



2010-11
School of Communication
Appointments, Promotion & Tenure Document

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XV. Appointments, Promotion and Tenure

A. **Preamble**

This document is a supplement to Chapters 6 and 7 of the rules of the University Faculty, the Office of Academic Affairs procedural guidelines for promotion and tenure reviews, and any additional policies established by the college and the University. Should those rules and policies change, the School will follow those 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 appointment or reappointment of the School Director.

The principles under which decisions on appointment, reappointment, promotion and tenure are made are those articulated in **Faculty Rule 3335-6-01 – General Considerations**:

1. *Peer review provides the foundation for decisions regarding faculty appointment, reappointment, and promotion and tenure (except when the provisions of paragraph (H) of rule 3335-6-03 of the Administrative Code are invoked).*
2. *In accordance with a policy of equality of opportunity, decisions concerning appointment, reappointment, and promotion and tenure shall be free of discrimination as to race, creed, religion, national origin, age, sex, disability, Vietnam-era veteran status, or sexual orientation.*

B. **School Mission**

The Ohio State University has as its stated mission, “the attainment of international distinction in education, scholarship, and public service.” The 1994 Functional Mission statement of the University states: The identity of The Ohio State University is that of a tradition where research, teaching and service complement and inform each other. Ohio State is poised to achieve a position of preeminence among the nation’s major universities and is committed to realizing that level of achievement.

The mission of the College of Social and Behavioral Science involves theory-driven systematic empirical investigation of numerous phenomena involving the behavior of humans, both as individuals and in various kinds of collectivities. The School of Communication defines its mission within those guidelines: The mission of the School of Communication is to achieve national and international distinction in research, teaching and service. To accomplish this mission, the School will advance high quality social science scholarship in ways consistent with the mission of the College of Social and Behavioral Science and will engage in innovative, excellent undergraduate and graduate education. Scholarly, professional and public constituencies will be served by helping improve the understanding of communication processes and by working with professional constituencies to improve the practice of communication.

The foundation of the School's mission is the generation of high quality research in each of the priority areas offered by the School. Research informs our teaching and service activities, and is itself a specialized form of teaching that guides students and faculty in their search for new knowledge. The undergraduate mission focuses on maintaining a high quality undergraduate major. The graduate mission is focused on providing graduate students with the foundation necessary to achieve national and international distinction in research programs.

C. Appointments

1. **Criteria**

General. All appointments, reappointments and promotion and tenure decisions are made with the intent of fostering the mission of the School and are made in a non-discriminatory manner as outlined in Sections I and II.

a. **Regular Tenure Track Faculty**

1. The School, in keeping with its stated mission and with the criteria of the University for faculty appointments (as stated in **Faculty Rule 3335-6-02 [A]**), is committed to making faculty appointments that have the strong potential to enhance the quality of the School. The basic criteria for appointment as an assistant professor are ordinarily, an earned doctorate, experience and training suggesting a high likelihood of success as a scholar, and evidence indicating the potential to become an excellent teacher.
2. In the College of Arts and Sciences it is expected that the rank of untenured associate professor will be reserved for those faculty with strong research credentials but whose teaching credentials have not yet been established.

3. Minimum criteria for tenured associate and full professors on the Columbus campus are an earned doctorate, a substantial record of scholarly achievement in an area relevant to one of the School's priority areas and/or relevant to the mission of the College, and an evident national reputation as a scholar with potential to attain or evidence of international visibility. There must be a high likelihood of continued and significant scholarly contributions and a judgment that the addition of the candidate will improve the level of scholarship of the School in an area relevant to the mission of the College. Additionally, there must be evidence that the applicant has been an effective teacher and has provided substantial service to the profession and previous employers.
4. Minimum criteria for regional campus faculty appointments are similar to those for main campus appointments. In general, however, relatively lesser weight will be placed on the quantity of a candidate's research compared to Columbus appointments and more emphasis will be placed on teaching potential and accomplishments in recognition of the differing mission of the regional campuses. The quality of research of regional campus appointments should be comparable to that of Columbus appointments.

University rules regarding probationary service and duration of appointments for regular faculty are found in **Faculty Rule 3335-6-03**. A portion of that rule concerning appointment as an assistant professor is reproduced below:

5. Probationary Period
 - a. *An appointment as professor or associate professor will generally entail tenure. However, a probationary period not to exceed four years may be granted by the office of academic affairs upon petition of the tenure initiating unit and college. For the petition to be approved, a compelling rationale must be provided regarding why appointment at a senior rank is appropriate, but tenure is not. All appointments to the rank of associate professor or professor require prior approval of the executive vice president for academic affairs and the provost.*
 - b. *An appointment to the rank of assistant professor is always probationary and may not exceed six years, including prior service credit. An assistant professor is reviewed for promotion and tenure no later than the sixth year of appointment as an assistant professor and is informed by the end of the sixth year as to whether promotion and tenure will be granted at the beginning of the seventh year.*

- c. *An appointment to the rank of instructor is always probationary, reserved for individuals to whom an assistant professor offer is made, who have not yet formally finished Ph.D. The term for an instructor may not exceed three years.*

b. Regular Clinical Faculty

- i. **General.** In keeping with **Faculty Rule 3335-5-19**, the School's non-tenurable Clinical Faculty (CF) track is designed to attract the most highly-qualified individuals to teach clinical and professional skills-oriented courses.
- ii. **Minimum Requirements.** The minimum, basic criteria for appointment as Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor is a master's degree in communication or journalism or a related field.

c. Regular Auxiliary Faculty

The School appreciates the opportunity to extend its faculty members' intellectual horizons and interactions with auxiliary faculty whenever the opportunity provides a benefit for the School and the faculty member. The School employs courtesy appointments and visiting appointments for external faculty members. Courtesy appointments are reserved for regular Ohio State faculty members in other programs. There are two types of visiting faculty appointments, designed to provide a home base for visitors from other institutions. The two types are Visiting Faculty and Visiting Scholar. The School also employs Clinical Faculty and lecturers for professional and skills-oriented teaching and service.

Auxiliary faculty appointments carry no presumption of academic tenure. Unless otherwise indicated below, all appointments are for a one-year term which may or may not be renewed. As described below, these appointments may be uncompensated (the most common) or compensated.

Compensated Appointments

1. Lecturers

- i. **General.** Appointments to the position of Lecturer is made primarily to assist in meeting the School's instructional obligations. As such, the primary criterion for those appointed to these titles is a demonstrated skill as an instructor, especially in undergraduate courses.

- ii. **Term.** Lecturer appointments are made on an annual basis and require formal approval each year by the Director if they are to be continued. The criteria for appointment will be similar to those used for regular faculty as outlined in the previous sections of this document.
- iii. **Role in School Governance.** Lecturers will not have a vote on School policy on the appointment of Tenure-Track Faculty or Clinical Faculty, nor serve on the Promotion and Tenure Committee. Lecturers serving on search committees to hire a lecturer may express opinions but may not vote in the committee recommendation to the faculty, or on the faculty vote to recommend or not recommend hiring.

2. Visiting Faculty

Please see the more typical, *Uncompensated Appointments – Visiting Faculty, in the next section.*

In general, all highly qualified individuals seeking a Visiting Faculty appointment must have a School faculty sponsor. **In the advent the Visiting Faculty appointment request includes a compensation component**, the sponsor must first seek the Director's approval before proceeding. If the compensated or uncompensated appointment is approved by the Director, the sponsor will then present the request at a faculty meeting where a vote will be taken whether or not to grant a time-limited position. The vote is advisory to the Director.

Uncompensated Appointments

In conjunction with **Faculty Rule 3335-5-19**, the School further represents that:

1. Courtesy Appointments/Adjunct Appointments

No-salary/courtesy/joint appointments are extended to regular Ohio State faculty from other tenure initiating units on the expectation of the appointee's substantial involvement in the School and its programs. Continuation of such courtesy appointments is contingent upon the continuation of the appointee's contributions to the School. Contributions should include, but are not limited to, serving as chair or committee member on doctoral student committees, and active involvement in research colloquia.

2. Visiting Faculty

The minimum criteria for Visiting Faculty (VF) is in line with the School's general, tenure track faculty. (*see Section C.1.b.*) This type of appointment is

typically unpaid and designated for individuals seeking to use their sabbatic leave to work on research with School faculty. Individuals requesting a Visiting Faculty appointment must have a School faculty sponsor who will present their request at a faculty meeting where a vote will be taken whether or not to grant said request.

3. Visiting Scholar

This non-faculty title is for visitors to the School (graduate students from other institutions, both domestic and international, or visiting non-academics). Individuals requesting a Visiting Scholars' appointment must have a School faculty sponsor. This sponsor will present their request, along with any documentation to at a faculty meeting. A vote will be held on whether or not to grant the appointment request.

2. Procedures

a. Regular Tenure Track Faculty

1. All faculty searches will be conducted within the University guidelines outlined in the *Guide to Effective Searches* produced by the Offices of Human Resources and Academic Affairs. (<http://hr.osu.edu/hrpubs/guidesearches.pdf>). A national search is required unless an exception is approved by the college and the Office of Academic Affairs.
2. All personnel appointments in the School are made upon the recommendation of the Director and the approval of the Executive Dean of the College of Arts and Sciences. Appointments at the associate professor or professor ranks, with or without tenure, require prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Affairs.
3. The School Director has primary responsibility for recruiting new faculty. All faculty appointments are competitive on the basis of excellence of qualifications. The Director is assisted in faculty recruiting by faculty Search Committees, the Director's Advisory Committee, and the faculty as a whole. All consultation with School personnel on faculty appointments, including discussion and votes taken in faculty meetings, is advisory to the Director.
4. All faculty vacancies are School vacancies; the entire faculty of the School has a vested interest in recruiting quality faculty, regardless of their particular area of specialization. The decision to allocate additional funds or to shift resources from one program or priority area to another is the responsibility of the Director, who

will be advised in these matters by the Director's Advisory Committee and the School faculty.

5. The major mechanism for recruiting new faculty is the Search Committee. Search Committees will normally consist of four to five faculty members plus the Director as an *ex-officio* member. One member of the committee will be designated as Search Committee chair and another member as diversity advocate.
6. The Search Committee chair, working with the Search Committee and the Director, shall prepare and place notices of the position vacancies in appropriate professional journals including The Chronicle of Higher Education and in internal publications according to university regulations. The committee shall make every effort to solicit applications from minority candidates for all positions. The Search Committee screens all application materials.

Following the application deadline and extensive consultation with the faculty of the relevant priority area, the committee then recommends to the Director any candidates they would like to bring in for a visit and an interview. The Director may select one or more of these candidates to visit. If the Director has substantial disagreement with the Search Committee recommendation regarding the selection of candidates, advice of the Director's Advisory Committee will be sought.

7. The chair of the Search Committee, in consultation with the Director and the School's fiscal/HR officer and School staff, coordinates visits of all applicants. All faculty and graduate students should be given an opportunity to meet with the candidates. Graduate student meetings with candidates should not be attended by faculty. All candidates for faculty positions shall be required to present a School colloquium. Following campus visits, the Search Committee shall systematically solicit the reactions of faculty and students about the applicants.
8. The Search Committee makes a hiring recommendation to the School Director. If there is only one position, the Director may ask for a rank ordering of the candidates for that position. After the Search Committee discusses its recommendation with the Director, the Search Committee will take the recommendation to the faculty as a whole for discussion and action. Following an interview (and ordinarily during a faculty meeting), the Search Committee makes a recommendation to the Director and to the faculty as to whether or not an offer should be made to the candidate. A copy of the candidate's vita will be supplied to each faculty member present at the faculty meeting. The chair of the Search Committee or assigned committee members will summarize the Search Committee's assessments of the candidate. A description of courses to be taught and research interests considered desirable as well as the merits of the candidate will be included in this summary.

Following the Search Committee summary, the members of the Search Committee and the faculty at large will discuss the candidate and aspects of extending or not extending an offer to the candidate. Following the discussion, the faculty at large (including members of the Search Committee) will vote “hire” or “do not hire.” Ordinarily, such votes will be conducted by secret ballot, but in some instances other concerns (such as expediency) may require a discussion over e-mail or other form, and a ballot may be public or via various (non-anonymous) forms of communication.

All recommendations of the Search Committee and the faculty are advisory to the Director. The Director shall receive the ballots and count them (in the presence of a Search Committee member) and shall make public the result of the vote. The Director shall determine whether a formal offer will be extended, whether one of the lesser ranked candidates should be offered the position, or whether a new

search should be conducted. The Director shall keep the faculty apprised of negotiations and shall inform the faculty of the success or failure of an offer. If there is a ranking and an offer is refused by the top ranked candidate, the Director, in consultation with the Search Committee, will decide whether to make an offer to the second ranked candidate.

b. Regular Clinical Faculty

1. All faculty searches will be conducted within the University guidelines outlined in the *Guide to Effective Searches* produced by the Offices of Human Resources and Academic Affairs. (<http://hr.osu.edu/hrpubs/guidesearches.pdf>). A national search is required unless an exception is approved by the Executive Dean.
2. All personnel appointments in the School are made upon the recommendation of the Director and the approval of the Executive Dean of the College of Arts and Sciences. Appointments at the associate professor or professor rank require prior approval of the Office of Academic Affairs. Offers to foreign nationals require prior consultation with the Office of International Affairs.
3. The School Director has primary responsibility for recruiting new faculty. All faculty appointments are competitive on the basis of excellence of qualifications. The Director is assisted in faculty recruiting by faculty Search Committees, the Director’s Advisory Committee, and the faculty as a whole. All consultation with School personnel on faculty appointments, including discussion and votes taken in faculty meetings, is advisory to the Director.

4. All faculty vacancies are School vacancies; the entire faculty of the School has a vested interest in recruiting quality faculty, regardless of their particular area of specialization. The decision to allocate additional funds or to shift resources from one program or priority area to another is the responsibility of the Director, who will be advised in these matters by the Director's Advisory Committee and the School faculty.
5. The major mechanism for recruiting new faculty is the Search Committee. Search Committees will normally consist of two to three faculty members plus the Director as an *ex-officio* member. One member of the committee will be designated as Search Committee chair and another member as affirmative action designee.
6. The Search Committee chair, working with the Search Committee and the Director, shall prepare and place notices of the position vacancies in appropriate professional journals and in internal publications according to university regulations. The committee shall make every effort to solicit applications from minority candidates for all positions. The Search Committee screens all application materials.

Following the application deadline and extensive consultation with the faculty of the relevant priority area, the committee then recommends to the Director any candidates they would like to bring in for a visit and an interview. The Director may select one or more of these candidates to visit, or, in the event of substantial disagreement with search committee recommendations, may direct the search committee to interview candidates not in the list provided by the search committee.

7. The chair of the Search Committee, in consultation with the Director and the School's fiscal/HR officer and School staff, coordinates visits of all applicants. All faculty should be given an opportunity to meet with the candidates. All candidates for faculty positions shall be required to make a presentation to the School. The presentation should highlight the candidate's teaching and service abilities. Following campus visits, the Search Committee shall systematically solicit faculty members' reactions to the applicants.
8. The Search Committee makes a hiring recommendation to the School Director as to whether or not an offer should be made to a candidate. If there is only one position, the Director may ask for a rank ordering of the candidates. After the Search Committee discusses its recommendation with the Director, the Search Committee will take the recommendation to the faculty as a whole for discussion and action. A copy of the candidates' resumes will be supplied to each faculty member present at the faculty meeting, either in hard copy or electronically prior

to the meeting. The chair of the Search Committee or assigned committee members will summarize the Search Committee's assessments of each candidate. A description of courses to be taught as well as the merits of the candidate will be included in this summary.

Following the Search Committee summary, the members of the Search Committee and the faculty at large will discuss the candidates and aspects of extending or not extending an offer to each of the candidates. Following the discussion, the faculty at large (including members of the Search Committee) will vote “hire” or “do not hire.” The Director or her/his designee shall receive the ballots and count them (in the presence of a Search Committee member) and shall make public the result of the vote. If the vote is not to hire, faculty members (including members of the search committee) may nominate other candidates for consideration, and a vote is called on each nomination until a “hire” vote is reached or there are no more nominations from the faculty.

Ordinarily, such votes will be conducted by secret ballot, but in some instances other concerns (such as expediency) may require a discussion over e-mail or other form, and a ballot may be public or via various (non-anonymous) forms of communication. All recommendations of the Search Committee and the faculty are advisory to the Director.

The Director shall determine whether a formal offer will be extended, whether one of the lesser ranked candidates should be offered the position, or whether a new search should be conducted. The Director shall keep the faculty apprised of negotiations and shall inform the faculty of the success or failure of an offer. If there is a ranking and an offer is refused by the top ranked candidate, the Director,

in consultation with the Search Committee, will decide whether to make an offer to the second ranked candidate.

c. Courtesy Appointments for Regular Faculty

1. Nominations for courtesy appointments in the School for individuals holding regular faculty rank in other tenure initiating units of Ohio State are initiated by faculty of the School.
2. Nominations are made to the faculty of the School and should include advance distribution of the nominee's vita. At the faculty meeting at which the nomination is considered, the nominator should review the highlights of the nominee's vita and discuss the contributions the nominee would make to the programs of the School.

3. Following discussion, a vote by secret ballot will be taken. The Director will make the final decision and will notify the nominee and the chairperson of the nominee's unit of the courtesy appointment
4. Termination of an existing courtesy appointment may be initiated by any faculty member. The primary reason for failing to renew an appointment is the lack of a substantive contribution to the School.

D. Annual Review Procedures

Formal annual review of the faculty will be conducted by the Director and may be based on input from and consultation with the tenured faculty (for probationary faculty) and the full professors (for tenured associate professors).

1. Probationary Tenure Track Faculty

- a. **General.** *At the time of appointment, probationary tenure-track faculty members shall be provided with all pertinent documents detailing tenure initiating unit, college and university promotion and tenure policies and criteria. If these documents are revised during the probationary period, probationary faculty members shall be provided with copies of the revised documents. (see Faculty Rule 3335-6-03)*

Performance reviews of probationary faculty take place annually. For untenured faculty, this review is a critical component of monitoring progress toward tenure and promotion. The annual review also serves as a basis for annual salary recommendations, for assisting faculty in developing and carrying out professional plans and for calling attention to performance problems where they may exist. It is expected that probationary faculty will exhibit substantial strength and continued progress in research, teaching and service within the context of the mission of the School, University rules pertaining to promotion and tenure, and years in service as an assistant professor. Performance in all three areas should show a trajectory toward demonstrating excellence, though strong confidence about excellence in research and teaching accomplishments are crucial as these are the chief dimensions of performance appraisal at the time of consideration for promotion and tenure. The School should commit to not renewing a probationary appointment following any annual review in which it is apparent that the candidate's likelihood of meeting expectations for promotion and tenure is poor.

- b. **Mentors.** All assistant professors will be required to put in writing in a memo to the Director whether or not they desire a mentor and that mentor's name. The assistant professors should ask their designated mentor(s) if he/she is willing to serve in this capacity. This decision must be made by the second quarter of appointment. The School strongly discourages assistant professors from selecting more than two mentors. Some faculty may not be able to serve a mentoring role if they already are

serving as mentors to others or if they are over extended for some other reasons. The mentor's purpose is not to serve as an advocate for the assistant professor but rather as a resource for questions concerning research, teaching or service. As a member of the tenured faculty, a mentor's first obligation is to the School.

- c. **Documentation.** By early January of each year each probationary faculty member must provide to the Director a copy of their current CV and a copy of their dossier. Probationary (non-tenured) faculty members should refer to the OAA website when putting together their dossiers.

Copies of all faculty CVs shall be made available in the School main office, and any faculty member may review them at any time.

- d. **Faculty Review.** Each year, the Director, in consultation with the chair of the P&T committee, will convene the Eligible Faculty of the School for the purpose of reviewing all probationary faculty members. Committee members will be provided with full dossier and documentation to be reviewed by deadline dates provided by the Director. The dates may vary depending on College and University deadlines. Although the College requires that candidates submit a curriculum vita to the School Director, the dossier is the standard used for annual review considerations so candidates should assure that it is as up-to-date as possible. Any discrepancies between the dossier and the curriculum vita will be resolved through use of the dossier material, rather than the curriculum vita. The P&T committee chair will preside over the meeting and the Director and an assigned staff member will make note of comments and recommendations associated with each faculty member reviewed. These comments and recommendations will be used by the Director when writing annual review letters and will be used during individual conferences.

In addition, biennially (winter/spring of odd numbered years) the Promotion Committee, consisting of full professors, will review the dossier and documentation of associate professors. The comments and recommendations provided by the full professors will be used by the Director when writing annual review letters for associate professors. Reviewed faculty members may respond in writing to the annual review summary and such response will be included in their personnel file along with the Director's letter.

The fourth-year review of probationary faculty is conducted in the same time-frame as the annual reviews of other probationary faculty but requires a more elaborate report of activities from the faculty member. The fourth year review of probationary faculty shall follow the same process as the review for tenure and promotion at the School and college levels with one exception: external letters of evaluation are not solicited. Renewal of the appointment of a probationary assistant professor for the fifth year requires the approval of the Executive Dean of the college.

As stated in **Faculty Rule 3335-6-03(C)** regarding probationary service review: *If the chair's (Director's) recommendation is to reappoint the faculty member to another probationary year of service, that recommendation shall be final. A recommendation from the chair (Director) to not reappoint the faculty member to another probationary year requires a review that follows fourth year review procedures (see paragraph (G) of this rule) and the Dean shall make the final decision in the matter.*

- e. **Feedback.** As noted in Section D.1.d., the Eligible Faculty will meet annually to discuss the progress of assistant professors and the Promotion Committee will meet biennially to discuss the progress of associate professors (on the even numbered year). Comments from the Eligible Faculty will be used in the Director's annual review letters.

The Director will meet with every untenured faculty member annually to discuss the faculty member's performance and future goals and plans. Untenured regional campus faculty are included in the schedule of such meetings. Following this meeting, the Director will convey to the interviewed faculty members feedback regarding their performance in the teaching, research and service categories.

This feedback is to include any evaluative assessments provided by the meeting of the tenured faculty during the deliberations of the Eligible Faculty, and any other pertinent assessment of the faculty member's progress toward tenure, including discussion of dimensions on which the assessment by the Eligible Faculty, and/or the Director differ. This written feedback also is provided to the Executive Dean. For tenure track regional campus faculty, written feedback is conveyed to the regional campus dean. All annual review letters become a part of a faculty member's dossier for subsequent annual reviews during the probationary period, including the review for promotion and tenure.

Annual reviews should be constructive and candid. Tenured faculty in the School and the Director should use the review process as a means to be supportive and helpful to untenured faculty as well as to candidly and clearly communicate aspects of performance that need improvement if the candidate is to make acceptable progress toward tenure. Any and all written comments submitted by the faculty member will be placed in his/her annual review materials. In a separate letter there will be a salary recommendation (for Columbus faculty).

As set forth in **Faculty Rule 3335-6-03(G)**, *Probationary appointments may be terminated during any probationary year because of inadequate performance or inadequate professional development. At any time other than the fourth year review or mandatory review for tenure, a nonrenewal decision must be based on the results of a formal performance review conducted in accord with fourth year review procedures as set forth in paragraph (C)(3) of this rule. Notification of nonrenewal*

*must be consistent with the standards of notice set forth in **Rule 3335-6-08** of the Administrative Code.*

- **Exclusion of Time from probationary period. Faculty Rule 3335-6-03 (D)** provides:
 1. An untenured regular tenure-track faculty member will have time excluded from the probationary period in increments of one year to reflect the care giving responsibilities associated with the birth of a child or adoption of a child under age six. Department chairs will inform the office of academic affairs within one year of the birth of a child or the adoption of a child under age six of a probationary faculty member unless the exclusion of time is prohibited by paragraph (D)(3) of this rule. The probationary faculty member may choose to decline the one-year exclusion of time from the probationary period granted for the birth or adoption of a child under six years of age by so informing her/his chair in writing before August 1 of the new mandatory review year following granting of the declination. The exclusion of time granted under this provision in no way limits the award of promotion and tenure prior to the mandatory review year (see paragraph (D)(2) of this rule). The maximum amount of time that can be excluded from the probationary period per birth event of adoption of children under age six is one year.
 2. A probationary tenure-track faculty member may apply to exclude time from the probationary period in increments of one year because of personal illness, care of a seriously ill or injured person, an unpaid leave of absence, or factors beyond the faculty member's control that hinder the performance of the usual range of duties associated with being a successful university faculty member, i.e., teaching, scholarship, or service. Requests to exclude time from the probationary period made under the terms of this paragraph must be submitted to the chair of the tenure initiating unit. Requests shall be reviewed by the tenure initiating unit promotion and tenure committee which shall advise the tenure initiating chair regarding their appropriateness. Such requests require approval by the tenure initiating unit chair, Executive Dean, and executive vice president and provost. A request to exclude time from the probationary time for any of these reasons must be made prior to October 1 of the year in which the mandatory review for tenure must occur. The extent to which the event leading to the request was beyond the faculty member's control, the extent to which it interfered with the faculty member's ability to be productive, and the faculty member's accomplishments up to the time of the request will be considered in the review of the request.
 3. A request to exclude time from the probationary period for any reason will not be granted after a nonrenewal notice has been issued nor will previously approved requests to exclude time from the probationary period in any way limit the university's right not to renew a probationary appointment.

4. Except in extraordinary circumstances a maximum of three years can be excluded from the probationary period of r any reason or combination of reasons for an instructor, assistant professor or associate professor. Exceptions require the approval of the tenure initiating unit chair, Executive Dean, and executive vice president and provost.
5. Tenure-track faculty members will be reviewed annually during their probationary periods regardless of whether time is excluded from that period for any of the above reasons unless their absence from campus during an excluded period makes conduct of such a review impractical.
6. For purposes of performance reviews of probationary faculty, the length of the probationary period is the actual number of years or employment at this university less any years of service excluded from the probationary period under the terms of this rule. Expectations for productivity during the probationary period cannot be increased as a consequence of exclusions of time granted under the terms of this rule.

2. Tenured Faculty

- a. **General.** Performance reviews of all tenured faculty members take place annually. The annual review also serves as a basis for annual salary recommendations, for assisting faculty in developing and carrying out professional plans and for calling attention to performance problems where they may exist. It is expected that all tenured faculty will exhibit substantial strength and continued progress in research, teaching and service within the context of the mission of the School.
- b. **Documentation.** By mid-January of each year each tenured faculty member must provide the Director with documentation of performance in teaching, research and service as well as evidence of continuing development. The Director will provide faculty with the format for this documentation (*see E.2. for a sample list of what might be requested*). Copies of faculty CVs shall be made available in the School's main office and any faculty member may review them at any time.
- c. **Faculty Review.** A written review of associate professors is conducted by the Director each year and may include feedback from the full professors. The assessment of performance will include both strengths and weaknesses, as appropriate. This review should play a critical role in monitoring progress toward promotion to the rank of Professor. Formal annual review of the full professors is conducted each year by the Director.
- d. **Feedback.** A face-to-face meeting between all faculty members and the Director is required as part of the annual review process. In addition to the annual review letter,

there will be a separate letter concerning salary recommendations (for Columbus faculty). Annual reviews are intended to be constructive and candid, and to communicate aspects of performance that need improvement as well as strengths. All annual review letters become a part of a faculty member's personnel file.

- e. **Response to evaluation and review of personnel file.** For all faculty members, the annual review letter includes a reminder that the faculty member may respond, in writing, to feedback about performance and that the faculty member may review his or her personnel file. **Faculty Rule 3335-5-04(A)(6)** states: *“At the time of their initial appointment and when they receive their annual review, faculty members shall be given notice of their right to review their personnel file maintained by their tenure initiating unit... A member of the faculty may place in his or her primary personnel file a response to any evaluation, comment or other material contained in the file.”*

3. Regular Clinical Track Faculty

- a. **General.** Performance reviews of Clinical Faculty (CF) take place annually. For CF, this review is a critical component of monitoring progress and serves as a basis for annual salary recommendations. It is also a resource for faculty in developing and carrying out professional plans and serves as an aide in calling attention to performance problems where they may exist.

It is expected that CF will exhibit substantial strength and continued progress in teaching and service within the context of the mission of the School, university rules and years in service as a CF professor. Performance in the following areas should show a trajectory toward demonstrating excellence and are the chief components in considering promotion.

Performance areas include classroom teaching and service to the unit, university, and/or community. In addition to demonstrating excellence in teaching and service, we expect Clinical Faculty to:

- Embody the highest ethical and professional standards of the discipline.
- Maintain current knowledge in the faculty member's area of expertise.
- Demonstrate understanding and commitment to the goals of the School.

The School is committed to excellence and will not renew a probationary appointment following any annual review in which it is apparent that the candidate's likelihood of meeting performance expectations is poor.

- b. **Documentation.** By early January of each year, each CF professor must provide to the Director a copy of their current CV and a copy of their dossier. Copies of all faculty CVs shall be made available in the School main office, and any faculty member may review them at any time.

- c. **Faculty review.** Each year, The Director (in conjunction with the Associate Director of Undergraduate Programs, who will work with a subcommittee of the Eligible Faculty) will perform annual, written evaluations of CF at the same time that other regular Tenure-Track Faculty are evaluated. The “CF Annual Review Committee” will be provided with CVs and related materials by deadline dates provided by the Director. The comments and recommendations of the review committee will be used by the Director when writing annual review letters and will be used during individual conferences.

- d. **Feedback.** The Director will annually meet with every CF member to discuss the faculty member’s performance and future goals and plans. During their individual meetings, the Director will convey to the faculty member feedback regarding their performance in the teaching, service, professional standards and other expectations.

This feedback is to include any evaluative assessments provided by the meeting of Review Committee, and any other pertinent assessment of the faculty member’s progress toward promotion, including discussion of dimensions on which the assessment by the Review Committee, and/or the Director differ. This written feedback is also provided to the Executive Dean. All annual review letters become a part of a faculty member’s dossier for subsequent annual reviews.

Annual reviews should be constructive and candid. Tenured faculty in the School and the Director should use the review process as a means to be supportive and helpful to CF as well as to candidly and clearly communicate aspects of performance that need improvement. Any and all written comments submitted by the faculty member will be placed in his/her annual review materials. In a separate letter there will be a salary recommendation.

As set forth in **Rule 3335-7-07**, The Director will notify CF, at the end of each year of the probationary period, whether he or she will be reappointed for the following year. By the end of the second-to-last year of the contract, the CF member shall be notified whether a new contract will be offered.

After the completion of a probationary 3-year contract, CF may be reappointed for additional terms of either 3, 4, or 5 years, at the discretion of the Director. These

extended appointments are not probationary, and the individual can be terminated before the end of a contract only for cause (as defined in **Rule 3335-5-04** of the Administrative Code) or financial exigency (as defined in **Rule 3335-5-02.1**).

4. **Lecturers**

- a. **General.** Formal annual reappointment review of lecturers will be conducted by the Associate Director of Undergraduate Programs and may be based on input from and consultation with the tenured faculty (for probationary faculty). The annual review serves as a basis for calling attention to performance problems where they may exist.
- b. **Documentation.** During the Spring of each year, the Associate Director of Undergraduate Programs will have received all documents necessary for reviewing the full-time lecturers during the previous calendar year. These documents include SEI reports and open-ended comments from all of the sections that each lecturer has taught.
- c. **Review.** In the Spring of each year, each full-time lecturer will be reviewed by the Associate Director of Undergraduate Programs. The time-frame for the review will be the previous calendar year.
- d. **Feedback.** The Associate Director of Undergraduate Programs will meet with every full-time lecturer annually to discuss the lecturer's performance. In addition, the Director of Undergraduate Programs will write a review of each full-time lecturers' performance that will be sent to the lecturers at the end of Spring.

Annual reviews should be constructive and candid. The Associate Director of Undergraduate Programs should use the review process as a means to be supportive and helpful to the lecturers as well as to candidly and clearly communicate aspects of performance that need improvement.

E. **Merit Salary Increases and Other Rewards**

1. **Criteria**

Salary increases for Columbus faculty are determined by the Director and the College Executive Dean and is based exclusively on merit. For tenure track faculty, accomplishments in research, teaching and service are all considered in arriving at a final determination of any salary increase. Documentation of performance is as described

above for purposes of annual evaluation. Merit salary increases are denied to faculty who fail to submit documentation as described above. Raises for regional campus faculty are determined by the regional campus Deans/Directors after consultation with the Director of the School.

For tenured and tenure track faculty, the greatest consideration for merit increase is given to the research component of the faculty assignment. Assessment of research accomplishments is centered on the amount and quality of scholarly research published in well-respected outlets (as outlined earlier in the POA), citations to one's work, and generation of significant grant support for research. Teaching and service, while expected, are factored in, especially if there are exceptional strengths (e.g., winning a university teaching award; winning a national award in a journalism/communication organization; elected to high office in a national organization) or weaknesses in these two components of the position.

For clinical faculty, merit increases will be based on consideration of their teaching records and their service contributions.

For all faculty members, teaching contribution is assessed by a variety of criteria such as formal student evaluations (SEIs), peer reviews of instructional substance (e.g., quality of syllabi, materials and assignments, etc.) and process (e.g., enrollment figures, dropout rates, classroom visitation, engagement of students etc.), importance of the course to the School's graduate and undergraduate programs and so forth. Attention also is paid to supervision of high quality dissertations, masters and honors theses, and scholarly papers and presentations by students. Assessment of service includes a judgment of the extent of effort, accomplishment and value to the School, and includes whether one's professional expertise is devoted to a task within the School, the university, the state of Ohio, the nation and in professional organizations. Exceptional service (e.g., Director of Graduate Studies, Director of Undergraduate Studies) may be rewarded with a course reduction or summer support. Such reductions need approval from the college administration.

2. Procedures. Each year, faculty members are required to complete an annual review request from the School Director, which includes a request for an updated CV as well as the information required by OSUpro.

2. **Documentation**

See the Director's annual review request.

F. **Promotion and Tenure and Promotion Reviews**

1. **Criteria**

a. **Promotion to Rank of Associate Professor with Tenure**

1. According to **Faculty Rule 3335-6-02 (D)**: *In evaluating the candidate's qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing, when 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... 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 to 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.* According to **Faculty Rule 3335-6-02 (C)**: *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.*
2. It is expected that each candidate will exhibit substantial strength in research, teaching and service within the context of the above university rules and the mission of the School. The record in all three areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School.
3. Excellence in research means attainment of measurable national and international recognition based on an appropriate amount and rate of high-quality scholarly research. This excellence typically will be demonstrated through publication in communication and related fields in professional journals and scholarly books, presentation of scholarly papers at professional meetings, research grants, and recognition among other scholars in the field (as evidenced in citations and external evaluations) and the School. Success in these areas is fundamental to positive tenure and promotion decisions. The outlets may vary; however, junior faculty are expected to publish regularly in well-respected outlets (e.g., refereed journals) in the discipline and in their areas of disciplinary specialization. Original works producing new knowledge in top refereed journals (as outlined in the POA) are the most highly valued of all research accomplishments in this stage of a faculty member's career. Qualities typically looked for when assessing the candidate's package at the School and College levels include, but are not limited

to, scholarly independence, amount of research in the pipeline, quality of research articles, citation rate and future potential.

4. Excellence in teaching means providing to all students the opportunity to realize their full capabilities for learning in communication and providing to the most capable and motivated students an enhanced learning experience. Excellence in teaching is demonstrated through student evaluations, peer reviews of instructional substance (e.g., syllabi, materials and assignments, feedback on assignments and exams) and process (e.g., enrollment figures, dropout rates), importance of the courses taught to the School's graduate and undergraduate programs and so forth. Attention is also paid to supervision of high quality dissertations, masters and honors theses, and scholarly papers and presentations by students.
5. Excellence in service means making available a high level of professional expertise and experience to the School, the university, the state of Ohio, and the profession. The amount of the service contribution during the probationary period of assistant professors is limited by design, but the quality of the service contribution must be evident. Evidence of service excellence is provided through peer evaluation, where peers have first-hand knowledge of service contributions, and through external letters or other external methods.
6. Promotion to associate professor with tenure in the School requires excellence in both scholarship and teaching; excellence in service is also highly desirable. The claim that promotion of the candidate will improve the overall scholarly quality and standing of the School or programmatic area needs to be supported.
7. See *OAA Dossier Guidelines; Expectations for Assistant Professors Before Promotion to Associate Professor [Appendix A]; Publication and Citation Documentation [Appendix C]*

b. Promotion to Rank of Professor

1. According to **Faculty Rule 3335-6-02 (C)**: *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.*
2. The School expects an individual ready for promotion to professor to be a role model for less senior faculty, for students and for the profession. While the individual seeking promotion should be assessed in relation to assigned responsibilities, exceptional performance in these responsibilities is required.

Internal cases for promotion and external hires at that rank should be comparable to the quality of external candidates who could be hired.

3. Promotion to professor in the College of Arts and Sciences requires excellence in scholarship, teaching and service beyond that achieved prior to tenure. The record in all three areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School. Excellence in scholarship means attainment of measurable national and international recognition based on an appropriate amount and rate of high quality published research. A successful candidate will have achieved national distinction as a scholar based on high-quality productivity and have an established an international reputation. The substantial probability that a high rate of quality scholarship will continue needs to be established. The claim that promotion of the candidate will improve the overall scholarly quality and standing of the School and priority area needs to be supported. Collaborative or interdisciplinary research may also be a consideration in recognizing excellence at this stage of an academic career. Efforts to obtain external support for research are normally expected of candidates for full professor, though the School and College recognize that availability of support varies by specialization. When applicable, success in significant grant generation is also an important consideration for promotion to rank of full professor.

Excellence in teaching means providing to all students the opportunity to realize their full capabilities for learning in the social and behavioral sciences and providing to the most capable and motivated students an enhanced learning experience. Excellence in service means providing a high level of professional expertise and experience to one or more publics – including the University, the Columbus community, the State of Ohio, the nation and professional organizations.

4. See *OAA Dossier Guidelines; Expectations for Associate Professors Before Promotion to Full Professor [Appendix B]; Publication and Citation Documentation [Appendix C]*

c. Regional Campus Faculty

1. Expectations for regional campus faculty differ somewhat from those for faculty on the Columbus campus. The primary mission of the regional campuses is to provide high quality undergraduate instruction and to serve the academic needs of their communities. The relative emphasis on teaching and service expected of regional campus faculty will, therefore, ordinarily be greater. While the School expects regional college faculty to establish a program of high-quality scholarship and publication, it recognizes that greater teaching and service commitments and less access to research resources for regional campus faculty require difference

research expectations. In general, although regional faculty are not expected to have a research output that is as high as that for Columbus faculty for promotion purposes, the overall quality of this research is expected to be the same.

2. See *OAA Dossier Guidelines; Expectations for Assistant Professors Before Promotion to Associate Professor [Appendix A]; Expectations for Associate Professors Before Promotion to Full Professor [Appendix B]; Publication and Citation Documentation [Appendix C]*

2. Procedures

Procedures must align with faculty rules established by OAA. [**Faculty Rule 3335-6-04**]

a. Review Procedures at the Tenure Initiating Unit Level

1. *Each tenure initiating unit shall establish a mechanism such as a promotion and tenure committee, for presenting the case of a candidate for promotion and tenure to the eligible faculty for consideration and for preparing a report for the tenure initiating unit (Director) providing the eligible faculty's assessment of quality and effectiveness of teaching, quality and significance of scholarship, and quality and effectiveness of service. With the exception noted below, eligible faculty are tenured faculty of higher rank than the candidate excluding the tenure initiating unit chair (Director), the dean and assistant and associate deans of the college, the executive vice president for academic affairs and provost, and the president. For tenure reviews of probationary professors, eligible faculty are tenured professors excluding the tenure initiating unit chair (Director), the dean and assistant and associate deans of the college, the executive vice president for academic affairs and provost and the president.*
2. *The candidate shall have primary responsibility for preparing, according to office of academic affairs guidelines, a dossier documenting his or her accomplishments.*
3. *The tenure initiating unit chair (Director) or the chair of the promotion and tenure committee shall be responsible for gathering internal evidence of the quality and effectiveness of teaching, quality and significance of scholarship, and quality and effectiveness of service from students and peers, as appropriate, within the tenure initiating unit. The tenure initiating unit (Director) or chair of the promotion and tenure committee shall also be responsible for obtaining letters from external evaluators and from other units at this university in which the candidate has appointment or substantial professional involvement, whether compensated or not. Some of the external evaluators should be suggested by the candidate and some by the (Director) or promotion and tenure committee.*

Unsolicited letters of evaluation or letters of evaluation solicited by anyone other than the above authorized persons may not be included in the dossier.

- 4. A faculty member should not participate in the review of a particular candidate when he or she has a conflict of interest. Such a conflict may exist when there is a familial or comparable relationship with the candidate or a close professional relationship such that the faculty member stands to gain or lose professionally from the outcome of the review of a candidate. A similar concern may exist when a faculty member was the candidate's dissertation advisor. It may be difficult for a faculty member to review a candidate objectively when the faculty member is a co-author on a significant portion of the candidate's published work or when the faculty member is dependent in some way on the candidate's professional services.*

Prior to review of a particular candidate, the P&T Chair will query faculty, asking whether any faculty member believes he or she should be recused. The P&T chair will pursue open discussions as needed with such faculty members to facilitate making a determination regarding recusal. Each candidate's Reading Committee will also assess possible conflicts as part of reviewing the candidate's dossier, and will advise the P&T chair if they believe a possible conflict of interest exists, and why it may exist; the P&T chair may also ask the Eligible Faculty for input regarding a possible voluntary recusal. The P&T chair makes the final determination on conflict of interest recusal.

- 5. The eligible faculty shall review the candidate's dossier describing accomplishments in teaching, scholarship and service and shall vote on the candidate. A report of the faculty assessment, including both strengths and weaknesses, and the numerical vote of the faculty shall be forwarded to the tenure initiating unit (Director) for inclusion in the dossier.*
- 6. The chair (Director) shall prepare a separate written assessment of the case and recommendation for the Executive Dean for inclusion in the dossier. As soon as the faculty report and (Director's) letter have been completed, the candidate should be notified in writing of the completion of the tenure initiating unit review and of the availability of these reports. The candidate may request a copy of these reports. The candidate may provide the tenure initiating unit (Director) with written comments on the tenure initiating review for inclusion in the dossier within ten calendar days of notification of the completion of the review. The promotion and tenure committee and/or chair (Director) may provide written responses to the candidate's comments for inclusion in the dossier. Only one interaction of comments on the departmental [School] level review is permitted.*

7. *The tenure initiating unit chair (Director) shall forward the dossier with all internal and external evaluations, candidate comments on the tenure initiating unit review and promotion and tenure committee and/or chair (Director) responses to those comments, if any, to the Executive Dean of the college.*

b. School Guidelines

General information on review procedures and on tenure initiating unit procedures is given in **Faculty Rule 3335-6-04**. School specific aspects of the review process are given here:

There are three bodies in the School that consider the promotion and/or tenure of School faculty: **the Eligible Faculty, the Promotion and Tenure Committee, and the Promotion Committee. The Eligible Faculty conduct all mandatory reviews; the promotion committee conducts all non-mandatory reviews.**

- i. **Mandatory Reviews.** The **Eligible Faculty** is composed of all tenured associate and full professors with regular faculty appointments in the School. The full membership of this committee considers and recommends on all fourth-year reviews, promotion, and promotion and tenure decisions for probationary faculty. This Committee will consider the promotion and tenure of assistant professors. The chair of the P&T Committee schedules and conducts meetings of the Eligible Faculty as necessary to accomplish annual reviews, peer reviews of teaching (*see POA, VIII B. 3. Peer Review of Teaching*), fourth-year reviews, and considerations for promotion or promotion and tenure. In addition, the Director, in consultation with the P&T chair, will appoint one or more Promotion and Tenure committees for all assistant professors being reviewed for fourth year review or for promotion and tenure. At least two of the five members of the Promotion and Tenure Committee must be full professors. One of the five members will be appointed by the Director, in consultation with the P&T chair, as the Procedural Oversight Designee (POD) as required by university guidelines. The chair of the P&T Committee must be a full professor.

It shall be the function of the P&T Committee to evaluate the credentials and be responsible for peer evaluations of all candidates undergoing mandatory fourth-year review as well as all candidates for mandatory promotion or mandatory promotion and tenure review in a given year, and to present a thorough assessment of the strengths and deficiencies of each candidate to the Eligible Faculty as a whole when that body is convened to review and vote upon candidates. If more than one person in the School is being considered for 4th year review, promotion, or promotion and tenure, there may be several Promotion and Tenure Committees, with one or more different members' assigned responsibility for drafting a letter for each case. However, the chair of the Promotion and Tenure Committee oversees all promotion and tenure committees. In making

their assessment, the P&T Committee will read the candidates' publications, examine syllabi and other course materials, examine student and others' evaluations of the candidates' teaching, and other documents and material pertinent to the reviews.

In addition, the chair of the P&T Committee shall survey the Eligible Faculty and each candidate regarding the names of appropriate external evaluators of the candidate's work. The P&T chair will develop a list of potential external reviewers and will show this list to the P&T Committee. After the Committee has finalized its list, it will share the list with the candidate who may add additional recommendations. The candidate will indicate any potential conflicts of interest (including prior advisors or close research collaborators). The Committee will then present the Director with a list of potential external evaluators. Not more than one-fourth of the names may be nominated by the candidate. The Director will be responsible for requesting evaluations from the suggested external evaluators following approval of the suggested names by the college office.

The P&T chair will consult with the candidate regarding the selection of scholarly work to be presented to external reviewers for their comment. The materials chosen, along with a copy of the candidate's most recent curriculum vitae, will be sent to external reviewers with the request that they comment upon the significance and importance of the work.

ii. **Non-Mandatory Reviews.** The **Promotion Committee** consists of full professors who will consider the promotion of associate professors to full professorial rank. Tenured associate professors may ask for consideration for promotion in rank in any year. An associate professor wishing to be considered for promotion to full may make his/her intent known to the chair of the Promotion & Tenure Committee no later than the fall of the year preceding the fall when his/her formal materials will be submitted. This is needed in part to facilitate the evaluation of teaching prior to promotion consideration. At the winter meeting of the full professors, each request will be considered and a decision made on whether or not to proceed with a full review in the following academic year. If unusual circumstances warrant, a special meeting of the Promotion Committee may be convened at a time other than Spring Quarter to consider requests for non-mandatory reviews. According to **Faculty Rule 3335-6-04 (3)**, *the promotion and tenure committee may not deny a tenured faculty member a formal review for promotion more than three consecutive years.*

The usual expectation is that at least six years as an associate will be required to amass a record warranting such promotion, but faculty may make this request whenever they believe their record of accomplishment merits consideration.

Typically, the P&T Committee chair will serve as chair for non-mandatory reviews. The Director will appoint a Promotion Committee consisting of at least three full professors (if faculty numbers permit). **If there are 5 or less full professors (not counting the Director) on the faculty, there will not be a separate Promotion Committee.**

However, if there is no separate Reading Committee AND if there is more than one non-mandatory review case, a different member of the Promotion Committee may serve as chair for each case. The function and procedures for the Promotion Committee and the full committee are the same as those outlined above for the P&T Committee, including designation of the POD, evaluation of credentials, selection of external reviewers and so forth. In addition to these criteria, the Promotion Committee requires that faculty requesting promotion to full professor must complete a “Productivity and Citation” grid that outlines research productivity, citations and so forth both before and after their tenure review. A suggested guideline for how to put together such a grid will be provided by the P&T Committee chair.

The Promotion Committee will present its report to the chair of the P&T Committee prior to the Promotion Committee’s discussion concerning a candidate. The Promotion Committee report is then distributed to all Promotion Committee members at the promotion meeting, providing a major input for discussion. Individual Promotion Committee members are expected to have read the candidate’s dossier and documentation prior to the meeting and to fully participate in discussion. The presence of 50% of the tenured faculty constitutes a quorum. The Director as well as individuals who are on sabbatical, official medical leave, who are on their off duty quarter or who have more than 50% of their appointment outside of the School shall not be counted as part of the number needed to reach a quorum. *Only those present at the meeting will be eligible to vote in line with the standing A&S policy.* Those who are not present may not send a vote to be entered on their behalf nor may they send a written statement to be read because such statements cannot be responsive to discussion at the meeting. However, a faculty member who must be absent may confer with a trusted colleague (other than the P&T Chair) about his/her evaluations asking that colleague to relay these as appropriate during discussion. Faculty members who have been recused cannot be represented in this way.

Following the meeting of the full Promotion Committee, the chair of the P&T Committee will prepare a report on each candidate that summarizes the candidate’s qualifications, the P&T Committee report, the discussion that occurred among the full P&T Committee, the vote of that Committee, and the reasons for the vote. A draft of this document will be made available in the main office for comment and approval by members of the Promotion Committee who were present at the meeting. This document shall be approved by the Promotion

Committee. It will then be presented to the Director by the chair of the P&T Committee and will be made part of the candidate's dossier.

For a recommendation to be considered positive there must be positive votes from a two-thirds majority of the Eligible Faculty present at the meeting. There will be a report of the actual vote in numbers.

G. Reviews for Promotion: Clinical Track Faculty

1. Criteria

- a. **Promotion to Clinical Associate Professor** in the School of Communication requires a sustained record of excellence in clinical teaching and in service. The record in these two areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School. The claim that promotion of the candidate will improve the overall quality and standing of the department and program area needs to be supported. Internal cases for promotion and external hires at this rank should be equally strong.

Excellence in clinical teaching means providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Excellence in teaching is demonstrated through student evaluations and peer reviews of instructional substance (e.g., syllabi, materials and assignments, feedback on assignments and exams) and process (e.g., enrollment figures, dropout rates).

Excellence in service means making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the state of Ohio, and professional organizations. Evidence of service excellence is provided through peer evaluation, where peers may be faculty members, collaborators, or others who have first-hand knowledge of service contributions.

There is no mandatory time-frame for promoting clinical assistant professors. Promotion to clinical associate professor is neither automatic nor to be expected in all cases.

- b. **Promotion to Clinical Professor** in the School of Communication requires a sustained record of exceptional performance in clinical teaching and service beyond that achieved at the clinical associate professor level. The record in these two areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School. The School expects that individuals ready for promotion to clinical professor will be role models for less senior instructors, the students, and for the profession. Internal cases for promotion and external hires at this rank should be equally strong.

Outstanding performance in clinical teaching includes providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Outstanding performance in teaching is demonstrated through student evaluations and peer reviews of instructional substance (e.g., syllabi, materials and assignments, feedback on assignments and exams) and process (e.g., enrollment figures, dropout rates). In addition, individuals who are considered for clinical professor should have demonstrated exceptional strengths in teaching, as evidenced by university teaching awards or similar indicators.

Outstanding performance in clinical service includes making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the state of Ohio, and professional organizations. Evidence of outstanding service is provided through peer evaluation, where peers may be faculty members, collaborators, or others who have first-hand knowledge of service contributions. In addition, individuals who are considered for clinical professor should have demonstrated exceptional strengths in service, as evidenced through awards from national academic organizations or being elected to a high office in a national organization.

Appointment to full clinical professor involves additional responsibility and privilege. Professors should be significantly engaged in charting the direction of the School and carrying a significant administrative load. Evidence of willingness and ability to participate constructively in School administration is also a consideration in appointment to full clinical professor.

There is no mandatory time-frame for promoting clinical associate professors. Promotion to clinical professor is neither automatic nor to be expected in all cases.

2. Procedures

In the advent of a request for promotion (clinical assistant professors to the rank of clinical associate and/or requests from clinical associate professors to the rank of clinical full), the Director will appoint tenured faculty to serve on the **Clinical Faculty Promotion Committee** (CF Promotion Committee). Typically, the P&T Committee chair will serve as chair for this non-mandatory review AND if there is more than one non-mandatory review case, a different member of the CF Promotion Committee may serve as chair for each case. The function and procedures for this committee include establishing a POD, evaluation of credentials, and so forth.

a. General. The CF Promotion Committee will present its report to chair of the P&T Committee prior to the Eligible Faculty's discussion concerning a candidate. The CF Promotion Committee report is then distributed to all Eligible Faculty members at the P&T meeting, providing a major input for discussion. Individual Eligible Faculty members are expected to have read the candidate's dossier and documentation prior to

the meeting and to fully participate in discussion. The presence of 50% of the tenured faculty constitutes a quorum. The Director as well as individuals who are on sabbatical, official medical leave, who are on their off duty quarter or who have more than 50% of their appointment outside of the School shall not be counted as part of the number needed to reach a quorum. *Only those present at the meeting will be eligible to vote in line with the standing A&S policy.* Those who are not present may not send a vote to be entered on their behalf nor may they send a written statement to be read because such statements cannot be responsive to discussion at the meeting. However, a faculty member who must be absent may confer with a trusted colleague (other than the P&T Chair) about his/her evaluations asking that colleague to relay these as appropriate during discussion. Faculty members who have been recused cannot be represented in this way.

Following the meeting of the eligible faculty, the chair of the P&T Committee will prepare a report on each candidate that summarizes the candidate's qualifications, the CF Promotion Committee report, the discussion that occurred among the Eligible Faculty, the vote of that Committee, and the reasons for the vote. A draft of this document will be made available in the main office for comment and approval by members of the Eligible faculty who were present at the meeting. This document shall be approved by the Eligible Faculty. It will then be presented to the Director by the chair of the P&T Committee and will be made part of the candidate's dossier.

For a recommendation to be considered positive there must be positive votes from a two-thirds majority of the eligible faculty present at the meeting. There will be a report of the actual vote in numbers.

VIII. Appeals. *It is the policy of The Ohio State University to make decisions regarding the renewal of probationary appointments and promotion and tenure in accordance with the standards, criteria, policies, and procedures stated in these rules, supplemented by additional written standards, criteria, policies, and procedures established by tenure initiating units and colleges. If a candidate believes that a non-renewal decision or negative promotion and tenure decision has been made in violation of this policy and therefore alleges that it was made improperly, the candidate may appeal that decision. Procedures for appealing a decision based on an allegation of improper evaluation are described in **Rule 3335-5-05** of the Administrative Code. (Faculty Rule 3335-6-05(A)).*

IX Seventh Year Reviews. *Every effort should be made to consider new information about a candidate's performance before a final decision is made if the new information becomes available before a decision is rendered. In rare instances, a tenure initiating unit may petition the Executive Dean to conduct a seventh year review for an assistant professor who has been denied promotion and tenure. Both the eligible faculty of the unit and the (Director) must approve proceeding with a petition for a seventh year review. The petition must provide documentation of substantial new information regarding the candidate's performance that is*

germane to the reasons for the original negative decision. Petitions for seventh year reviews must be initiated before the beginning of the last year of employment because the seventh year review, if approved, would take place during the regular university review cycle of the assistant professor's seventh and last year of employment.

If the Executive Dean concurs with the tenure initiating unit's petition, the Executive Dean shall in turn petition the provost for permission to conduct a seventh year review. If the provost approves the request, a new review will be conducted equivalent to the one that resulted in the non-renewal of the appointment. The conduct of a seventh year review does not presume a positive outcome. In addition, should the new review result in a negative decision, the faculty member's last day of employment is that stated in the letter of nonrenewal issued following the original negative decision.

*The tenure-track faculty member may not request a seventh year review, appeal the denial of a seventh year review petition initiated by his or her tenure initiating unit, or appeal a negative decision following a seventh year review, since the faculty member has already been notified that tenure has been denied at the conclusion of the sixth year review. **(Faculty Rule 3335-6-05(B))***

This promotion and tenure document is subject to continuing revision. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the School Director. It is very desirable for the Director and faculty to reach consensus on the document, although formal faculty acceptance of the document is not required. Where divisions in the School make consensus or formal faculty approval impossible the Director may have to implement a pattern without consensus. Revisions may be made at any time. Changes which will be made in consultation with the School faculty until sufficient changes have accumulated to warrant printing and distributing a new document.

APPENDIX A
Expectations for Assistant Professors Before Promotion to Associate Professor
School of Communication, The Ohio State University

Research

It is probably impossible to over-emphasize the importance of a very strong research record. You need to think seriously and continuously about how well you are demonstrating research productivity, not only in terms of quantity of publications but also in terms of quality, likely impact, continuity, and intellectual independence. One criterion that will be used as an indicator or proxy in evaluating quality is the placement of your publications. For probationary faculty trying to establish themselves in the field, writing book chapters in edited volumes is generally not going to be the best strategy. Other things being equal, refereed journal articles are more likely to have an impact than are book chapters in edited volumes. Such volumes often are delayed in coming into existence for various reasons, and few are likely to have as large an audience as highly regarded general and specialty journals.

Placement. In thinking about placement of journal articles, you should take into account how journals vary in terms of reputation and likely impact. Given equal quality and innovativeness, you are more likely to be read and to influence other work if you publish your research findings in journals that are well-known, accessible, and well-regarded. The Social Science Citation Index is one widely consulted source of information about the relative standing of various journals, and it is worthwhile consulting this index in addition to talking to more senior scholars in the School as you think about where to submit your work for publication. Assistant professors need to carefully balance the effort that they devote to various publications. Textbook writing is often considered to be mostly a contribution to teaching, not to scholarship, and so we discourage assistant professors from spending their time writing textbooks. In addition, editing a book is typically an activity we consider to be most appropriate for a tenured faculty member.

Continuity. Continuity of research productivity is two-dimensional, referring both to continuity in terms of a continuous flow of research activity and publications and a flow of connected ideas. Regarding the first, the research review process and its “revise and resubmit” demands take time, and it is not unusual for there to be some initial lag before a new assistant professor can establish a flow of publications. However, a very long delay in beginning to contribute to the field, or large gaps in research activity and publications, are worrisome. Sometimes this kind of pattern is produced when a young scholar is trying to work simultaneously on too many separate projects, or carves out new papers for presentation at annual professional meetings rather than revising and submitting or re-submitting papers previously presented. The danger is that one can have multiple manuscripts all at the same stage with little progress on each without bringing any one to completion. You need to avoid creating a trail of presentations that never make their way into publication or a list of manuscripts that remain in progress year after year.

The second dimension of continuity refers to the overall theoretical coherence or connectedness of the total set or sequence of research activities that you undertake. A series of papers that build

on one another can have a cumulative impact greater than an assortment of papers on unrelated topics. Researchers may construct a programmatic research agenda in various ways, but in every case, you (and others) should be able to discern an identifiable research agenda that makes sense of the work you are doing.

Intellectual independence. Early on, an assistant professor needs to demonstrate a capability for independent scholarship and publication. There is no question that collaborative research is highly valuable. However, if your activities and publications are frequently connected to others, (particularly with dissertation advisors or mentors from the institution where you received your Ph.D.), those reading your work are likely to raise questions about your unique contribution, even in cases in which you are the lead author. In addition, without a convincing record of sole-authored and first-authored publications in flagship and top tier journals, it is almost guaranteed to raise concerns about intellectual independence and record quality.

If you do collaborative work, you need to think about constructing some judicious mixture of sole-authored and collaborative publications, and you need to think seriously about and be able to articulate to others the nature of the division of labor and distribution of responsibilities among the various authors of each piece. As the eligible faculty has emphasized, although collaboration is important, assistant professors need to show evidence of movement away from their dissertation advisors and other senior scholars.

In summary, the assistant professor's portfolio of research should be viewed as a package. Ideally, there will evidence of solo, senior and junior-authored work. And, while it is expected and acceptable to publish with senior colleagues, there needs to be evidence of independence through solo-authored work and work with peers and graduate students. There also needs to be evidence of a quality research program; one that is theoretically coherent and programmatic as well as published in highly regarded outlets in the discipline and, when relevant, in other disciplines.

Teaching and Training

We value your classroom teaching and your mentoring and guidance of graduate students. It is critically important that your undergraduate and undergraduate teaching be of good quality. And, although it is important to work with graduate students, it is wise to exercise caution about the total number of graduate students you supervise and committees on which you serve. A good rule of thumb is to think of an upper limit or absolute maximum as being a member of three committees that are in progress simultaneously and being the major thesis advisor for less than three students at a time. This total of three committees should be thought of as a maximum that you should not exceed, not an expected number you should try to reach.

In summary, take your teaching responsibilities seriously and take pride in becoming an effective and competent instructor to both graduate and undergraduate students.

Service

Service commitments and responsibilities should rise steadily during the pre-tenure years. While service expectations for untenured assistant professors are substantially less than they are for tenured faculty, it is important for such faculty to demonstrate their commitment to the profession, the School, and the University as well as to the Field.

Expectations of School Service. Most School committees have two types of members: those elected by the faculty and those appointed by the Director. In addition, some of the committees have members who are ex officio – they are members because of another office they hold. You are encouraged to self-nominate or, if someone else nominates you, run for election to School committees. Additionally, you can make your interests known to the director, who can keep you in mind for an appointed membership to a particular committee. Generally speaking, most of our assistant professors are members of at least one School committee each year (with the exception of the first year at Ohio State). Because there are more faculty members than committee positions, there may be times in which you are not an official member of any single committee. However, even in those years, there are numerous opportunities to participate in faculty governance and development at the School level. Being a good citizen of the School includes involvement in the work that needs to be done.

Expectations of Service to the Field of Communication. Untenured assistant professors are strongly encouraged to actively engage in reviewing manuscript submissions to journals. We also typically see untenured faculty members reviewing for at least one division of a major organization (ICA, NCA or AEJMC) each year or engaging in other equivalent professional organization service very early in their careers. It is common for our assistant professors to review 2-4 journal articles per year on average. We suggest that assistant professors accept invitations to review in their areas of expertise and for an ISI journal whenever possible. By tenure, or even by 4th year review, it's not uncommon for assistant professors to be included on an editorial board of a major specialty or, occasionally, general-interest journals. Editorial board service on strong journals is looked on favorably at the School and college level.

College/University/State of Ohio Service. Assistant professors often have limited opportunity for university or college service. Typically, these opportunities manifest in invited lecture(s) in other programs, serving as a graduate faculty representative, or serving on committees that overlap with your research or teaching interests. Additionally, there sometimes are opportunities to speak to groups or organizations off-campus (in the Columbus area or elsewhere in the state) when their interests or needs intersect with your teaching and research. Finally, at the national level, there are occasionally opportunities for discussing your research with representatives of the news media who believe your insights/expertise will be of interest to their readers or viewers. All of these opportunities offer a chance to demonstrate your service commitment to Ohio State and the School.

In summary, maximize your contributions to the field by doing excellent work and publishing in visible outlets where the research can affect the thinking of others. Take your teaching

responsibilities seriously so that your students are known to be among the strongest and the best. Be involved and contribute in positive ways to the School, the University and the discipline and take your service responsibilities seriously.

APPENDIX B

Expectations for Associate Professors Before Promotion to Full Professor School of Communication, The Ohio State University

In accordance with university code (3335-6-02), "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." Promotion from associate professor to professor, then, is recognition of distinguished research, teaching and service. To be promoted to professor, during the years of associate professor the candidate must have consistently met the criteria applicable to his or her promotion to associate professor and the awarding of tenure. The candidate must have made or clearly demonstrated the ability to make a significant contribution to the stature of the University. He or she must have achieved a distinguished reputation as an outstanding and productive scholar in the field. Because the title of associate professor is itself an indication of distinction; promotion to professor is neither automatic nor to be expected in all cases.

The School and university use a number of indicators for gauging excellence in these areas.

Research

Associate professors are expected to think seriously and continuously about how well they are demonstrating research productivity, not only in terms of quantity of publications but also in terms of quality, likely impact and continuity. Associate professors should concentrate their efforts on producing high quality publications that make an impact on the field. This production should consider both quality of placement and quality of research produced.

The single most important criterion for excellence in research is obtained through other professors' reading of the research articles produced since tenure. At OSU, we rely on a reading by all of the full professors in the School as well as the reading of other full professors in Communication and allied fields from around the world. The research should provide evidence of a very high quality and sustained productivity since tenure.

Appointment as full professor is preceded by national and/or international recognition as a leading scholar in our field, with a programmatic body of research and scholarship that demonstrates continued development of theory, substantive/policy implications, and/or methodological competence significantly beyond that characterized by work that had been completed by the time of tenure. There should also be evidence of momentum such that it leads the University to expect such productivity and intellectual impact will continue for many years to come. Appointments to the rank of full professor must also improve the overall scholarly quality and standing of the unit.

The quantity of published articles or books alone does not demonstrate the intellectual impact of a scholar on a field. The importance of research in any form is a function of its intellectual

originality and merit, as well as its reception by peers. A scholar's citation impact and trajectory also are important measures of scholarly influence and standing, and are part of the consideration process for promotion.

Textbook writing is considered a contribution to teaching, not to scholarship. Editing books is an acceptable and appropriate activity for a tenured faculty member, this activity should not be considered a substitute for publication of original research.

Placement

Given equal quality and innovativeness, research published in journals that are well-known, accessible, and well-regarded is more likely to be read and to influence other work. Publication in flagship and high-level journals are important indicators of research quality.

Continuity

Continuity of research productivity is two-dimensional, referring both to continuity in terms of a continuous flow of research activity and publications and a flow of connected ideas. Large gaps in research activity and publications are worrisome and will make a successful promotion case difficult, if not impossible. Just as in the pre-tenure years, associate professors need to avoid creating a trail of conference presentations that never make their way into publication or a list of manuscripts that remain in progress for multiple years.

The second dimension of continuity refers to the overall theoretical coherence or connectedness of the total set of research activities undertaken. Avoid a peripatetic research record that reflects the interests of graduate students or assistant professors more than of the candidate. It is always commendable to publish with graduate students, but the role of a professor is to mentor students and help them obtain intellectual independence; it is almost always more productive and indicative of a stronger research career to have students learn by working on an established research program than it is for the established professor to focus efforts on publications driven by the ideas of graduate students or others. In the former case, there is a developed and ongoing commitment, as well as a research tradition, that contributes to the candidate's record. In the latter case, the candidate's research record becomes spotty and driven by short bursts of creativity that tend to lack coherence. Additionally, the student or assistant professor will typically find fewer benefits in the latter scenario because the theory, methods and procedures are likely to be less developed. A series of papers that build on one another can have a cumulative impact greater than an assortment of papers on unrelated topics. Researchers may construct a programmatic research agenda in various ways, but in every case, one should be able to discern an identifiable research agenda.

Intellectual independence

There is no question that collaborative research is highly valuable and becomes even more valuable and valued after tenure. It will be important to demonstrate the ability to work with

colleagues, graduate students and junior faculty on research projects. However, associate professors still need to make sure that there is strong evidence of independent research contributions and should still be writing solo-authored and senior authored pieces in high quality outlets. It is best to continue to think about constructing a judicious mixture of sole-authored and collaborative publications. Another way to provide evidence of independent thought and unique contribution to the field is to produce a major scholarly work such as a scholarly monograph.

Evidence of policy-relevant research

If at all possible, the associate professor should explore the possibilities of producing fundable policy-relevant research (By policy-relevant research we mean research that has the potential to impact decision-making and resource allocation by government or quasi-governmental entities, or to otherwise directly impact society and the quality of life of Americans or people around the world). Some research areas are more conducive to generating external grants than others but it is wise for all to explore the possibilities and apply for external funding. Such external funding is an objective endorsement (via rigorous peer review in a highly competitive environment) of the importance of the faculty member's research program with respect to its potential for a larger impact on society. Past funding record and future potential to generate external funds are taken into consideration when determining whether someone should be promoted to full professor.

In summary, the promotion committee and the Director will always look for a coherent set of excellent publications in highly respected journals and will expect solid evidence of unique contributions, outstanding scholarly reputation and leadership in a sub-discipline of our field, and, when relevant, evidence that the individual has the potential to secure external grants.

Teaching and Training

Excellent classroom teaching as well as mentoring and guiding graduate students continue to be highly valued activities for associate and full professors. The average number of courses taught per year typically increases slightly after tenure, and associate professors are expected to maintain quality classroom teaching evaluations for graduate and undergraduate courses. Additionally, associate professors are encouraged to become involved in curriculum development, including aspects of course development and overall curriculum issues within the School. Supervising undergraduate honors students and their senior theses are appropriate and encouraged activities.

The graduate student load typically increases during the years subsequent to tenure. There may be increased evidence of ability to supervise graduate teaching and research assistants as well as additional collaboration with graduate students on research projects. These additional collaborations with graduate students bring added responsibility. Special care should be taken to make certain that graduate students are able to graduate on time, with high-quality theses and dissertations, and with a research/publication record that enables them to obtain positions at high-quality institutions.

There can be a tension between having a large number of graduate students and being able to direct enough attention to each of them. Therefore, it is wise to exercise caution about the total number of graduate students supervised and the amount of graduate committee involvement, to find a workable balance between numbers and quality/amount of attention. Similarly, faculty with areas of specialization that are less likely to invite large numbers of advisees may be well-advised to balance this through greater service on graduate committees and other contributions to the program. In the end, the faculty member is responsible for his or her record with graduate students, and this record will include their number, the quality of their work, their placement at research-oriented institutions, and the timeliness of completion of their degrees. All of these factors are considerations in the faculty member's teaching record.

Service

After tenure, it is expected that faculty members will take on increasingly important service roles in the School and University as well as to the Field. These roles can include serving on School and University committees, serving in leadership roles on these committees or providing solicited or even unsolicited help on any variety of activities, especially in regard to tenure and promotion reviews, curricular design or implementation, and other areas that are important to school, college or university functions.

Expectation of School Service. During associate professor years, it is critical to be a conscientious and dependable member of School committees, and to serve as a positive role model and mentor for junior faculty. Full professors are deeply engaged in helping chart the direction of the School and bearing much of the administrative load. Because appointment to full professor involves these additional responsibilities, evidence of the willingness and ability to participate constructively in School administration is also a consideration in appointment to full professor.

Associate professors are encouraged to run for election to School committees. Additionally, they should make their interests known to the director, who can appoint faculty members to certain committees. Generally speaking, most of our associate professors are members of at least one School committee each year. Because there are more faculty members than committee positions, there may be times in which you are not an official member of any single committee. However, even in those years, there are numerous opportunities to participate in faculty governance and development at the School level. Being a good citizen of the School includes involvement in the work that needs to be done. The Eligible Faculty, consisting of all tenured faculty members of the school, offers an opportunity to help out in School governance, and there is often need for help in teaching reviews and observations as well as developing reports on research. Contributions in these areas are always appreciated and demonstrate a commitment to the School and its faculty.

Expectations of Service to the Field of Communication. Leadership roles in the discipline also are important and can include reviewing journal articles, serving as an editorial board member, and serving in key leadership roles for organizations or organizational divisions.

Associate professors are strongly encouraged to actively engage in reviewing manuscript submissions to journals and becoming active on editorial boards. We suggest that associate professors accept invitations to editorial boards for ISI journals whenever possible. Editorial board service on strong journals is looked on favorably at the School and college level. Additionally, we expect associate professors to assume leadership roles in our national organizations (ICA, NCA, and AEJMC) to the extent possible. These include being a division head, serving on or leading an organizational committee, or assuming higher offices.

College/University/State of Ohio Service. It also is important to serve the University in any number of service roles. Associate professors often have opportunities to participate on College or University committees, the university senate or other deliberative body, or may be invited to participate on ad hoc panels or committees investigating a potential policy change or the implications of outside forces on OSU governance. Additionally, there are sometimes opportunities to speak to groups or organizations off-campus (in the Columbus area or elsewhere in the state) when their interests or needs intersect with your teaching and research. At the national level, there are occasionally opportunities for discussing your research with representatives of the news media who believe your insights/expertise will be of interest to their readers or viewers. These responsibilities are over and above those of serving as a graduate faculty representative, or serving on committees that overlap with your research or teaching interests. We encourage your participation in those activities and opportunities, as they speak to your expertise and willingness to help the University or State of Ohio.

In summary, the years as associate professor should provide evidence of one's contributions to the School, the university and the field. Key considerations in promotion will include assessment of excellence in research, teaching and service, and provide evidence for the likelihood of continued strong, or even stronger, contributions for the future.

APPENDIX C
Publication and Citation Documentation
School of Communication, The Ohio State University

Faculty evaluation window. A three-year evaluation window has been adopted across all A&S units for annual review documentation.

For recent publication activity, only articles in print will be considered. Excluded from consideration in a given year are articles that are under revision or accepted for publication but not yet published. Any one published article may only be included as a recent publication for three years.

Work in preparation must not be listed in 4th year review or 6th year (promotion and tenure) review dossiers. OAA does not allow work that is in preparation to be listed as submitted. If a candidate needs to report work in preparation, it should be reported in the section describing research plans.

For citation reports, ISI is the accepted database for tracking and obtaining citation information. When reporting citations, the year of citation, not the year of publication, should be reported. Any supporting documentation, such as that obtained from Google Scholar or other citation databases should be reported only in the dossier section describing research plans. If reported, it must exclude citations already counted in the ISI citation report. To enable the P&T POD to replicate and verify these figures, it is important to have printed out the citation material (see below).

For 4th year and 6th year promotion and tenure review, the P&T Committee examines ISI reports for publication and citation activity during the three-year review window, lifetime publication and citation as indexed by ISI articles, and lifetime citations as appearing in the ISI citation report. It is important to ensure that your data and the P&T POD data match (within error associated with the date of access) for these purposes.

When using the ISI web of knowledge (current as of summer, 2010):

- a. Select Web of Science tab.
- b. Enter the author's last name and initials in the appropriate search box. For a hyphenated last name, you will need to do this whole exercise twice – once using the hyphen, and once not using the hyphen (using both names together).
- c. For dates, refer to the CV and select the earliest year of publication and use the current year as the ending date.
- d. Uncheck conference proceedings.
- e. Create citation report (click on link).

- f. Compare each publication listed to the C.V. If a publication is not listed on the C.V., click on the box to put a checkmark for it. Do this for all non-matching publications on the page. Click GO to remove the checked publications. Double check to make sure all the non-matching publications have been eliminated from the list.
- g. Do this for all pages of the results.
- h. Go back to first page and click “view citation report.”
- i. Print those results.
- j. Click “view without self-citations”
- k. Print those results.
- l. Use the printed information for the base and calculations used to fill out the citation table as indicated in the dossier and/or supporting materials requested by the School or College.

APPENDIX D

Expectations for Clinical Assistant Professors Before Promotion to Clinical Associate Professor, School of Communication, The Ohio State University

Promotion to *Clinical Associate Professor* in the School of Communication requires a sustained record of excellence in clinical teaching and in service. The record in these two areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School. The claim that promotion of the candidate will improve the overall quality and standing of the department and program area needs to be supported. Internal cases for promotion and external hires at this rank should be equally strong.

Excellence in clinical teaching means providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Excellence in teaching is demonstrated through student evaluations and peer reviews of instructional substance (e.g., syllabi, materials and assignments, feedback on assignments and exams) and process (e.g., enrollment figures, dropout rates).

Excellence in service means making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the State of Ohio, and professional organizations. Evidence of service excellence is provided through peer evaluation, where peers may be faculty members, collaborators, or others who have first-hand knowledge of service contributions.

There is no mandatory time-frame for promoting clinical assistant professors. Promotion to clinical associate professor is neither automatic nor to be expected in all cases.

In summary, maximize your contributions to the field by doing excellent work. Take your teaching responsibilities seriously so that your students are known to be among the strongest and the best. Be involved and contribute in positive ways to the School, the University and the discipline and take your service responsibilities seriously.

APPENDIX E

Expectations for Clinical Assistant Professors Before Promotion to Associate Professor School of Communication, The Ohio State University

Promotion to *Clinical Professor* in the School of Communication requires a sustained record of exceptional performance in clinical teaching and service beyond that achieved at the clinical associate professor level. The record in these two areas also must be such that it inspires strong confidence of continued professional growth and productivity in ways relevant to future directions of the School. The School expects that individuals ready for promotion to clinical professor will be role models for less senior instructors, the students, and for the profession. Internal cases for promotion and external hires at this rank should be equally strong.

Outstanding performance in clinical teaching includes providing to all students the opportunity to realize their full capabilities for learning and providing to the most capable and motivated students an enhanced learning experience. Outstanding performance in teaching is demonstrated through student evaluations and peer reviews of instructional substance (e.g., syllabi, materials and assignments, feedback on assignments and exams) and process (e.g., enrollment figures, dropout rates). In addition, individuals who are considered for clinical professor should have demonstrated exceptional strengths in teaching, as evidenced by university teaching awards or similar indicators.

Outstanding performance in clinical service includes making available a high level of professional expertise and experience to one or more publics -- including the university, the Columbus community, the state of Ohio, and professional organizations. Evidence of outstanding service is provided through peer evaluation, where peers may be faculty members, collaborators, or others who have first-hand knowledge of service contributions. In addition, individuals who are considered for clinical professor should have demonstrated exceptional strengths in service, as evidenced through awards from national academic organizations or being elected to a high office in a national organization.

Appointment to full clinical professor involves additional responsibility and privilege. Professors should be significantly engaged in charting the direction of the School and carrying a significant administrative load. Evidence of willingness and ability to participate constructively in School administration is also a consideration in appointment to full clinical professor.

There is no mandatory time-frame for promoting clinical associate professors. Promotion to clinical professor is neither automatic nor to be expected in all cases.