEI forms for all formal classes taught during each semester of each year. The summary reports are received each semester as a complete set by the Department Chair and archived in the respective personnel files. Efforts should always be made to obtain such evaluations from the largest possible number of enrolled students in order to ensure an accurate assessment of student opinion. Faculty members may dedicate class time to do so, but should not be physically present as students fill out the evaluations. In addition, optional documentation of formal instruction may comprise department, college or university evaluation forms other than the S.E.I.

College practice posits the following schedule of peer evaluation. The teaching of probationary tenure-track faculty must be reviewed at least once per year during the probationary period, with the goal of adequately assessing teaching at all levels of instruction to which the faculty member is assigned. When assistant professors are reviewed for tenure and promotion, they are required to have a minimum of five peer evaluations of teaching from the probationary period. The teaching of tenured associate professors should be reviewed at least once every other year, with the goal of assessing teaching at all levels of instruction to which the faculty member is assigned. When associate professors are reviewed for promotion to professor, they will be required to have a minimum of three peer evaluations of teaching. The teaching of tenured professors should

be reviewed at least once every four years, with the goal of assessing teaching at all levels of instruction to which the faculty member is assigned. Colleagues who are to visit classes will be appointed by the Department Chair in consultation with the respective promotion and tenure review bodies. Classes of assistant professors may be visited by associate professors or professors. Classes of associate professors may be visited by other associate professors or by **professors**. The Department Chair will ensure that an appropriate number of these visits will have been made by professors, especially in the three years predating formal consideration for promotion. Classes of professors will be visited by associate professors or professors; the latter may be selected from the faculty of the Department of Spanish and Portuguese or another department. The Department Chair will ensure that all peer evaluators understand the nature of their task.

Following the classroom visits, the colleague who has visited will write a report containing his or her observations on the classes visited, including such matters as interaction with students, resolutions of problems in the classroom, the level of intellectual stimulation, as well as an evaluation of any instructional materials perused. This report is submitted to the Department Chair, with a copy to the faculty member who has been visited. The latter will discuss the report with the colleague who has visited, and, if he or she so wishes, write a letter to the Department Chair that contains his or her reactions to the report. This letter, like the report on which it is based, will be kept in the faculty member's permanent file.

- c. Careful consideration and evaluation should also be applied to indirect teaching, including advising and mentoring of students, thesis and dissertation direction, development of new courses and curricula. Such teaching activities are considered part of the normal duties of a faculty member. Quantitative and qualitative assessment of such instructional activities should be commensurate with a faculty member's rank. Appropriate instruments for assessment may be interviews conducted by the promotion and tenure committee, and/or letters solicited by the promotion and tenure committee from appropriate sources.
- d. Special accomplishments in teaching (such as nominations or selection for particular awards).
- e. Self-assessment by the faculty member.
- f. Professional success of former students.
- g. Any other information which the promotion and tenure committee may judge to be pertinent.

## 2. *Research*

In evaluating scholarly achievement, the promotion and tenure committee should consider both its quality and quantity, but place special emphasis on quality. Work in progress should be assessed whenever possible. An important aspect is the assessment of the value of specific publication outlets, the frequency and significance of citations of the faculty member's work, and published reviews of the candidate's work. Citations in relevant publications or other

evidence that the work of the candidate has been recognized by authorities in the field should also be considered. Critical appraisals from distinguished scholars in the candidate's field are required. In arriving at the essential internal evaluation of the candidate's research, the type and scope of each publication shall be carefully considered in assessing its impact in the field. In all cases, the promotion and tenure committee shall also consider the internal and external evaluations it has solicited in attempting to ascertain whether the scholarly efforts of the candidate make an important contribution to the field and show promise of continuing development.

Primary examples of publications that are appropriate kinds of research activity are the following:

a. Publications

- 1) Monographic and comprehensive works (books, monographs, articles, etc.) based on original research. These shall be accorded special importance as evidence of scholarly achievement and development.
- 2) Critical bibliographies as well as editions of conference proceedings and editions of a collection of research articles.
- 3) Textbooks, source books, instructional software, readers, anthologies of texts, contributions in the area of foreign language teaching, and similar publications which are conceived primarily for undergraduate or graduate instruction. These shall be judged scholarly works to the extent that they utilize or present new methodologies or incorporate ideas derived from original research and that they are pertinent to the academic mission of the department.
- 4) Translations and creative work. These shall be evaluated in the light of such criteria as originality, significance, and pertinence to the academic mission of the department.
- 5) Reviews of scholarly works written for professional journals. In taking such reviews into account, consideration shall be given to the kind and size of the review (review essay, regular review, book notice), and to the type and quality of the scholarly journal in which they appear

b. Other Scholarly Activities

- 1) The quality and frequency of scholarly activity at significant international, national, and regional professional meetings shall be assessed, especially the presentation of papers, formal participation in symposia, official commentaries as discussant of the papers of others, and organization of scholarly meetings.
- 2) Consideration commensurate with the prestige of the citation shall be given to scholarly prizes, awards, grants or fellowships as well as to invitations to deliver public lectures or teach at other universities. The persistence in soliciting, and, wherever applicable, the

success in obtaining, external funding for scholarly activities is a regular criterion of evaluation, since the University guidelines require all faculty members to develop consistent activities in this regard.

- 3) Any other evidence which the promotion and tenure committee believes relevant in judging the candidate's success and professional impact as a scholar shall also be considered fully.

### 3. *Service*

The form that service may take varies greatly among faculty members. The most usual kinds of service, and the ways in which they may be documented, are as follows:

Departmental Service: Work on departmental committees to which the faculty member has been assigned, fulfilling ad hoc assignments. The amount, and quality, of this service may be documented by reports from those who have worked with the faculty member as well as from those who have had occasion in other ways to evaluate that service. It must be recognized that all those with heavy administrative responsibilities, e.g., departmental officers, chairs of major committees, and directors of language programs perform service in which the time commitment is considerable; such service should be appropriately considered by the review committee. To the extent that such service resulted in a reduced course load, the corresponding weight of the assignment should be shifted from teaching to service for the purpose of assessing overall merit. In all cases, effectiveness of a faculty member's service contribution is the primary criterion of quality.

- a. College and University Service: Service to the college and University should be evaluated according to the same principles as service to the department.
- b. Service to the Profession at Large: Service to the profession at large may include service in state, regional, and national professional organizations in the individual's academic field, as office-holder, as member of committees, or in ad hoc assignments on behalf of an organization; work as an academic consultant; work on editorial boards and as referee for scholarly journals; service as referee for faculty members under review at other universities. Such service may be documented by letters of appointment and/or appreciation and shall also be taken into due consideration as an indication of the growing national and/or international stature of the faculty member in question.
- c. Outreach to the community: The criteria for outreach to the community must inevitably vary from individual to individual. It may be documented in the same way as service to the profession. The basic principle in weighing it should be that such service be in support of the academic mission of the department. It should be recognized that the University is becoming increasingly community-oriented, and since members of the faculty are called on more and more to make significant contributions to furthering such community relations by promoting the academic mission of the department, appropriate recognition should be given. The criteria for evaluation will concern effectiveness, continued demand, timeliness, and topicality.

The complete dossier is forwarded when the review moves beyond the TIU. The documentation of teaching is forwarded along with the dossier. The documentation of scholarship and service is for use during the TIU review only, unless reviewers at the college and university levels specifically request it.

- **Appointments, Promotion, and Tenure (APT) Document**

Candidates must indicate the APT document under which they wish to be reviewed. A candidate may be reviewed using the TIU's current APT document, or they may elect to be reviewed under either (a) the APT document that was in effect on their start date, or (b) the APT document that was in effect on the date of their last promotion (or last reappointment in the case of clinical/teaching/practice and research faculty), whichever of these two latter documents is the more recent. However, for tenure track faculty the current APT document must be used if the letter of offer or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year.

If a candidate wishes to be reviewed under an APT other than the current approved version available [here](#), a copy of the APT document under which the candidate has elected to be reviewed must be submitted when the dossier is submitted to the TIU.

- **External Evaluations** (see also External Evaluations below)

If external evaluations are required, candidates are responsible for reviewing the list of potential external evaluators developed according to TIU guidelines. 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 TIU head decides whether removal is justified.

## **b Promotion and Tenure Committee Responsibilities**

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

- To review this APT document annually and to recommend proposed revisions to the faculty.
- To consider annually, in spring semester, requests from faculty members seeking a non-mandatory review in the following academic year and to decide whether it is appropriate for such a review to take place. Only professors on the committee may consider promotion review requests to the rank of professor. A two-thirds majority of those eligible to vote on a request must vote affirmatively for the review to proceed.
- The committee bases its decision on assessment of the record as presented in the faculty member's CV and on a determination of the availability of all required documentation for a full review (student and peer evaluations of teaching). Lack of the required



documentation is necessary and sufficient grounds on which to deny a non-mandatory review.

- A tenured faculty member may be denied a formal promotion review under Faculty Rule [3335-6-04A\(3\)](#) only once. Faculty Rules [3335-7-08](#) and [3335-7-36](#) make the same provision for non-probationary clinical/teaching/professional practice and research faculty, respectively. 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.
- A decision by the committee to permit 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, to provide administrative support for the promotion and tenure review process as described below.
  - **Late Spring:** Select from among its members a Procedures Oversight Designee who will serve in this role for the following year. The Procedures Oversight Designee cannot be the same individual who chairs the committee. The Procedures Oversight Designee's responsibilities are described in the Office of Academic Affairs [annual procedural guidelines](#).
  - **Late Spring:** Suggest names of external evaluators to the department chair. The external evaluators will be drawn predominantly from the lists of peer and aspirational peer programs (see Section VI.B.4 below). Justification will be provided in cases when a suggested evaluator is from a program not included on these lists.
  - **Early Autumn:** Review candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with candidates to assure that needed revisions are made in the dossier before the formal review process begins.
  - Meet with each candidate for clarification as necessary and provide the candidate an opportunity to comment on his/her/their dossier. This meeting is not an occasion to debate the candidate's record.
  - Draft an analysis of the candidate's performance in teaching, scholarship and service to provide to the full eligible faculty with the dossier; and seek to clarify any inconsistent evidence in the case, where possible.
  - Revise the draft analysis of each case following the meeting of the full eligible faculty, to include the faculty vote and a summary of the faculty perspectives expressed during the meeting; and forward the completed written evaluation and recommendation to the department 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 from another tenure-initiating unit. 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 this department's cases.

#### **c Eligible Faculty Committee Responsibilities**

The responsibilities of the members of the Eligible Faculty Committee are as follows:

- To review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.
- To attend all eligible faculty meetings except when circumstances beyond one's control prevent attendance; to participate in discussion of every case; and to vote.

#### **d Department Chair Responsibilities**

The responsibilities of the department chair are as follows:

- To determine whether a candidate is authorized to work in the United States and whether a candidate now, or in the future, will require sponsorship for an employment visa or immigration status. For tenure-track assistant professors, department chairs are to confirm that candidates are eligible to work in the U.S. Candidates who are not U.S. citizens or nationals, permanent residents, asylees, or refugees will be required to sign an [MOU](#) at the time of promotion with tenure.
- **Late Spring Semester:** To solicit external evaluations from a list including names suggested by the Promotion and Tenure Committee, the department chair, and the candidate. (Also see External Evaluations below.)
- To review faculty with budgeted joint appointments. The department chair from the joint appointment unit must provide a letter of evaluation to the primary department chair. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on impact of the work of the individual in the field of the joint unit.
- To make each candidate's dossier available in an accessible place for review by the eligible faculty at least two weeks before the meeting at which specific cases are to be discussed and voted.
- To charge each member of the Eligible Faculty Committee to conduct reviews free of bias and based on criteria.

- To remove any member of the eligible faculty from the review of a candidate when the member has a conflict of interest but does not voluntarily withdraw from the review.
- To attend the meetings of the eligible faculty at which promotion and tenure matters are discussed and respond to questions raised during the meeting. At the request of the eligible faculty, the department chair will leave the meeting to allow open discussion among the eligible faculty members.
- **Mid-Autumn Semester:** To provide an independent written evaluation and recommendation for each candidate, following receipt of the eligible faculty's completed evaluation and recommendation.
- To meet with the eligible faculty to explain any recommendations contrary to the recommendation of the committee.
- To inform each candidate in writing after completion of the department review process:
  - of the recommendations by the eligible faculty and department chair;
  - of the availability for review of the written evaluations by the eligible faculty and department chair; and
  - of the opportunity to submit written comments on the above material, within ten calendar 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 he/she/they will 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.
- To receive the Promotion and Tenure Committee's written evaluation and recommendation of candidates who are joint appointees from other tenure-initiating units, and to forward this material, along with the department chair's independent written evaluation and recommendation, to the head of the other tenure-initiating unit by the date requested.

## 2 Procedures for Associated Faculty on the Columbus Campus

Adjunct faculty, associated faculty with tenure-track titles, and associated clinical faculty for whom promotion is a possibility follow the promotion guidelines and procedures detailed in Section VI.B above, with the exception that the review does not proceed to the college level if the department head's recommendation is negative (a negative recommendation by the department chair is final in such cases), and does not proceed to the executive vice president and provost if the dean's recommendation is negative.

### **3 Procedures for Regional Campus Faculty**

Regional campus tenure-track faculty are first reviewed by the regional campus faculty according to the process established on that campus and then by the regional campus dean. The regional campus review focuses on teaching and service. The regional campus dean forwards the written evaluation and recommendation of the regional campus review to the department chair, from which point the review follows the procedures described for the Columbus campus faculty. A request to promote requires agreement by the dean and the department chair.

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

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

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

### **4 External Evaluations**

This department will seek external evaluations predominately from evaluators in the following programs:

#### **a Peer and Near Peer Institutions**

- Penn State
- Georgetown
- University of Arizona
- University of Florida
- University of Illinois, Urbana-Champaign
- University of Illinois, Chicago
- University of Iowa
- University of Texas, Austin
- Indiana University
- Purdue University
- Northwestern University
- University of Michigan
- University of Chicago
- University of Pittsburgh
- University of Colorado, Boulder
- Michigan State University
- Rutgers University
- University of Minnesota, Twin Cities
- University of Wisconsin, Madison
- University of Georgia

Justification will be provided in each case when a suggested evaluator is from a program not included on these lists.

External evaluations of scholarly activity and research are obtained for all promotion reviews in which scholarship must be assessed. These include all tenure-track faculty promotion and tenure or promotion reviews and all research faculty promotion reviews. External evaluations of scholarly activity and research are not obtained for clinical/teaching/ professional practice or associated faculty unless the faculty member has been involved in a significant amount of scholarship. The decision to seek external evaluations for a clinical/teaching/professional practice or associated faculty member will be made by the TIU head after consulting with the candidate and the chair of the Promotion and Tenure Committee.

A conflict of interest for external reviewers exists if the reviewer is or has been to the candidate:

a) a thesis, dissertation, or postdoctoral advisee/advisor; b) a research collaborator, which includes someone who has been a coauthor on a publication within the past 3 years, including pending publications and submissions; c) a collaborator on a project within the past 3 years, including current and planned collaborations; d) in a consulting/financial arrangement with the candidate within the past 3 years, including receiving compensation of any type (e.g., money, goods, or services); e) a relative or close personal friend; or f) in any relationship, personal or professional, that could reduce the reviewer's objectivity. Also excluded are reviewers from the same institution, or those who had previous employment in the same institution within the past 12 months, or those who are being considered for employment at that institution.

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 scholarship (or other performance, if relevant) who is not a close personal friend, former academic advisor or post-doctoral mentor of the candidate, or someone who has collaborated extensively with the candidate or is currently collaborating with the candidate (see description of conflict of interest for external reviewers just above). Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. This department will solicit evaluations only from professors with institutional affiliations predominately in the programs listed above. In the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from associate professors.
- 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.

Since the department cannot control who agrees to write and or the usefulness of the letters received, more letters are sought than are required, and they are solicited no later than the end of the spring semester prior to the review year. This timing allows additional letters to be requested should fewer than five useful letters result from the first round of requests.

As described above, a list of potential evaluators is assembled by the Promotion and Tenure Committee, 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 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 this department requires that the dossier contain letters from evaluators suggested by the candidate.

The department follows the Office of Academic Affairs suggested format for letters requesting external evaluations. A sample letter for tenure-track and research faculty can be found [here](#). A sample letter for clinical/teaching/professional practice faculty can be found [here](#).

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

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.

## **VII Promotion and Tenure and Reappointment Appeals**

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

Performance that is adequate for annual reappointment may not be adequate for the granting of promotion or tenure with promotion for faculty on the tenure track or, in the case of clinical/teaching/practice or research faculty, for securing a reappointment.

Faculty Rule [3335-6-05](#) sets forth general criteria for appeals of negative promotion and tenure decisions.

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

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

## **VIII 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.

## **IX Procedures for Student and Peer Evaluation of Teaching**

### **A Student Evaluation of Teaching**

Use of the Student Evaluation of Instruction (eSEI) is required in every course offered in this department. Faculty members should choose a day late in the semester when attendance is likely to be high if students will be asked to complete the evaluation using a mobile application. The faculty member must leave the classroom during the time allotted for completing the evaluation. The faculty member should reiterate to students that the feedback provided in the evaluations is used both for performance reviews and to provide feedback that can be taken into account in future teaching.

### **B Peer Evaluation of Teaching**

The department chair oversees the department's peer evaluation of teaching process.

Annually the department head appoints a Peer Review of Teaching Committee of a size judged sufficient to meet the volume of peer review activity expected that year, without overburdening any of the members. The term of service is one year, with reappointment possible. Reasonable efforts are made to distribute service among the tenured faculty from year to year in order to support and encourage attention to the quality of teaching in the department. Although there is no presumption that a peer reviewer must be of equal or higher rank than the faculty member being reviewed, such a model will be followed to the extent possible.

The responsibilities of the Peer Review of Teaching Committee are as follows:

- to review the teaching of probationary tenure-track, clinical/teaching/professional practice, and associated faculty at least once per year with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned.
- to review the teaching of tenured associate professors and non-probationary assistant clinical/teaching professors, non-probationary associate clinical/teaching 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 over a six year period and of having at least four peer reviews of teaching before the commencement of a promotion review.
- to review the teaching of tenured professors and non-probationary clinical/teaching 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 during the year of the review.
- to review, upon the department chair's request, the teaching of any faculty member not currently scheduled for review. Such reviews are normally triggered by low or declining student evaluations or other evidence of the need for providing assistance in improving teaching.
- to review the teaching of a faculty member not currently scheduled for review, upon that individual's request, to the extent that time permits. Reviews conducted at the request of the

faculty member are considered formative only. The department chair is informed that the review took place, but the report is given only to the faculty member who requested the review. Faculty seeking formative reviews should also seek the services of the [Michael V. Drake Institute for Teaching and Learning](#).

Reviews conducted upon the request of the department chair or the faculty member focus on the specific aspects of instruction requested by the department chair or faculty member and may or may not include class visitations.

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

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