

Appointments, Promotions, and Tenure

Criteria and Procedures for the Department of Engineering Education (EED)

August 6, 2019; OAA approved September 24, 2019

***Based on <https://oaa.osu.edu/policies-and-procedures-handbook>
and <https://trustees.osu.edu/bylaws-and-rules/faculty-rules>***

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1. Preamble

This document supplements general descriptions of appointment, promotion, and tenure (APT) criteria, procedures, and documentation outlined in the [Rules of the University Faculty](#) and the [Office of Academic Affairs Policies and Procedures Handbook](#). It specifically details the APT criteria, procedures, and documentation outlined in Chapter 6 of the Rules of the University Faculty ([Rules of the University Faculty Concerning Faculty Appointments, Reappointments, Promotion and Tenure](#)); Chapter 7 of the Rules of the University Faculty ([Rules of the University Faculty Concerning Clinical/Teaching/Practice and Research Faculty Appointment, Reappointment and Nonreappointment, and Promotion](#)); the Office of Academic Affairs annually updated procedural guidelines for promotion and tenure reviews (see the current Office of Academic Affairs (OAA) [Policies and Procedures Handbook](#): Volume 3); and other policies and procedures of the college and university to which the department and its faculty are subject.

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

This document must be approved by the dean of the college and the Office of Academic Affairs before it may be implemented. It sets forth the department's mission and, in the context of that mission and the missions of the college and university, its criteria and procedures for faculty appointments, and its criteria and procedures for faculty promotion, tenure and rewards, including salary increases. In approving this document, the dean and Office of Academic Affairs accept the mission and criteria of the department and delegate to it the responsibility to apply high standards in evaluating continuing faculty and candidates for positions in relation to its mission and criteria.

For the purposes of this document, the faculty of this department includes tenure-track, practice, research, associated faculty with compensated full-time equivalents (FTEs) of at least 50% in the department, and faculty that hold partial FTE positions in more than one department (jointly appointed faculty). The faculty and the administration are bound by the principles articulated in Faculty Rule [3335-6-01](#). In particular, all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule [3335-6-02](#) and other standards specific to this department and college; and to make negative recommendations when these are warranted in order to maintain and improve the quality of the faculty.

Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in accordance with the [University Policy 1.10](#) on equal opportunity.

2. Department Mission

The Department of Engineering Education (hereinafter the **Department** or **EED**) advances the engineering profession and enables student success by developing and delivering state-of-the-art, innovative, multidisciplinary undergraduate- and graduate-level engineering and engineering education courses and programs; by modeling and advocating scholarly, evidence-based teaching within the College of Engineering; and by conducting and

43 disseminating world-class engineering education research.

44 **3. Definitions**

45 **3.1. Committee of the Eligible Faculty**

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

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

53 **3.1.1. Tenure-Track Faculty**

54 **Initial Appointment Reviews**

- 55 • For an appointment (hiring or appointment change from another faculty type) review
56 of an assistant professor, the eligible faculty consists of all tenure-track faculty in the
57 department.
- 58 • For appointment (hiring or appointment change from another faculty type) at senior
59 rank (associate professor or professor), a review is performed and a second vote cast
60 by all tenured faculty of equal or higher rank than the position requested.

61

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

- 63 • For the reappointment and promotion and tenure reviews of assistant professors, the
64 eligible faculty consists of all tenured associate professors and professors.
- 65 • For the promotion reviews of associate professors and the tenure reviews of
66 probationary professors, the eligible faculty consists of all tenured professors.

67

68 **3.1.2. Faculty of Professional Practice**

69 **Initial Appointment Reviews**

- 70 • For an appointment (hiring or appointment change from another faculty type) review
71 of an assistant professor of practice, the eligible faculty consists of all tenure-track
72 faculty and all practice faculty in the department.
- 73 • For appointment (hiring) at senior rank (associate professor of practice or professor of
74 practice), a review is performed and a second vote cast by all tenured faculty of equal
75 or higher rank than the position requested, and all non-probationary practice faculty
76 of equal or higher rank than the position requested.

77

78 **Reappointment, Contract Renewal, and Promotion Reviews**

- 79 • For the reappointment, contract renewal, and promotion reviews of assistant
80 professors of practice, the eligible faculty consists of all tenured associate professors
81 and professors, and all non-probationary associate professors of practice or professors

82 of practice.

- 83 • For the reappointment, contract renewal, and promotion reviews of associate
84 professors of practice, and the reappointment and contract renewal reviews of
85 professors of practice, the eligible faculty consists of all tenured professors, and all
86 non-probationary professors of practice.

87

88 **3.1.3. Research Faculty**

89 **Initial Appointment Reviews**

- 90 • For an appointment (hiring or appointment change from another faculty type) review
91 of a research assistant professor, the eligible faculty consists of all tenure-track faculty
92 and all research faculty in the department.
- 93 • For appointment (hiring or appointment change from another faculty type) at senior
94 rank (research associate professor or research professor), a review is performed and a
95 second vote cast by all tenured faculty of equal or higher rank than the position
96 requested and all non-probationary research faculty of equal or higher rank than the
97 position requested.

98

99 **Reappointment, Contract Renewal, and Promotion Reviews**

- 100 • For the reappointment, contract renewal, and promotion reviews of research assistant
101 professors, the eligible faculty consists of all tenured associate professors and
102 professors and all non-probationary research associate professors and professors.
- 103 • For the reappointment, contract renewal, and promotion reviews of research
104 associate professors and the reappointment and contract renewal reviews of research
105 professors, the eligible faculty consists of all tenured professors and all non-
106 probationary research professors.

107

108 **3.1.4. Conflict of Interest**

109 A conflict of interest exists when an eligible faculty member is related to a candidate or has a
110 comparable close interpersonal relationship, has substantive financial ties with the candidate, is
111 dependent in some way on the candidate's services, has a close professional relationship with
112 the candidate, such as when a faculty member is co-author on a significant portion of the
113 candidate's publications, has collaborated with the candidate on major grants supporting
114 research, has served as the candidate's dissertation advisor, is dependent in some way on the
115 candidate's professional activities, or has a relationship with the candidate that has created a
116 bias. Generally, faculty members who have collaborated with a candidate on at least 50% of the
117 candidate's published work since the last promotion will be expected to withdraw from a
118 promotion or reappointment review of that candidate.

119

120 **3.1.5. Minimum Composition**

121 In the event that the department does not have at least three eligible faculty members who can
122 undertake a review, the department chair, after consulting with the dean, will appoint
123 additional faculty members from another department within the college.

125 **3.2. Promotion and Tenure Committee**

126 The department has a Promotion and Tenure Committee that assists the Committee of the
 127 Eligible Faculty in managing the personnel and promotion and tenure issues. The committee
 128 consists of three professors and associate professors. If the required number of faculty
 129 members at the specified ranks are not available in the department, the committee, in
 130 conjunction with the department chair, will identify as many as two eligible faculty members
 131 outside the department who are qualified and willing to serve. The committee's chair and
 132 membership are appointed by the department chair. The term of service is three years, with
 133 reappointment possible.

134 When considering cases involving practice faculty the Promotion and Tenure Committee may
 135 be augmented by up to two non-probationary practice faculty members.

136 When considering cases involving research faculty the Promotion and Tenure Committee may
 137 be augmented by up to two non-probationary research faculty members.

138 **3.3. Quorum**

139 The quorum required to discuss and vote on all personnel decisions is two-thirds of the eligible
 140 faculty not on an approved leave of absence. A member of the eligible faculty on Special
 141 Assignment may be excluded from the count for the purposes of determining quorum only if
 142 the department chair has approved an off-campus assignment.

143 Faculty members who recuse themselves because of a conflict of interest are not counted
 144 when determining quorum.

145 **3.4. Recommendation from the Committee of Eligible Faculty**

146 In all votes taken on personnel matters only "yes" and "no" votes are counted. Abstentions are
 147 not votes. Faculty members are strongly encouraged to consider whether they are participating
 148 fully in the review process when abstaining from a vote on a personnel matter.

149 Absentee ballots and proxy votes are not permitted, but participating in discussion and voting via
 150 remote two-way electronic connection is allowed.

151 **3.4.1. New Appointment**

152 A positive recommendation from the Committee of Eligible Faculty for a new appointment is
 153 secured when two-thirds of the votes cast are positive. In the case of candidates being
 154 considered for appointments with partial FTEs in more than one department (jointly appointed
 155 faculty), the requirements for a positive recommendation are determined independently by
 156 each tenure-initiating unit (TIU) to which the candidate will be appointed. A positive
 157 recommendation is required from both TIUs in order to proceed with a joint appointment.

158 **3.4.2. Reappointment, Promotion and Tenure, Promotion, and Contract Renewal**

159 A positive recommendation from the Committee of Eligible Faculty for reappointment,

164 promotion and tenure, promotion, and contract renewal is secured when a simple majority of
165 the votes cast are positive. In the case of jointly appointed faculty, a positive recommendation
166 is determined by the TIU holding the primary (majority) appointment and defined by the APT
167 documents of that TIU. For joint hires, a representative of the secondary TIU may be present
168 in the discussion of the Committee of Eligible Faculty in the primary TIU as a resource in
169 understanding aspects of a candidate dossier that might not conform to the primary TIU
170 model or that might reflect a hiring MOU concerning the candidate’s responsibilities.
171

172 **4. Appointments**

173 **4.1. Criteria**

174 The department is committed to making only faculty appointments that enhance or have strong
175 potential to enhance the quality of the department consistent with the Department Mission.
176 Important considerations include the individual's record to date in teaching, scholarship, and
177 service; the potential for professional growth in each of these areas; and the potential for
178 interacting with colleagues and students in a way that will enhance their academic work and
179 attract other outstanding faculty and students to the department. No offer will be extended in
180 the event that the search process does not yield one or more candidates who would enhance
181 the quality of the department. The search is either cancelled or continued, as appropriate to the
182 circumstances.
183

184 **4.1.1. Tenure-Track Faculty**

185 Background: Faculty Rule [3335-6-02](#) and Faculty Rule [3335-6-03](#).

186 An appointee to the rank of assistant professor will have strong potential to help the
187 department achieve its mission and to enhance its quality and reputation. Specifically, an
188 appointee will have:

- 189 ● an earned doctorate or other terminal degree in engineering, engineering education,
190 or relevant field of study or possession of equivalent experience;
- 191 ● demonstrated excellence in verbal and written communication;
- 192 ● a potential for excellence in scholarship, associated primarily with scholarship that
193 enhances the state-of-the-art in engineering education;
- 194 ● a potential for excellence in teaching, both in the classroom and in student advising;
- 195 ● a potential for leadership in service, both to the profession and to the university;
- 196 ● an attitude conducive of good citizenship, including a commitment to interact with
197 others in a professional, collegial, ethical, and constructive fashion; and
- 198 ● a strong potential to achieve tenure and advance through the tenure-track faculty ranks.

199 **Instructor.** Appointment at the rank of instructor is made only when the offered appointment
200 is that of assistant professor, but requirements for the terminal degree have not been
201 completed by the candidate at the time of appointment. The department will make every effort

202 to avoid such appointments. An appointment at the instructor level is limited to three years.
203 When an instructor has not completed requirements for promotion to the rank of assistant
204 professor by the end of the third year of appointment, the third year is a terminal year of
205 employment (Faculty Rule [3335-6-03](#)).

206 Upon promotion to assistant professor, the faculty member may request prior service credit for
207 time spent as an instructor. This request must be approved by the department's eligible faculty,
208 the department chair, the dean, and the Office of Academic Affairs. Faculty members should
209 carefully consider whether prior service credit is appropriate since prior service credit cannot
210 be revoked once granted. In addition, all probationary faculty members have the option to be
211 considered for early promotion.

212 **Assistant Professor.** Appointment at the rank of assistant professor is always probationary, with
213 mandatory tenure review occurring in the sixth year of service. Review for tenure prior to the
214 mandatory review year is possible when the Promotion and Tenure Committee (or the
215 equivalent body of the TIU of the primary appointment in the case of jointly appointed faculty if
216 not the EED) determines such a review to be appropriate. The granting of prior service credit,
217 which requires approval of the Office of Academic Affairs, may reduce the length of the
218 probationary period, but is strongly discouraged as it cannot be revoked once granted.

219 **Associate Professor and Professor.** Appointments at the rank of associate professor or
220 professor will be made consistent with the criteria for promotion to those ranks, as discussed
221 later in Sections 7.2.1 and 7.2.2, respectively (or in accordance with the criteria of the primary
222 appointment TIU for jointly appointed faculty if not the EED). Generally, an initial appointment
223 at one of these levels will require that the candidate has achieved higher and/or more
224 sustained levels of accomplishment in most of the above areas, as opposed to being based
225 primarily on potential or on number of years of experience. Appointment at senior rank
226 normally entails tenure. A probationary appointment at senior rank is appropriate only under
227 unusual circumstance, such as when the candidate has limited prior teaching experience or has
228 taught only in a foreign country. A probationary period of up to four years is possible, on
229 approval of the Office of Academic Affairs, with review for tenure occurring in the final year of
230 the probationary appointment. If tenure is not granted, an additional (terminal) year of
231 employment is offered.

232 Foreign nationals who lack permanent residency status may be appointed to a senior rank and
233 approved for tenure, if appropriate, but the university will not grant tenure in the absence of
234 permanent residency. Offers to foreign nationals require prior consultation with the Office of
235 International Affairs.
236

237 **4.1.2. Tenure-Track Faculty at Regional Campuses**

238 Background: Faculty Rule [3335-6-02](#).

239 In recognition of the differing mission of the regional campuses, relatively less weight will be
240 placed on the quantity of an applicant's scholarship for regional campus faculty appointments
241 compared to Columbus campus appointments and more emphasis will be placed on teaching
242 potential or excellence. However, candidates must be involved in recognized scholarly activity
243 appropriate to the discipline of engineering education. The quality of scholarship of regional
244 campus appointments is expected to be comparable to that of Columbus appointments. The

245 length of probationary period for regional campus faculty is the same as that for Columbus
246 faculty.
247

248 **4.1.3. Practice Faculty**

249 Background: Faculty Rule [3335-7-05](#).

250 Appointment of practice faculty entails three-, four-, or five-year contracts. The initial contract is
251 probationary, with reappointment considered annually. Tenure is not granted to practice faculty.
252 There is also no presumption that subsequent contracts will be offered, regardless of
253 performance. If the department wishes to consider contract renewal, a formal review of the
254 faculty member is required in the penultimate year of the current contract period.

255 Practice faculty members are primarily expected to develop, enhance, and teach courses
256 generally emphasizing engineering fundamentals, professional practice, and/or engineering
257 education issues by incorporating practical, multidisciplinary education and/or design
258 experiences. In addition, practice faculty are expected to contribute to engineering education
259 scholarship through curriculum development and development of assessment or pedagogy
260 related primarily to their teaching responsibilities. They will participate in faculty governance to
261 the extent outlined in Section 3.1 above and in the department's Pattern of Administration
262 document.

263 Practice faculty members are referred to as “Instructor of Practice”, “Assistant Professor of
264 Practice”, “Associate Professor of Practice”, or “Professor of Practice” in Engineering Education.

265 Instructor of Practice. Appointment is normally made at the rank of instructor of practice when
266 the appointee has not completed the requirements for the terminal degree. The department will
267 make every effort to avoid such appointments. An appointment at the instructor level is limited
268 to a four-year contract. In such cases, if the instructor has not completed requirements for
269 promotion to the rank of assistant professor by the end of the penultimate year of the contract
270 period, a new contract will not be considered even if performance is otherwise adequate and the
271 position itself will continue.

272 Practice faculty members at the ranks of assistant professor of practice, associate professor of
273 practice, or professor of practice may choose to have their primary contributions to engineering
274 education scholarship evaluated based on either (1) their expertise and experience in the
275 emerging academic field of engineering education or (2) their expertise and experience outside of
276 the engineering education academic field, including industry. Additional descriptions are found
277 below:

278 (1) Expertise and experience in engineering education include: previous academic
279 employment involving teaching, indicating advanced knowledge and capability in the
280 appointee's area of specialization within education relevant to engineering; documented
281 contributions in areas of education; and academic expertise and experience applied to
282 scholarship in engineering education and related academic fields.

283 (2) Expertise and experience in relevant professional and academic settings include: previous
284 employment involving professional practice, indicating advanced knowledge and
285 capability in the appointee's area of specialization within engineering; and contributions
286 outside of the engineering education academic field; and experience outside of the

287 engineering education academic field applied to academic program development
288 involving professional practice and related state-of-the-practice activities that directly
289 engage students.

290 Based on this choice, an appointee will have:

- 291 • An earned doctorate or other terminal degree in engineering, engineering education, or
292 field of study relevant to the discipline of engineering education, or equivalent
293 experience;
- 294 • A record of successful experiences and productive activities in previous employment,
295 indicating advanced knowledge and capability in the appointee's area of engineering-
296 related specialization;
- 297 • Potential for excellent scholarly contributions, typically based on applying their expertise
298 and experience to academic program development and/or scholarship;
- 299 • Potential for excellence in teaching courses in areas for which the department is
300 responsible;
- 301 • Potential for excellence in student advising responsibilities appropriate for the position;
- 302 • Demonstrated excellence in oral, written, and graphical communication;
- 303 • Potential for leadership in service, both to the profession and to the university;
- 304 • An attitude conducive of good citizenship, including a commitment to interact with
305 others in a professional, collegial, ethical, and constructive fashion; and
- 306 • Strong potential to advance through the practice faculty ranks.

307
308 Criteria for appointments at the rank of associate professor of practice or professor of practice
309 are consistent with the criteria for promotion to those ranks, as discussed in Section 7.2.4.
310 Generally, an initial appointment at one of these levels will require that the candidate has
311 achieved higher and/or more sustained levels of accomplishment in most of the above areas, as
312 opposed to being based primarily on potential or on number of years of experience.

313
314

315 **4.1.4. Practice Faculty at Regional Campuses**

316 Background: Faculty Rule [3335-7-05](#).

317 In recognition of the differing mission of the regional campuses, emphasis will be placed on
318 teaching potential or excellence with opportunities for faculty to engage with scholarship
319 opportunities with Columbus campus faculty as agreed upon by both campuses. However,
320 candidates must be involved in recognized scholarly activity appropriate to the discipline of
321 engineering education. The quality of scholarship of regional campus appointments is
322 expected to be comparable to that of Columbus appointments. The length of probationary
323 period for regional campus faculty is the same as that for Columbus faculty.

324
325

326 **4.1.5. Research Faculty**

327 Background: Faculty Rule [3335-7-32](#).

328 Appointment of research faculty entails one- to five-year contracts. The initial contract is
329 probationary, with reappointment considered annually. Tenure is not granted to research faculty.
330 There is also no presumption that subsequent contracts will be offered, regardless of
331 performance. If the department wishes to consider contract renewal, a formal review of the
332 faculty member is required in the penultimate year of the current contract period.

333 Research faculty members in the department are expected to focus their efforts on
334 engineering education scholarship. They will be expected to advise graduate students, and
335 may participate in limited educational activities such as developing and teaching courses
336 related to their research, but are not expected and will not be required to do the latter. They
337 will participate in faculty governance to the extent outlined in Section 3.1 above and in the
338 department's Pattern of Administration document. Research faculty members will be referred
339 to as "Research Assistant Professor", "Research Associate Professor", or "Research Professor"
340 in Engineering Education.

341 An appointee to the rank of research assistant professor will have strong potential to help the
342 department achieve its mission and to enhance its quality and reputation, by contributing in the
343 manner described in the previous paragraph. Specifically, an appointee will have:

- 344 • an earned doctorate or other terminal degree in engineering or engineering education
345 or field of study relevant to the discipline of Engineering education, or equivalent
346 experience;
- 347 • demonstrated excellence in verbal and written communication;
- 348 • a record of notable scholarship in the engineering education discipline;
- 349 • a potential for excellence in advising of graduate students;
- 350 • a potential for excellence in scholarship, associated primarily with scholarship that
351 enhances the state-of-the-art in engineering education;
- 352 • an attitude conducive of good citizenship, including a commitment to interact with
353 others in a professional, collegial, ethical, and constructive fashion; and
- 354 • a strong potential to advance through the research faculty ranks.

355 Appointments at the rank of research associate professor or research professor will be made
356 generally consistent with the criteria for promotion to those ranks, as discussed in Section
357 7.2.5. Generally, an initial appointment at one of these levels will require that the candidate
358 has achieved higher and/or more sustained levels of accomplishment in most of the above
359 areas, as opposed to being based primarily on potential or on number of years of experience.
360

361 **4.1.6. Associated Faculty**

362 Background: Faculty Rule [3335-5-19](#).

363 Associated faculty are persons with practice titles, adjunct titles, visiting titles, and lecturer
364 titles. Professors, associate professors, assistant professors, and instructors who serve on

365 appointments totaling less than 50% service to the university are also associated faculty
366 members. Persons with tenure-track, practice, or research faculty titles with FTEs of 50% or
367 more may not hold associated titles. Persons holding associated titles are not eligible for tenure
368 and may not participate in the promotion and tenure reviews of tenure-track, practice, or
369 research faculty. Persons with associated titles are permitted to participate in college
370 governance and department governance as per EED Pattern of Administration. Associated
371 faculty appointments may be made for a maximum of three consecutive years and, with the
372 exception of visiting titles, may be renewed ([Faculty Rule 3335-5-19](#)).

373 Associated faculty appointments may be as short as a few weeks to assist with a focused
374 project, a semester to teach one or more courses, or for up to three years when a longer
375 contract is appropriate for the qualifications or contributions of the faculty member.
376 Associated faculty may be reappointed.

377 The majority of associated faculty in the EED are either lecturers or senior lecturers. An
378 appointee to a lecturer or senior lecturer position will have strong potential to help the
379 department achieve its mission and to enhance its quality and reputation, by contributing to
380 teaching.

381 An appointee to either position will have:

- 382 • a potential for or demonstrated excellence in teaching;
- 383 • demonstrated excellence in verbal and written communication; and
- 384 • an attitude conducive of good citizenship, including a commitment to interact with others
385 in a professional, collegial, ethical, and constructive fashion.

386 **Senior Lecturer**

387 An appointee to a senior lecturer position normally will have an earned doctorate in
388 engineering, engineering education, or in a closely-allied discipline appropriate to the
389 appointee's area of specialization. An alternative option is a Master's degree in engineering,
390 engineering education, or in a closely-allied discipline appropriate to the appointee's area of
391 specialization plus one or more of the following:

- 392 • 7+ years of industry experience in a field relevant to the appointee's area of expertise;
- 393 • 5+ years of experience in secondary or post-secondary teaching in the appointee's area
394 of expertise; and/or
- 395 • 5+ years of combined experience from industry and teaching as previously described.

396 Criteria for appointments at the rank of senior lecturer are generally consistent with the
397 criteria for promotion to those ranks, as discussed in Section 7.2.6, but with the recognition
398 that some of the criteria may not have been possible to meet in the case of new hires.
399 Generally, an initial appointment at one of these levels will require that the candidate has
400 achieved higher and/or more sustained levels of accomplishment in most of the above areas,
401 as documented in candidate's application materials (detailed in the separate EED
402 departmental policy document: Policies and Procedures for Lecturer and Senior Lecturer
403 Appointment, Promotion, Contract, & Salary (PPAPCS)) as opposed to being based primarily
404 on potential or on number of years of experience.

405 **Lecturer**

406 An appointee to a lecturer position normally will have an advanced degree in engineering or
407 engineering education, or in a closely-allied discipline appropriate to the appointee's area of
408 specialization, or equivalent experience. "Equivalent experience" may include the following:
409 3+ years of experience in a relevant field OR progress toward professional engineering
410 certification OR 3+ years of experience with teaching in the appointee's area of specialization
411 OR an appropriate combination of experience with teaching and industry.

412 **Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor.** Adjunct
413 appointments may be compensated or uncompensated. Adjunct faculty appointments are
414 given to individuals who give academic service to the department, such as teaching a course or
415 serving on graduate student committees, for which a faculty title is appropriate. Typically, the
416 adjunct faculty rank is determined by applying the criteria for appointment of tenure-track
417 faculty. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant
418 criteria are those for promotion of tenure-track faculty.

419 **Adjunct Instructor of Practice, Adjunct Assistant Professor of Practice, Adjunct Associate**
420 **Professor of Practice, Adjunct Professor of Practice.** Associated practice appointments may
421 either be compensated or uncompensated. Uncompensated appointments are given to
422 individuals who volunteer uncompensated academic service to the department, such as
423 committee service or evaluation of student projects, for which a faculty title is appropriate.
424 Associated practice rank is determined by applying the criteria for appointment of practice
425 faculty. Associated practice faculty members are eligible for promotion (but not tenure) and
426 the relevant criteria are those for promotion of practice faculty.

427 **Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor**

428 An appointee to positions of visiting assistant professor, visiting associate professor, or visiting
429 professor will have demonstrated potential to help the department achieve its mission and to
430 enhance its quality and reputation. Visiting faculty appointments may either be compensated
431 or not compensated. Visiting faculty members on leave from an academic appointment at
432 another institution are appointed at the rank held in that position. The rank at which other
433 (non-faculty) individuals are appointed is determined by applying the criteria for appointment
434 of tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion. They
435 may not be reappointed for more than three consecutive years at 100% FTE.
436

437 **Assistant Professor, Associate Professor, Professor with FTE below 50%**

438 Appointment at tenure-track titles is for individuals at 49% FTE or below, either compensated
439 (1-49% FTE) or uncompensated (0% FTE). The rank of associated faculty with tenure-track titles
440 is determined by applying the criteria for appointment of tenure-track faculty. Associated
441 faculty members with tenure-track titles are eligible for promotion (but not tenure) and the
442 relevant criteria are those for promotion of tenure-track faculty.
443

444 **4.1.7. Courtesy Appointments for Faculty**

445 Courtesy appointments are no-salary joint appointments for Ohio State faculty (tenure-track,
446 practice, research, or associated faculty) from other tenure-initiating units. Candidates for such

447 appointments will have significant experience in their areas of expertise and will be ready and
448 able to engage effectively with the department's faculty in activities that help the department
449 achieve its mission and enhance its quality and reputation. Appropriate active involvement
450 includes scholarly collaboration, graduate student advising, teaching some or all of a course, or
451 a combination of these. A courtesy appointment is made at the individual's current Ohio State
452 rank, with promotion in rank recognized.
453

454 **4.2. Procedures**

455 The department follows the Faculty Policy on Faculty Recruitment and Selection and the Policy
456 on Faculty Appointments in the Office of Academic Affairs [Policies and Procedures Handbook](#)
457 which provides important information on the following topics:

- 458 • Recruitment of tenure-track, practice, research faculty, and associated faculty;
- 459 • Appointments at senior rank or with prior service credit;
- 460 • Hiring faculty from other institutions after April 30;
- 461 • Appointment of foreign nationals; and
- 462 • Letters of offer.

464 **4.2.1. Tenure-Track Faculty**

465 A national search is required to ensure a diverse pool of highly qualified candidates for all
466 tenure-track positions. Exceptions to this policy must be approved by the college and the Office
467 of Academic Affairs in advance. Search procedures must entail substantial faculty involvement
468 and be consistent with the university and college policies and practices set forth in the most
469 recent update of the College of Engineering Guide to Effective Searches, [the OAA Policy on](#)
470 [Faculty Recruitment and Selection](#), and [The Women's Place Resources for Effective Searches](#).

471 Searches for tenure-track faculty proceed as follows:

472 The dean of the college provides approval for the department to commence a search process.
473 This approval may or may not be accompanied by constraints with regard to salary, rank, and
474 field of expertise, and may or may not include guidance on faculty with the potential for
475 appointments to more than one TIU.

476 The department chair appoints a search committee consisting of three or more faculty who
477 reflect the field of expertise that is the focus of the search (if relevant) as well as other fields
478 within the department. In the case of searches targeting jointly appointed faculty, the primary
479 appointment TIU will be responsible for assembling the search committee, which must include
480 at least one representative from the secondary TIU.

481 Prior to any search, members of the search committee must undergo inclusive hiring practices
482 training available through the [Office of Diversity and Inclusion](#) and implicit bias training, which
483 is available through the [Kirwan Institute for the Study of Race and Ethnicity](#).

484 The search committee:

- 485 • Includes a Diversity Advocate appointed by the department chair who is responsible for
486 providing leadership in assuring that vigorous efforts are made to achieve a diverse pool
487 of qualified applicants. The Diversity Advocate is responsible for ensuring that the

488 committee process conforms with [University Policy 1.10 Affirmative Action, Equal](#)
489 [Employment Opportunity and Non-Discrimination/Harassment](#).

- 490 • Develops a search announcement for internal posting in the university Personnel
491 Postings through the Office of Human Resources Employment Services
492 (www.hr.osu.edu/) and external advertising (including through [Academic Jobs Online](#)),
493 subject to the department chair's approval. The announcement will be no more specific
494 than is necessary to accomplish the goals of the search, since an offer cannot be made
495 that is contrary to the content of the announcement with respect to rank, field,
496 credentials, salary. In addition, timing for the receipt of applications will be stated as a
497 preferred date, not a precise closing date, in order to allow consideration of any
498 applications that arrive before the conclusion of the search.
- 499 • Develops and implements a plan for external advertising and direct solicitation of
500 nominations and applications. If there is any likelihood that the applicant pool will
501 include qualified foreign nationals, the search committee must assure that at least one
502 print (as opposed to on-line) advertisement appears in a location likely to be read by
503 qualified potential applicants. The university does not grant tenure in the absence of
504 permanent residency ("green card"), and strict U. S. Department of Labor guidelines
505 do not permit sponsorship of foreign nationals for permanent residency unless the
506 search process resulting in their appointment to a tenure-track position included an
507 advertisement in a field-specific nationally circulated professional journal.
- 508 • Screens applications and presents to the full faculty a summary of those applicants
509 (minimum of two, and usually three to five) judged worthy of interview. On-campus
510 interviews are arranged by the search committee chair, assisted by the department
511 office. In the case of searches targeting jointly appointed faculty, the primary
512 appointment TIU will have responsibility in identifying candidates for interview, while all
513 potential TIUs are to be included in the interview process.

514 On-campus interviews with candidates must include opportunities for interaction with faculty
515 groups, including the search committee; graduate students; the department chair(s); and the
516 dean or designee. In addition, all candidates make a presentation to the faculty and graduate
517 students on their scholarship and teaching. The latter could be an actual class or a mock
518 instructional situation. All candidates interviewing for a particular position must follow the
519 same interview format. In the case of searches targeting jointly appointed faculty, the
520 presentation will be arranged by the primary appointment TIU, and should be attended by
521 relevant faculty from all proposed TIUs.

522 Following completion of on-campus interviews, EED faculty and staff will be given an
523 opportunity to provide feedback about tenure-track faculty candidates' faculty application
524 packages to the search committee. The eligible faculty of all proposed TIUs will meet within
525 each TIU to discuss perceptions and preferences, and to vote on each candidate. The search
526 committee reports a recommendation on each candidate to the department chair of each TIU,
527 which then conveys that preference to the department chair of the primary appointment TIU.

528 If the offer involves senior rank, the eligible faculty members vote also on the appropriateness
529 of the proposed rank. If the offer may involve prior service credit, the eligible faculty members
530 vote on the appropriateness of such credit. The eligible faculty reports a recommendation on

531 the appropriateness of the proposed rank or the appropriateness of prior service credit to the
532 department chair.

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

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

542

543 **4.2.2. Tenure-Track Faculty at Regional Campuses**

544 The hiring of regional campus faculty is initiated by the dean of the regional campus, since
545 funding for such positions comes from these campuses. The regional campus faculty have the
546 primary responsibility for determining the position description for a regional campus faculty
547 search, but it should consult with and reach agreement on the description with the department
548 chair (or chairs in the case of proposed jointly appointed faculty). The regional campus search
549 committee must include at least one representative from the Columbus campus unit that will
550 be the primary appointment TIU. Candidates are interviewed by, at a minimum, the regional
551 campus dean, department chair, the department eligible faculty, and regional campus search
552 committee. The regional campus may have additional requirements for the search not
553 specified in this document. All appointments are subject to approval by the college dean and
554 all senior rank appointments are subject to approval by OAA.

555 A decision to make an offer requires agreement by the department chair and regional campus
556 dean. Until agreement is reached, negotiations with the candidate may not begin, and the
557 letter of offer must be signed by the department chair(s) of all proposed TIU appointments
558 and the regional campus dean.

559 No tenure-track appointment to a regional campus faculty position in EED will be made if it
560 would result in the total number of FTE tenure-track faculty in EED on all regional campuses
561 exceeding 20% of the number of FTE tenure-track faculty in the department on Columbus
562 campus.

563

564 **4.2.3. Practice Faculty**

565 Searches for practice faculty generally proceed identically as for tenure-track faculty, with the
566 following two exceptions: (1) the candidate's presentation during the on-campus interview may
567 be on professional or educational practice rather than scholarship in engineering education and
568 (2) requests for exemption from a national search require approval only by the college dean.

569

570 **4.2.4. Practice Faculty at Regional Campuses**

571 Hiring of regional campus faculty is initiated by the dean of the regional campus, since funding
572 for such positions comes from these campuses. The regional campus faculty have the primary
573 responsibility for determining the position description for a regional campus faculty search, but

574 it should consult with and reach agreement on the description with the department chair. The
575 regional campus search committee must include at least one representative from the
576 department. Candidates are interviewed by, at a minimum, the regional campus dean,
577 department chair, the department eligible faculty, and regional campus search committee. The
578 regional campus may have additional requirements for the search not specified in this
579 document. All appointments are subject to approval by the college dean and all senior rank
580 appointments are subject to approval by OAA.

581 A decision to make an offer requires agreement by the department chair and regional campus
582 dean. Until agreement is reached, negotiations with the candidate may not begin, and the
583 letter of offer must be signed by the department chair and the regional campus dean.

584 No practice appointment to a regional campus faculty position in EED will be made if it would
585 result in the total number of FTE practice faculty in EED exceeding 20% of the number of FTE
586 faculty in the department.

587

588 **4.2.5. Research Faculty**

589 Searches for research faculty generally proceed identically as for tenure-track faculty, with the
590 following two exceptions: (1) during the on-campus interview the candidate is not asked to
591 present on teaching and (2) requests for exemption from a national search require approval only
592 by the college dean.

593

594 **4.2.6. Associated Faculty**

595 Appointment of all compensated associated faculty will occur via interviews with a committee
596 of peers, the associate chair, and respective program director and/or course coordinator in the
597 area in which the faculty candidate is applying. As part of the interview process, a candidate
598 will micro teach (e.g., present a set of slides from a course they might teach within their role).
599 The interview committee will make recommendations to the chair, or other designee, for
600 potential appointees, and offers will be made. These procedures can be bypassed if the hire is
601 occurring within three weeks of the start of the semester or at a time when faculty on nine-
602 month appointments are off duty, in which case the department chair or designee will
603 organize a revised interview process.

604 If a candidate is under consideration for initial appointment in the department as a senior
605 lecturer, then associated faculty recommendations should be voted on by eligible members of
606 the department. It is preferred that initial appointment to senior lecturer positions be made
607 during the academic year.

608 Initial appointments for lecturer and senior lecturers are generally made on a semester-by-
609 semester or one year period, unless a shorter or longer period is appropriate to the
610 circumstances. All appointments for lecturers and senior lecturers expire at the end of the
611 appointment term and must be formally renewed to be continued.

612 If they meet the eligibility criteria, lecturers and senior lecturers being reappointed to the
613 department may apply for appointment via multi-year or rolling contracts via the process
614 described in the PPAPCS.

615 Review and reappointment is described in Section 5.7.

616 Other compensated appointments are generally made for a period of one year, unless a shorter
617 or longer period is appropriate to the circumstances.

618 Appointment and reappointment of uncompensated adjunct or visiting faculty may be proposed
619 by any faculty member in the department and are decided by the department chair or designee.

620 Appointments for visiting assistant professors, visiting associate professors, or visiting professors
621 may be made for one term of up to three years or on an annual basis for up to three consecutive
622 years. All associated visiting appointments expire at the end of the appointment term and must
623 be formally renewed to be continued.

624 Associated faculty for whom promotion is a possibility follow the promotion guidelines and
625 procedures for tenure-track faculty (see Appointment Criteria above), with the exception that the
626 review does not proceed to the college level if the department chair's recommendation is
627 negative, and does not proceed to the university level if the dean's recommendation is negative.
628

629 **4.2.7. Courtesy Appointments for Faculty**

630 Any EED faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track,
631 practice, research, or associated faculty member from another Ohio State department. A
632 proposal that describes the uncompensated academic service to the department justifying the
633 appointment is considered at a regular faculty meeting. If the proposal is approved by the
634 eligible faculty, the department chair extends an offer of appointment. The department chair
635 reviews all courtesy appointments every three years to determine whether they continue to be
636 justified and takes recommendations for renewal or nonrenewal before the faculty for a vote
637 at a regular meeting.
638

639 **4.2.8. Transfer from the Tenure-Track**

640 Tenure-track faculty may transfer to a practice or research appointment if appropriate
641 circumstances exist. Tenure is lost upon transfer, and transfers must be approved by the
642 department chair, the college dean, and the executive vice president and provost.

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

645 Transfers from a practice appointment and from a research appointment to the tenure-track
646 are not permitted. Practice faculty members and research faculty members may apply for
647 tenure-track positions and compete in regular national searches for such positions.
648

649 **5. Annual Review Procedures**

650 The department follows the requirements for annual reviews as set forth in the [Policy on](#)
651 [Faculty Annual Review](#). Annual reviews of all faculty members must include a scheduled
652 opportunity for a face-to-face meeting as well as a written assessment. In the case of jointly
653 appointed faculty, the face-to-face meeting is to include the TIU department chairs and/or
654 designees for all the TIUs to which the faculty member is appointed, while the written
655 evaluation is to be prepared by the primary TIU chair or designee and signed by all of the TIU
656 chairs or designees present at the meeting. The annual reviews of every faculty member are

657 based on expected performance in teaching, scholarship, and service as set forth in the
658 department's guidelines on faculty duties and responsibilities; on any additional assignments
659 and goals specific to the individual; on progress toward promotion where relevant; and for
660 jointly appointed faculty, to evaluate progress relative to the expectations of each TIU to which
661 the faculty member is appointed.

662 Each faculty member is expected to prepare an **Annual Activity Report** detailing his/her
663 professional activity over the previous calendar year, including relevant material from a
664 secondary appointment TIU in the case of jointly appointed faculty. This report, accompanied
665 by a current curriculum vitae, normally is due in spring semester. The department chair will
666 annually provide approximately one month's notice to all faculty of the exact due date of this
667 material. The report contains information on scholarship, teaching, service, and professional
668 development as specified on the forms provided for this purpose. The Annual Activity Report
669 consists of a Word document that follows the promotion and tenure dossier outline prepared
670 by the Office of Academic Affairs and a separate planning document that includes updated
671 annual goals for teaching, scholarship, service, and professional development. Information
672 from the Annual Activity Report is used in annual evaluations as noted below, and in
673 determining salary increases (see Section 6). Supplementary information may be offered by the
674 faculty member, or may be requested by the department chair. The Annual Activity Report and
675 any other materials submitted by the faculty member as part of the annual review is included
676 in that faculty member's personnel file.

677 In addition to the annual review by the department chair, a review aligned with faculty's
678 reappointment, promotion, and tenure is conducted by a subcommittee of the Promotion and
679 Tenure Committee. This subcommittee provides general feedback to faculty members at
680 critical junctures (e.g. 3rd year promotion and tenure review) prior to their reappointment,
681 promotion, and tenure about their general accomplishments and progress towards promotion.
682 The Annual Activity Report is shared with the subcommittee, and the subcommittee provides
683 each faculty member with feedback, either written or by meeting with the faculty member.

684 The department chair is required (per Faculty Rule [3335-3-35](#)) to include a reminder in the annual
685 review letter that all faculty have the right (per Faculty Rule [3335-5-04](#)) to view their primary
686 personnel file and to provide written comment on any material therein for inclusion in the file.
687

688 **5.1. Probationary Tenure-Track Faculty**

689 Background: Faculty Rule [3335-6-03](#).

690 The department chair will prepare a written annual review for each probationary tenure-track
691 faculty member. This review will be conducted as follows:

- 692 • in the second year of the candidate's appointment, with written feedback from the
693 Promotion and Tenure Committee;
- 694 • in other years in which a more elaborate formal review is not required, with the advice of
695 a subcommittee of the Promotion and Tenure Committee consisting of at least two
696 members selected annually at a meeting of the Promotion and Tenure Committee.

697 The review will be based on relevant materials including the Annual Activity Report submitted
698 by the faculty member, and normally will be given to the faculty member before the end of

699 spring semester. The review will summarize strengths and weaknesses, contain a clear
700 statement of the area(s) of performance needing improvement, and whenever possible
701 suggest ways and means to bring about improved performance.

702 The department chair then will meet with the faculty member to discuss the review, which
703 includes a recommendation on whether to renew the probationary appointment. In the case
704 of jointly appointed faculty, the department chairs of all TIUs within the college to which the
705 faculty member has been appointed must meet simultaneously with the faculty member in
706 this meeting. The meeting must also include some discussion of the relative requirements
707 and progress for each TIU relative to the percent appointment to the TIU.

708 If the department chair of the TIU holding the primary appointment recommends renewal of
709 the appointment, this recommendation is final. The department chair's annual review letter
710 to the faculty member renews the probationary appointment for another year and includes
711 content on future plans and goals. The faculty member may provide written comments on the
712 review. The department chair's letter (along with the faculty member's comments, if
713 received) is forwarded to the dean of the college. In addition, the annual review letter
714 becomes part of the cumulative dossier for promotion and tenure (along with the faculty
715 member's comments, if he or she chooses).

716 If the department chair recommends nonrenewal, the Fourth-Year Review process (per
717 Faculty Rule [3335-6-03](#)) is invoked. Following completion of the comments process, the
718 complete dossier is forwarded to the college for review and the dean makes the final decision
719 on renewal or nonrenewal of the probationary appointment.
720

721 **5.1.1. Regional Campus Tenure-Track Faculty**

722 Annual review of the probationary faculty member is first conducted on the regional campus,
723 with a focus on teaching and service. The review then moves to the primary appointment TIU
724 and proceeds as described above. In the event of divergence in performance assessment
725 between the regional campus and the department, the department chair discusses the matter
726 with the regional campus dean/director in an effort to clarify and reconcile the divergence, so
727 that the faculty member receives consistent assessment and advice. In the case of jointly
728 appointed faculty, these discussions are to include the TIU chairs or designees for all TIUs to
729 which the faculty member has been appointed.
730

731 **5.1.2. Fourth Year Review**

732 The fourth-year review normally will be conducted during the spring semester of the
733 candidate's fourth year of service and will be conducted similarly to a promotion and tenure
734 review (see Section 7, with promotion and tenure criteria applied with respect to achievement
735 to date and potential for achievement till the promotion and tenure review). The Promotion
736 and Tenure Committee vote by written ballot to determine whether or not to recommend
737 renewal of the faculty member's appointment. The department chair of the primary
738 appointment TIU, in consultation with the chairs of the secondary appointment TIUs (if
739 applicable), conducts an independent assessment of performance and prepares a written
740 evaluation that includes a recommendation on whether to renew the probationary
741 appointment. Other than the later review in the semester, the only major differences in

742 procedure are that external evaluation letters are optional and the dean, not the department
743 chair, makes the final decision regarding renewal or nonrenewal of the probationary
744 appointment.
745

746 **5.1.3. Exclusion of Time from Probationary Period**

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

750 **5.2. Tenured Faculty**

751 The annual review evaluates the performance of tenured faculty members in the areas of
752 teaching, research, and service and, in the case of associate professors, their progress toward
753 promotion. The annual review is intended to encourage and advise faculty members in their
754 professional development, and to identify departmental resources that may aid in furthering
755 that development.

756 The annual review of professors is based on their having achieved sustained excellence in the
757 discovery and dissemination of new knowledge relevant to the mission of the tenure initiating
758 unit, as demonstrated by national and international recognition of their scholarship; ongoing
759 excellence in teaching, including their leadership in graduate education in both teaching and
760 mentoring students; and outstanding service to the department, the university, and their
761 profession, including their support for the professional development of assistant and associate
762 professors. Professors are expected to be role models in their academic work, interaction with
763 colleagues and students, and in the recruitment and retention of junior colleagues. As the
764 highest ranking members of the faculty, the expectations for academic leadership and
765 mentoring for professors exceed those for all other members of the faculty. If a professor has
766 an administrative role, the impact of that role and other assignments will be considered in the
767 annual review.

768 The department chair will prepare a written annual review for each tenured faculty member.
769 The review will be based on relevant materials including the Annual Activity Report submitted
770 by the faculty member, and normally will be given to the faculty member before the end of
771 spring semester. The review will summarize strengths and weaknesses, contain a clear
772 statement of the area(s) of performance needing improvement, and whenever possible
773 suggest ways and means to bring about improved performance. In the case of jointly appointed
774 faculty, these reviews should include assessments from all TIUs to which the faculty member
775 has been appointed within the college.

776 The department chair will meet with the faculty member to discuss the review, and the faculty
777 member will be offered an opportunity to comment on the review in writing. If necessary, the
778 department chair will prepare a response to the faculty member's comments, and a copy of this
779 new statement will be sent to the faculty member. A copy of all summary statements and
780 responses, if any, will be included in the faculty member's personnel file.
781

782 **5.3. Tenured Faculty at Regional Campuses**

783 Annual review of the tenured faculty member is first conducted on the regional campus, with
784 a focus on teaching and service. The review then moves to the department and proceeds as
785 described above, including any relevant guidance for jointly appointed faculty. In the event of
786 divergence in performance assessment between the regional campus and the department, the
787 primary appointment department chair discusses the matter with the regional campus dean in
788 an effort to clarify and reconcile the divergence, so that the faculty member receives
789 consistent assessment and advice.
790

791 **5.4. Practice Faculty**

792 The department chair will prepare a written annual review for each practice faculty member of
793 each rank. The review will be based on relevant materials including the Annual Activity Report
794 submitted by the faculty member, and normally will be given to the faculty member before the
795 end of spring semester. The review will summarize strengths and weaknesses, contain a clear
796 statement of the area(s) of performance needing improvement, and whenever possible suggest
797 ways and means to bring about improved performance. In the case of jointly appointed faculty,
798 these reviews should include assessments from all TIUs to which the faculty member has been
799 appointed within the College.

800 In the penultimate contract year of a practice faculty member's appointment, the primary
801 appointment department chair must determine whether the position held by the faculty
802 member will continue. In the case of jointly appointed faculty, this evaluation is to be prepared
803 in consultation with chairs of any secondary appointment TIUs, and is to be signed by all chairs
804 of TIUs to which the faculty member has been appointed if within the College. If the position
805 will not continue, the faculty member is informed that the final contract year will be a terminal
806 year of employment. The standards of notice set forth in [Faculty Rule 3335-6-08](#) will be
807 observed.

808 If the position will continue, the annual review procedure will include an additional stage to be
809 completed before the end of the penultimate year of the faculty member's current
810 appointment contract. The department chair will appoint an *ad hoc* committee consisting of
811 both practice faculty and tenure-track faculty. The former will be selected by the department
812 chair. The latter will be a subset of the Promotion and Tenure Committee, selected by the
813 department chair in consultation with the Promotion and Tenure Committee chair. This
814 committee will review the cumulative performance of the faculty member whose appointment
815 contract term is ending and will make recommendations to the department chair regarding
816 whether the contract should be renewed, and if so whether the faculty member should be
817 considered for promotion to the next practice faculty rank (in which case see Section 7). The
818 department chair will make the final decision for renewal or nonrenewal of the contract. There
819 is no presumption of contract renewal.

820 The department chair will meet with the faculty member to discuss the review, and the faculty
821 member will be offered an opportunity to comment on the review in writing. If necessary, the
822 department chair will prepare a response to the faculty member's comments, and a copy of
823 this new statement will be sent to the faculty member. The primary appointment department
824 chair letter (along with the faculty member's comments, if received) is forwarded to the dean
825 of the college. A copy of all summary statements and responses, if any, will be included in the
826 faculty member's personnel file.

827

828 **5.5. Practice Faculty at Regional Campuses**

829 Annual review of the practice faculty member is first conducted on the regional campus, with a
830 focus on teaching and service. The review then moves to the department and proceeds as
831 described above. In the event of divergence in performance assessment between the regional
832 campus and the department, the department chair discusses the matter with the regional
833 campus dean in an effort to clarify and reconcile the divergence, so that the faculty member
834 receives consistent assessment and advice.

835

836 **5.6. Research Faculty**

837 The department chair will prepare a written annual review for each research faculty member of
838 each rank. The review will be based on relevant materials including the Annual Activity Report
839 submitted by the faculty member, and normally will be given to the faculty member before the
840 end of spring semester. The review will summarize strengths and weaknesses, contain a clear
841 statement of the area(s) of performance needing improvement, and whenever possible suggest
842 ways and means to bring about improved performance. In the case of jointly appointed faculty,
843 these reviews should include assessments from all TIUs to which the faculty member has been
844 appointed within the College.

845 In the penultimate contract year of a research faculty member's appointment, the primary
846 appointment department chair must determine whether the position held by the faculty
847 member will continue. If the position will not continue, the faculty member is informed that
848 the final contract year will be a terminal year of employment. The standards of notice set forth
849 in [Faculty Rule 3335-6-08](#) will be observed. In the case of jointly appointed faculty, this
850 evaluation is to be prepared in consultation with chairs of any secondary appointment TIUs,
851 and is to be signed by all chairs of TIUs to which the faculty member has been appointed if
852 within the College.

853 If the position will continue, the annual review procedure will include an additional stage to be
854 completed before the end of the penultimate year of the faculty member's current
855 appointment contract. The department chair will appoint an *ad hoc* committee consisting of
856 tenure-track, practice and research faculty. The practice and research faculty will be selected by
857 the department chair. The tenure-track faculty will be a subset of the Promotion and Tenure
858 Committee, selected by the department chair in consultation with the Promotion and Tenure
859 Committee chair. This committee will review the cumulative performance of the faculty
860 member whose appointment contract term is ending and will make recommendations to the
861 department chair regarding whether the contract should be renewed, and if so whether the
862 faculty member should be considered for promotion to the next research faculty rank (in which
863 case see Section 7). The department chair will make the final decision for renewal or
864 nonrenewal of the contract. There is no presumption of contract renewal.

865 The department chair will meet with the faculty member to discuss the review, and the faculty
866 member will be offered an opportunity to comment on the review. If necessary, the
867 department chair will prepare a response to the faculty member's comments, and a copy of this
868 new statement will be sent to the faculty member. The primary appointment department chair
869 letter (along with the faculty member's comments, if received) is forwarded to the dean of the

870 college. A copy of all summary statements and responses, if any, will be included in the faculty
871 member's personnel file.

872 **5.7. Associated Faculty**

873 Compensated associated faculty members in their initial appointment must be reviewed before
874 reappointment. The department chair or designee prepares a written evaluation and meets with
875 the faculty member to discuss performance, plans, and goals as per EED Pattern of
876 Administration. Respective program director and/or course coordinator may provide support
877 materials for annual review. The recommendation on renewal or nonrenewal of the
878 appointment is final.

879 Compensated associated faculty members on a multiple-year appointment are reviewed
880 annually by the department chair or designee before reappointment or extension of the multi-
881 year or rolling contract. The department chair or designee prepares a written evaluation and
882 meets with the faculty member to discuss performance, plans, and goals as per EED Pattern of
883 Administration. Respective program director and/or course coordinator may provide support
884 materials for annual review. The recommendation on renewal or nonrenewal of the
885 appointment is final. For multi-year contracts, the chair will decide whether or not to reappoint
886 by no later than end of the penultimate year of the contract. For rolling contracts, the chair will
887 decide whether or not to reappoint by no later than end of the first year of the contract. The
888 department chair's recommendation on reappointment is final.

889 Lecturers and Senior Lecturers appointed under at least 75% FTE will both be eligible for multi-year
890 and rolling contracts. The appendix of this document (Section 12) provides a description of the
891 eligibility criteria and process for multi-year and rolling contracts.

892

893 **6. Merit Salary Increases**

894 **6.1. Criteria**

895 A salary increase can consist of one or more of the following: mandatory increases as dictated
896 across the board by the college, market salary adjustments, and merit increases. The
897 procedures and criteria described below are related to the merit component of a salary
898 increase. The separate procedures and criteria related to the merit component of a salary
899 increase for lecturers and senior lecturers may be found in the PPAPCS.

900 The criteria for salary adjustments will be the same as those for promotion and tenure in
901 Section 7. Salary recommendations will be based on performance during the past year and on
902 the appropriateness of the salary level to the individual's overall record.

903 Faculty on leave for part or all of an academic year will be evaluated without prejudice for being
904 on leave. If an individual is away for part of an academic year, then the evaluation of teaching
905 will be based on any course(s) taught while present. A similar procedure will be followed for
906 evaluation of department and university service.

907 Faculty with high-quality performance in all three areas of endeavor and a pattern of consistent
908 professional growth will necessarily be favored. Faculty members whose performance is
909 unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

910

911 **6.2. Procedures**

912 Each faculty member, even one on leave (except on medical leave), will be asked to submit an
913 Annual Activity Report and current curriculum vitae to the department chair, as described in
914 Section 5. The department chair (of the primary appointment TIU in the case of jointly
915 appointed faculty) will review this material and other pertinent information and will make
916 recommendations to the dean of the College of Engineering in accordance with procedures
917 established by the college and university during that year. Each faculty member will receive a
918 written salary adjustment recommendation in a timely manner before the start of classes in the
919 autumn semester from the department chair.

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

924 **6.3. Documentation**

925 Pertinent information for salary increases includes the Annual Activity Report with any related
926 documents provided as described in Section 5 and a current curriculum vitae submitted to the
927 department chair by the faculty member. Supplementary information may be offered by the
928 faculty member, or may be requested by the department chair. A faculty member who fails to
929 submit the required documentation as determined by the primary appointment TIU, or who
930 submits documentation insufficient to permit an informed evaluation of their performance,
931 may be denied a merit increase in the year for which documentation was not provided, except
932 in extenuating circumstances, and may not expect to recoup the foregone raise at a later time.

933

934 **7. Promotion and Tenure and Promotion Reviews**

935 **7.1. Definitions**

936 **7.1.1. Teaching**

937 Teaching in the Department of Engineering Education for all categories (tenure-track, practice,
938 research, and associated) and ranks uses the definitions in the APT document for the College of
939 Engineering. Evaluation of teaching in the Department of Engineering Education for all tenure-
940 track, practice, and associated faculty at all ranks (including jointly appointed faculty) is based on
941 descriptions of evidence in the APT document for the College of Engineering..

942 **7.1.2. Scholarship**

943 Boyer (1990) redefined scholarship by describing four areas in which faculty members make
944 contributions: discovery, application, integration, and teaching. The department is convinced
945 that the first three areas are sufficient to describe the activities in which its faculty members will
946 be engaged. Contributions in all three areas of scholarship are "public and open to critique and
947 evaluation; [are] in a form that others can build on; [and involve] question-asking, inquiry, and
948 investigation" (Borrego and Streveler, 2014; Streveler et al., 2007; Hutchings and Schulman,

949 1999). Contributions in all three areas are situated in the context of prior work. Methods in all
950 three areas pay careful attention to design of the study so that contributions will withstand
951 scrutiny by a broad audience, again creating a potential for greater impact of results. (Borrego
952 and Streveler, 2014; Streveler et al., 2007).

953 *Scholarship of Discovery*

954 Contributions within this area of scholarship will be primarily in the form of new knowledge.

955 *Scholarship of Application*

956 Contributions within this area of scholarship emphasize how research on learning and teaching
957 (either general research, or research in a specific knowledge domain such as engineering) has
958 been applied to create or design educational activities. These activities include, but are not
959 limited to, courses, course segments, curricula, laboratory experiments, course projects,
960 capstone courses, and outreach activities. Contributions for the Scholarship of Application (a)
961 demonstrate application of published educational research, (b) provide a cogently articulated
962 rationale for key design decisions, and (c) support efficacy of the design with compelling
963 evidence.

964 *Scholarship of Integration*

965 Contributions within this area of scholarship emphasize multidisciplinary, integrative, and/or
966 interpretive syntheses across prior research to identify patterns, themes, trends, needs, and
967 opportunities upon which other scholars can build. The research methodology of systematic
968 review provides an emerging methodological foundation for the scholarship of application.

969 Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Lawrenceville, NJ,
970 USA: Princeton University Press.

971 Evaluation of scholarship in the Department of Engineering Education for all tenure-track,
972 practice, and research faculty at all ranks (including jointly appointed faculty) based on
973 descriptions of evidence in the APT document for the College of Engineering. Elaboration is
974 not required.

975 **7.1.3. Service**

976 Service in the Department of Engineering Education for all tenure-track, practice, and research
977 faculty at all ranks (including jointly appointed faculty) uses the definitions in the APT document
978 for the College of Engineering. Evaluation of service in the Department of Engineering Education
979 for all tenure-track, practice, and research faculty at all ranks (including jointly appointed faculty)
980 is based on descriptions of evidence in the APT document for the College of Engineering.
981 Elaboration is not required.

982

983 **7.2. Criteria**

984 **7.2.1. Promotion to Associate Professor with Tenure**

985 Background: Faculty Rule [3335-6-02](#).

986 The criteria for an appointment to an assistant professor position (Section 4.1.1) involve
987 *potential*. The criteria for promotion to associate professor with tenure involve *achievement* of
988 an overall "very good" (see Section 7.4.) record combined with the potential for higher and

989 more sustained achievement. The candidate must show strong and sustained evidence of
990 substantial promise for continued growth and productivity. Scholarship will be a critical
991 evaluation component in the tenure and promotion process. A faculty member with an average
992 scholarship record will not be granted tenure even if he/she has an excellent teaching and
993 service record. Specific criteria are:

- 994 ● achievement of a very good record in teaching, both in the classroom and in student
995 advising;
- 996 ● achievement of a very good record in scholarship, associated usually with scholarship
997 that enhances the state-of-the-art in engineering education and that has led to the
998 establishment of an independent research identity and reputation;
- 999 ● achievement of a very good record of service, including service to the
1000 profession, to the university, and/or to the department;
- 1001 ● demonstration of professional and ethical conduct consistent with the [AAUP](#)
1002 [Statement on Professional Ethics](#); and
- 1003 ● a strong potential to achieve higher and more sustained levels of accomplishment
1004 and thereby to advance to professor.

1005 In summary, tenure will be reserved for faculty members who have clearly demonstrated
1006 ability and potential to become distinguished scholars and recognized leaders in engineering
1007 education, who are effective teachers in the classroom and in advising, and who provide high
1008 quality service to the university and to the community.

1009 Tenure is not awarded below the rank of associate professor at The Ohio State University.

1010 Section 7.4. lists the typical examples of evidence to support a case for promotion, and the
1011 methods that will be used to evaluate this evidence.

1012

1013 **7.2.2. Promotion to Professor**

1014 Background: Faculty Rule [3335-6-02](#).

1015 The criteria for promotion to professor involve *sustained* achievement combined with the
1016 attainment of *distinction* in the field. They are:

- 1017 ● sustained achievement of a very good record in teaching, both in the classroom and in
1018 student advising;
- 1019 ● sustained achievement of a very good record in scholarship, associated usually with
1020 scholarship that enhances the state-of-the-art in engineering education;
- 1021 ● sustained achievement of a very good record of service, including service to the
1022 profession, to the university, and/or to the department;
- 1023 ● demonstration of professional and ethical conduct consistent with the [AAUP](#)
1024 [Statement on Professional Ethics](#); and
- 1025 ● a total body of high-quality work and recognition as a leader in the field of
1026 engineering education that leads to national or international distinction.

1027 Section 7.4. lists the typical examples of evidence to support a case for promotion, and the
1028 methods that will be used to evaluate this evidence.

1029 In the evaluation of untenured professors for tenure, the same criteria apply, along with any
1030 others established in writing at the time a senior rank appointment without tenure was offered.

1031

1032 **7.2.3. Regional Campus Faculty**

1033 Background: Faculty Rule [3335-6-07](#).

1034 Expectations for regional campus faculty differ somewhat from those for faculty on the
1035 Columbus campus. The primary mission of the regional campuses is to provide high quality
1036 undergraduate education and serve the academic needs of their communities. Therefore, the
1037 relative emphasis on teaching and service expected of regional campus faculty will typically be
1038 greater. While the department expects regional campus faculty to achieve a record of high-
1039 quality scholarship and publications, it recognizes that greater teaching and service
1040 commitments and less access to research resources for regional campus faculty require
1041 different research expectations. In general, regional campus faculty are not expected to have a
1042 research output that is as high as that for Columbus campus faculty, but the overall quality of
1043 this research is expected to be comparable.

1044

1045 **7.2.4. Promotion of Practice Faculty**

1046 Background: Faculty Rule [3335-7-05](#).

1047

1048 **Promotion to Associate Professor of Practice**

1049 The criteria for promotion to associate professor of practice involve achievement combined
1050 with the potential for sustained and higher achievement. Specifically, they are:

1051 • achievement of a very good record in teaching courses for which the department is
1052 responsible, and a potential for excellence in teaching;

1053 • achievement of a very good record in student advising responsibilities appropriate
1054 for the position;

1055 • potential for excellence in teaching;

1056 • achievement of a very good record of contribution to scholarship, typically based
1057 on applying either (1) their academic expertise and experience to scholarship in
1058 engineering education and related academic fields, which includes, but is not
1059 limited to academic program development or (2) their expertise and experience
1060 outside of the engineering education academic field to academic program
1061 development involving professional practice and related state-of-the-practice
1062 activities that directly engage students;

1063 • achievement of a very good record of service, including service to the profession, to
1064 the university, and/or to the department, and a potential for excellence in service

1065 • demonstration of professional and ethical conduct consistent with the [AAUP](#)
1066 [Statement on Professional Ethics](#); and

- 1067 • strong potential to achieve higher and more sustained levels of accomplishment
1068 and thereby to advance to professor of practice.

1069
1070 Very good teaching, academic program development, and scholarly contributions are the
1071 most critical evaluation components in the promotion process. Service is also an important
1072 criterion in the evaluation. The candidate must show strong and sustained evidence of
1073 substantial promise for continued growth and productivity.

1074 1075 **Promotion to Professor of Practice**

1076 The criteria for promotion to professor of practice involve sustained achievement combined
1077 with the attainment of distinction in the field. They are:

- 1078 • sustained achievement of a very good record in teaching courses for which the
1079 department is responsible;
- 1080 • sustained achievement of a very good record in student advising responsibilities
1081 appropriate for the position;
- 1082 • sustained achievement of a very good record of contribution to scholarship,
1083 typically based on applying either (1) their academic expertise and experience to
1084 scholarship in engineering education and related academic fields, which includes,
1085 but is not limited to academic program development or (2) their expertise and
1086 experience outside of the engineering education academic field to academic
1087 program development involving professional practice and related state-of-the-
1088 practice activities that directly engage students;
- 1089 • sustained achievement of a very good record of service, including service to the
1090 profession, to the university, and/or to the department, and a potential for
1091 excellence in service
- 1092 • demonstration of professional and ethical conduct consistent with the [AAUP](#)
1093 [Statement on Professional Ethics](#); and
- 1094 • a total body of high-quality work and recognition as a leader in the field that leads
1095 to national or international distinction in at least one of teaching, scholarship, or
1096 service.

1097 Section 7.4. lists the typical examples of evidence to support a case for promotion, and the
1098 methods that will be used to evaluate this evidence.

1099 1100 **7.2.5. Promotion of Research Faculty**

1101 Background: Faculty Rule [3335-7-32](#).

1102 1103 **Promotion to Research Associate Professor**

1104 The criteria for an appointment to a research assistant professor position (Section 4.1.3) involve
1105 *potential*. The criteria for promotion to research associate professor involve *achievement*
1106 combined with the potential for higher and more sustained achievement. They are:

- 1107 • achievement of a very good record in graduate student advising, and a potential for
1108 excellence in advising;
- 1109 • achievement of a very good record in scholarship, associated primarily with
1110 scholarship that enhances the state-of-the-art in engineering education;
- 1111 • demonstration of a sustainable research portfolio at designated funding levels;
- 1112 • achievement of a satisfactory record of service to the department;
- 1113 • demonstration of professional and ethical conduct consistent with the [AAUP](#)
1114 [Statement on Professional Ethics](#); and
- 1115 • strong potential to achieve higher and more sustained levels of accomplishment
1116 and thereby to advance to research professor.

1117 Scholarship will be a critical evaluation component in the promotion process. The candidate
1118 must show strong and sustained evidence of substantial promise for continued growth and
1119 productivity.

1120 **Promotion to Research Professor**

1122 The criteria for promotion to research professor involve *sustained* achievement combined with
1123 the attainment of *distinction* in the field. They are:

- 1124 • sustained achievement of a very good record in graduate student advising;
- 1125 • sustained achievement of a very good record in scholarship, associated primarily with
1126 scholarship that enhances the state-of-the-art in engineering education;
- 1127 • demonstration of a sustainable research portfolio at designated funding levels;
- 1128 • sustained achievement of a satisfactory record of service to the department;
- 1129 • demonstration of professional and ethical conduct consistent with the [AAUP](#)
1130 [Statement on Professional Ethics](#); and
- 1131 • a total body of high-quality work and recognition as a leader in the field that leads to
1132 national or international distinction.

1133 Section 7.4 lists the typical examples of evidence to support a case for promotion, and the
1134 methods that will be used to evaluate this evidence.

1135 **7.2.6. Promotion of Lecturers**

1137 **Eligibility:** Promotion to Senior Lecturer

1138 The criteria for promotion to senior lecturer involve *achievement* combined with the potential
1139 for higher and more sustained achievement. They are:

- 1140 • achievement of a very good record in teaching courses involving professional practice in
1141 engineering, engineering education, and/or a related field;

- 1142 • demonstration of professional and ethical conduct consistent with the [AAUP Statement](#)
1143 [on Professional Ethics](#); and
- 1144 • strong potential for sustained levels of accomplishment.

1145 Effective teaching, academic program development, program assessment, course development,
1146 and other activities oriented toward student instruction or its evaluation will be weighted most
1147 heavily in the promotion process. The candidate must show strong and sustained evidence of
1148 potential for continued growth and productivity, which should be documented in the candidate's
1149 dossier.

1150

1151 **7.3. Procedures**

1152 Background: Faculty Rule [3335-6-04](#) and Faculty Rule [3335-7-08](#).

1153 The department's procedures for promotion and tenure and promotion reviews are fully
1154 consistent with those set forth in Faculty Rules and the Office Academic Affairs annually
1155 updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the
1156 [Policies and Procedures Handbook](#). The following sections, which state the responsibilities of
1157 each party to the review process, apply to all tenure-track, practice, and research faculty in the
1158 department. Policies and procedures for promotion of lecturers to senior lecturer is described
1159 in the PPAPCS.

1160

1161 **7.3.1. Candidate Responsibilities**

1162 Candidates are responsible for submitting a complete, accurate dossier fully consistent with
1163 Office of Academic Affairs guidelines. Candidates should not sign the Office of Academic Affairs
1164 Candidate Checklist without ascertaining that they have fully met the requirements set forth in
1165 the Office of Academic Affairs core dossier outline including, but not limited to, those
1166 highlighted on the checklist.

1167 Candidates are also responsible for submitting a copy of the APT document under which they
1168 wish to be reviewed. Candidates may submit the department's current APT document; or,
1169 alternatively, they may elect to be reviewed under either (a) the APT document that was in effect
1170 on their start date, or (b) the APT document that was in effect on the date of their last promotion,
1171 whichever of these two latter documents is the more recent. However, the current APT
1172 document must be used if the letter of offer or last promotion, whichever is more recent, was
1173 more than 10 years before April 1 of the review year. The APT document must be submitted
1174 when the dossier is submitted to the department.

1175 If external evaluations are required, candidates are responsible for reviewing the list of
1176 potential external evaluators developed by the department chair and the Promotion and
1177 Tenure Committee. The candidate may add no more than three additional names, but is not
1178 required to do so. The candidate may request the removal of no more than two names,
1179 providing the reasons for the request. The department chair decides whether removal is
1180 justified.

1181 Candidates are required to include peer evaluations of teaching as part of the dossier.

1182

1183 **7.3.2. Promotion and Tenure Committee Responsibilities**

1184 The responsibilities of the Promotion and Tenure Committee are as follows:

- 1185 • To review this document annually and to recommend proposed revisions to the faculty.
- 1186 • To consider annually, in spring semester, requests from faculty members seeking a non-
1187 mandatory review in the following academic year and to decide whether it is
1188 appropriate for such a review to take place. Only professors on the committee may
1189 consider promotion review requests to the rank of professor. A two-thirds majority of
1190 those eligible to vote on a request must vote affirmatively for the review to proceed.
- 1191 • The committee first determines if all required documentation for a full review (e.g.,
1192 student and peer evaluations of teaching) is available. Lack of the required
1193 documentation is necessary and sufficient grounds on which to deny a non-
1194 mandatory review. Then, the committee bases its decision on assessment of the
1195 record as presented in the package that includes documents submitted by the
1196 faculty member, as well as external letters and on information provided by all TIUs
1197 to which the candidate has been appointed, taking into consideration any MOU
1198 concerning a jointly hired candidate's expectations for performance.
- 1199 • A tenured faculty member may only be denied a formal promotion review under
1200 Faculty Rule [3335-6-04](#) for one year. If the denial is based on lack of required
1201 documentation and the faculty member insists that the review go forward in the
1202 following year despite incomplete documentation, the individual should be advised
1203 that such a review is unlikely to be successful.
- 1204 • Consistent with Office of Academic Affairs policy, only faculty members who are
1205 citizens or permanent residents of the United States may be considered for non-
1206 mandatory tenure review. The committee must confirm with the department chair
1207 that an untenured faculty member seeking non-mandatory tenure review is a U.S.
1208 citizen or permanent resident (has a "green card"). Faculty members not eligible for
1209 tenure due to lack of citizenship or permanent residency are moreover not
1210 considered for promotion by this department.
- 1211 • A decision by the committee to permit a review to take place in no way commits the
1212 eligible faculty, the department chair, or any other party to the review to making a
1213 positive recommendation during the review itself.
- 1214 • Annually, in late spring through early autumn semester, to provide
1215 administrative support for the promotion and tenure review process as described
1216 below.
- 1217 • Late Spring: Select from among its members a Procedures Oversight Designee who
1218 will serve in this role for the following year. The Procedures Oversight Designee
1219 cannot be the same individual who chairs the committee. The Procedures Oversight
1220 Designee's responsibilities are described in the Office of Academic Affairs annual
1221 procedural guidelines.
- 1222 • Late Spring: Suggest names of external evaluators to the department chair.

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- Early Autumn: Review candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with candidates to assure that needed revisions are made in the dossier before the formal review process begins.
 - Meet with each candidate for clarification as necessary and to provide the candidate an opportunity to comment on his or her dossier. This meeting is not an occasion to debate the candidate's record.
 - Draft an analysis of the candidate's performance in teaching, scholarship and service based on information provided by all TIUs to which the candidate has been appointed, taking into consideration any MOU concerning a jointly hired candidate's expectations for performance to provide to the full eligible faculty with the dossier; and seek to clarify any inconsistent evidence in the case, where possible. The committee neither votes on cases nor takes a position in presenting its analysis of the record.
 - Revise the draft analysis of each case following the meeting of the full eligible faculty, to include the faculty vote and a summary of the faculty perspectives expressed during the meeting; and forward the completed written evaluation and recommendation to the department chair.
 - Provide a written response, on behalf of the eligible faculty, to any candidate comments that warrant response, for inclusion in the dossier.
 - Provide a written evaluation and recommendation to the department chair in the case of joint appointees whose tenure-initiating unit is another department. The full eligible faculty does not vote on these cases since the department's recommendation must be provided to the other tenure-initiating unit substantially earlier than the committee begins meeting on this department's cases.

1250 **7.3.3. Eligible Faculty Responsibilities**

1251 The responsibilities of the members of the eligible faculty are as follows:

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- 1253
- 1254
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- 1256
- To review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.
 - To attend all eligible faculty meetings except when circumstances beyond one's control prevent attendance; to participate in discussion of every case; and to vote.

1257 **7.3.4. Department Chair Responsibilities**

1258 The responsibilities of the department chair are as follows:

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- Where relevant, to verify the prospective candidate's residency status. Faculty members who are neither citizens nor permanent residents of the United States may not undergo a non-mandatory review for tenure, and tenure will not be awarded as the result of a mandatory review until permanent residency status is established. Faculty members not eligible for tenure due to lack of citizenship or permanent residency are moreover not

- 1264 considered for promotion by this department.
- 1265 • **Late Spring Semester:** To solicit external evaluations from a list including names
1266 suggested by the Promotion and Tenure Committee, the chair and the candidate. (Also
1267 see External Evaluations below.)
- 1268 • To make adequate copies of each candidate's dossier available in an accessible place for
1269 review by the eligible faculty at least two weeks before the meeting at which specific
1270 cases are to be discussed and voted.
- 1271 • To remove any member of the eligible faculty from the review of a candidate when
1272 the member has a conflict of interest but does not voluntarily withdraw from the
1273 review.
- 1274 • To attend the meetings of the eligible faculty at which promotion and tenure matters
1275 are discussed and respond to questions raised during the meeting.
- 1276 • **Mid-Autumn Semester:** To provide an independent written evaluation and
1277 recommendation for each candidate, following receipt of the eligible faculty's
1278 completed evaluation and recommendation.
- 1279 • To meet with the eligible faculty to explain any recommendations contrary to the
1280 recommendation of the committee.
- 1281 • To inform each candidate in writing after completion of the department review process:
- 1282 • of the recommendations by the eligible faculty and department chair;
- 1283 • of the availability for review of the written evaluations by the eligible faculty and
1284 department chair; and
- 1285 • of the opportunity to submit written comments on the above material, within
1286 ten days from receipt of the letter from the department chair, for inclusion in
1287 the dossier. The letter is accompanied by a form that the candidate returns to
1288 the department chair, indicating whether or not he or she expects to submit
1289 comments.
- 1290 • To provide a written response to any candidate comments that warrants response for
1291 inclusion in the dossier.
- 1292 • To forward the completed dossier to the college office by that office's deadline, except
1293 in the case of associated faculty for whom the department chair recommends against
1294 promotion. A negative recommendation by the department chair is final in such cases.
- 1295 • To receive the Promotion and Tenure Committee's written evaluation and
1296 recommendation of candidates who are joint appointees from other tenure-initiating
1297 units, and to forward this material, along with the department chair's independent
1298 written evaluation and recommendation, to the department chair of the other tenure-
1299 initiating unit by the date requested.

1301 **7.3.5. Procedures for Regional Campus Faculty**

1302 Regional campus faculty are first reviewed by the regional campus faculty according to the

1303 process established on that campus and then by the regional campus dean. The regional
1304 campus review focuses on teaching and service.

1305 The regional campus dean forwards the written evaluation and recommendation of the
1306 regional campus review to the department chair, from which point the review follows the
1307 procedures described for the Columbus campus faculty.
1308

1309 **7.3.6. External Evaluations**

1310 External evaluations of scholarly contributions are to be obtained for all promotion reviews in
1311 which scholarship must be assessed. These include all tenure-track promotion and tenure or
1312 promotion reviews, all practice faculty reviews, all research faculty promotion reviews, and all
1313 adjunct faculty promotion reviews.

1314 A minimum of five credible and useful evaluations must be obtained for tenure-track, practice,
1315 and research faculty.

1316 For tenure-track and research faculty candidates, the department will only solicit evaluations
1317 from professors at institutions comparable to Ohio State. In the case of an assistant professor
1318 seeking promotion to associate professor with tenure, a minority of the evaluations may come
1319 from associate professors.

1320 For practice faculty candidates, the department will solicit evaluations that assess the quality
1321 and impact of practice faculty candidates under consideration for promotion. The source and
1322 content of evaluations for practice promotion candidates are expected to reflect the
1323 contributions expected of practice faculty members. Evaluations are expected to address the
1324 extent and quality of teaching as characterized by evaluations of instruction and the quality of
1325 contributions through outreach and engagement with industry, the educational community
1326 and the broad community of practitioners as appropriate for the individual under review.
1327 Evaluations should also address the extent and quality of professional service to the EED,
1328 college and university. Evaluations need not be restricted to national or international peers,
1329 but should derive from authoritative and reputable sources qualified to comment
1330 substantively on the contributions and accomplishments of the faculty member.

1331 A credible and useful evaluation:

- 1332 • Is written by a person highly qualified to evaluate the quality and impact of one or
1333 more of the elements in a candidate's record. The candidate's record includes
1334 multiple elements and priority of these elements depends on the desired rank or
1335 tenure status of the candidate. These elements include:
 - 1336 (a) Scholarly contributions, including contributions to the Scholarship of
1337 Discovery or the Scholarship or Integration (typically for tenure-track or
1338 research faculty) or contributions to the Scholarship of Application (e.g.,
1339 improving courses and curricula to apply the best of industry and/or
1340 educational practices) (typically for practice faculty),
 - 1341 (b) Teaching,
 - 1342 (c) Service, and
 - 1343 (d) Relationships the candidate maintains with industry or education
1344 professionals to stay current with their associated practice;

- 1345 • Is not written by a close personal friend, research collaborator, or former academic
1346 advisor or post-doctoral mentor of the candidate; and
- 1347 • Provides sufficient analysis of the candidate's performance to add information to
1348 the review. A letter's usefulness is defined as the extent to which the letter is
1349 analytical as opposed to perfunctory. Under no circumstances will "usefulness" be
1350 defined by the perspective taken by an evaluator on the merits of the case.

1351 Since the department cannot control who agrees to write and or the usefulness of the letters
1352 received, at least twice as many letters are sought as are required, and they are solicited no
1353 later than the end of the spring semester prior to the review year. This timing allows
1354 additional letters to be requested should fewer than five useful letters result from the first
1355 round of requests.

1356 Qualifications of the external evaluator are generally judged based on the evaluator's
1357 expertise, record of accomplishments, and institutional affiliation.

1358 The Promotion and Tenure Committee and the department chair of the primary appointment
1359 TIU will assemble the list of evaluators. In cases of jointly appointed faculty, additional
1360 evaluators may be suggested by the Department Chair of the secondary appointment TIU as
1361 appropriate. Each candidate will be asked to submit three or four names for external
1362 evaluators, none of which should be collaborators, and a list of collaborators. If the evaluators
1363 suggested by the candidate meet the criteria for credibility, at least one and at most two, will
1364 be obtained. The Promotion and Tenure Committee and the department chair will generate
1365 additional names for external evaluators avoiding the collaborators named by the candidate.
1366 Faculty Rule [3335-6-04](#) requires that no more than half the external evaluation letters in the
1367 dossier be written by persons suggested by the candidate. In the event that the person(s)
1368 suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor
1369 this department requires that the dossier contain letters from evaluators suggested by the
1370 candidate.

1371 The department follows the Office of Academic Affairs suggested format, provided at
1372 <http://oaa.osu.edu/sampleddocuments.html>, for letters requesting external evaluations.

1373 Under no circumstances may a candidate solicit external evaluations or initiate contact in any
1374 way with external evaluators for any purpose related to the promotion review. If an external
1375 evaluator should initiate contact with the candidate regarding the review, the candidate must
1376 inform the evaluator that such communication is inappropriate and report the occurrence to
1377 the department chair, who will decide what, if any, action is warranted (requesting permission
1378 from the Office of Academic Affairs to exclude that letter from the dossier). It is in the
1379 candidate's self-interest to assure that there is no ethical or procedural lapse, or the
1380 appearance of such a lapse, in the course of the review process.

1381 In the event that the chair is unable to obtain the required five external evaluations, the chair
1382 must document all efforts, noting the individuals who were contacted, how they were
1383 contacted, and the dates and number of times they were contacted. The department is to
1384 notify the college and the Office of Academic Affairs as soon as it becomes apparent that it
1385 will not be able to obtain the required letters in time for the meeting of the eligible faculty.
1386 The lack of five external letters will not stop a mandatory review from proceeding, but will halt
1387 a non-mandatory review from proceeding unless the candidate, chair of the committee of

1388 eligible faculty, and the department chair all agree in writing that it may proceed and agree
1389 that it will not constitute a procedural error.

1390 All solicited external evaluation letters that are received must be included in the dossier. If
1391 concerns arise about any of the letters received, these concerns may be addressed in the
1392 department's written evaluations or brought to the attention of the Office of Academic Affairs
1393 for advice.

1394 **7.4. Documentation**

1395 Each tenure-track, practice, and research faculty member being reviewed will complete the
1396 Office of Academic Affairs core dossier, and will make available to the Promotion and Tenure
1397 Committee, along with copies of all publications authored or co-authored by the candidate
1398 and copies of all student evaluations of instruction for courses taught by the candidate. Other
1399 significant documents normally considered during the reviews will include external letters of
1400 evaluation, peer evaluations of teaching, and prior annual performance evaluations.
1401 Supplementary documentation may be offered by the candidate, or may be requested by the
1402 Promotion and Tenure Committee chair or the department chair. Documentation required to
1403 support lecturers' promotion to senior lecturer is described in the PPAPCS.

1404 In teaching, scholarship, and service, and in a few specific subcategories of each (outlined
1405 below), ratings of the candidate's record will be provided on a scale ranging from **poor**
1406 (unsatisfactory), **fair** (improvement needed), **good** (meets expectations), **very good** (exceeds
1407 expectations), to **excellent** (exceptional). As noted in Section 7.2.1, a record rated as very good
1408 is a minimal expectation for promotion in that category. The Promotion and Tenure Committee
1409 rarely will rate the record of a promotion candidate as poor or fair, but these ratings may be
1410 seen more frequently in annual or fourth-year reviews in situations where substantial
1411 improvement is required to meet expectations.

1413 **7.4.1. Teaching**

1414 The teaching component of the review will include summary evaluations of classroom teaching,
1415 curricular development, and advising of students.

1417 **Classroom Teaching**

1418 Evidence that will be evaluated to assess the classroom teaching sub-category of teaching will
1419 include:

- 1420 • Student evaluations of instruction (SEI) (a summary of SEIs and, in particular, SEI
1421 comments is presented in writing from another faculty member as part of the dossier)
- 1422 • Peer observations of instruction

1423 Evidence that will be evaluated to assess the classroom teaching sub-category of teaching could
1424 include:

- 1425 • Awards for teaching
- 1426 • Individual letters (not solicited by the candidate) from former students
1427 regarding teaching effectiveness

- 1428 • Letters (not solicited by the candidate) from other faculty regarding teaching
1429 effectiveness

1430 The EED approach to teaching assessment and feedback has two components. Direct formal
1431 assessment of teaching will be conducted using the OSU student evaluation of instruction (SEI)
1432 questionnaires and the department's official peer evaluation of teaching forms. A faculty
1433 member other than the candidate must create a summary of SEIs paying particular attention to
1434 student comments. This summary becomes part of the dossier. SEIs will be used in each regular
1435 course, and at least two peer reviews of teaching (by faculty selected in consultation with the
1436 Promotion and Tenure Committee chair) will be conducted within one year before the fourth-
1437 year review and any promotion and/or tenure review. These will be part of the candidate's
1438 record to be considered in such reviews. The candidate may include formative feedback on
1439 teaching intended for formative purposes in their dossier. Examples include, but are not
1440 limited to, EED student evaluation of teaching questionnaires and informal reviews by peers.
1441 These will not be part of the candidate's record to be considered in promotion and tenure
1442 reviews unless SEIs are not available for the same course.

1443 The department will follow the procedures for peer review of teaching as set forth in Section
1444 10.2 of this document.

1445

1446 **Curricular Development**

1447 Evidence that will be evaluated to assess the curricular development sub-category of teaching
1448 will often include:

- 1449 • Curricular and content development and innovations
- 1450 • Textbook and course material development
- 1451 • Pedagogical innovations
- 1452 • Publications about teaching
- 1453 • Awards for curricular development
- 1454 • Letters (not solicited by the candidate) from other faculty regarding curricular
1455 contributions

1456

1457 **Advising**

1458 Each faculty member is expected to perform academic advising as appropriate to their rank
1459 and track and as assigned by the department to graduate students, and to provide
1460 appropriate advice regarding course and program matters as well as career and graduate
1461 school choices. The primary distinguishing factor in this sub-category of teaching will be the
1462 role of the candidate in advising graduate student scholarship leading to Ph.D. and M.S.
1463 (thesis) degrees, and (to a lesser extent) research by undergraduates, including senior theses.
1464 Evidence that will be evaluated to assess the advising sub- category of teaching will often
1465 include:

- 1466 • Achievements (e.g., publications and awards) of Ph.D., M.S. thesis, and senior honors
1467 thesis students advised

- 1468 • Sustained progress toward the degree by Ph.D. and M.S. thesis students advised
- 1469 • Service on Ph.D. dissertation and M.S. thesis committees of students who have
- 1470 other primary advisors
- 1471 • Service as a faculty mentor for student organizations or student-led initiatives
- 1472 • Letters (not solicited by the candidate) from other faculty regarding advising contributions
- 1473

1474 **7.4.2. Scholarship**

1475 Scholarship for tenure-track, practice, and research faculty involves primarily scholarship that
 1476 advances the state-of-the-art in engineering education. Scholarship for practice- faculty
 1477 typically involves scholarship of application, which often includes course development and
 1478 evaluation, curriculum development and evaluation, assessment of student learning
 1479 outcomes, and instructional approaches. The scholarship component of the review will include
 1480 summary evaluations of quality, quantity, significance/impact, and funding.

1481 **Quality**

1482 "Quality" refers to the degree to which the candidate's scholarship represents superior
 1483 intellectual achievement: the originality, novelty, and intrinsic value of scholarly contributions.
 1484 Evidence that will be evaluated to assess the quality of scholarship will often include:

- 1486 • Independent external evaluators' opinions of the quality of the work (when available);
- 1487 • Prestige (reputation and visibility), selectivity, and impact factors of publication outlets;
- 1488 • Patents, patent applications, and similar evidence of technological innovation;
- 1489 • Competitive peer-reviewed grants, contracts, and gifts for which the candidate is the PI
- 1490 or a critically important co-PI;
- 1491 • Invited presentations at other institutions;
- 1492 • Invitations to serve on editorial boards of prestigious journals;
- 1493 • Invitations to serve on editorial boards or program committees of prestigious journals
- 1494 or conferences;
- 1495 • Invitations to serve on government or professional organization policy-making panels
- 1496 and boards; and
- 1497 • Special commendations and honors for the quality of scholarship, e.g., professional
- 1498 society Fellow designation.

1499 Because of the wide range of areas within engineering education, research papers may appear
 1500 in diverse journals and proceedings. In many areas of the discipline, conference publications
 1501 are rigorously reviewed and prestigious, and can be as significant as publications in premier
 1502 journals. The appendix of this document (Section 13) includes a discussion of legitimate and
 1503 community-recognized publishing strategies for Engineering Education faculty members.

1504

1505 **Quantity**

1506 "Quantity" refers to the total body of scholarly results the candidate has produced and
1507 effectively disseminated to the broader community, typically through publication. Evidence
1508 that will be evaluated to assess the quantity of scholarship will include:

- 1509 • Number of equivalent papers (i.e., accounting for multiple authorship and paper length)
1510 appearing in or fully accepted by top publication outlets, and that can be attributed to
1511 the candidate's research publication efforts;
- 1512 • Number of publications appearing in other outlets; and
- 1513 • Number of substantial work products other than traditional publications (such as
1514 software), if applicable.

1515 The number of other publications will be considered evidence of quantity, but generally will
1516 have less weight than publications in top publication outlets. Similarly, work products that have
1517 been taken into account in hiring the candidate generally will be of less importance in quantity-
1518 of-scholarship determination than those produced later. For faculty members hired as associate
1519 professor or with years credited toward tenure, the totality of the record will be considered
1520 when assessing quantity, along with the expectation for productivity while at OSU.

1521 Ohio State specifically asks the candidate to include in the dossier, for each publication that the
1522 candidate wishes to be considered as a serious contribution, a description of both the
1523 intellectual contribution (qualitative) and effort contribution (quantitative). The Promotion and
1524 Tenure Committee may contact non-student co-authors to confirm such descriptions.

1525 In some situations, non-traditional scholarly products and methods of dissemination will need
1526 to be evaluated. The candidate should provide appropriate documentation to permit adequate
1527 evaluation.

1528
1529 **Significance/Impact**

1530 "Significance/impact" refers to the degree to which the candidate's work is fundamentally
1531 important for the field, as well as the extent to which it has been recognized, cited, adopted,
1532 and/or built upon by others. Evidence that will be evaluated to assess the significance/impact
1533 of scholarship will often include:

- 1534 • Independent external evaluators' opinions of the significance/impact of the work (when
1535 available);
- 1536 • Promotion and Tenure Committee members' assessments of the significance/ impact of
1537 the work;
- 1538 • Citations of the candidate's work by others; and
- 1539 • Adoption and use of the candidate's scholarly results and techniques, or other work
1540 products, by others.

1541 **Funding**

1542 As noted above, competitive peer-reviewed grants, contracts, and gifts to support scholarship
1543 (and where they are from) will be considered in evaluating the quality of the candidate's

1544 scholarly program. Such funding is also an independently important aspect of scholarship
1545 because of the expectation that tenure-track and research faculty will obtain funding to support
1546 graduate students to do research and will contribute to the financial stability of the department.
1547 Evidence that will be evaluated to assess funding of scholarship will often include:

- 1548 • Grants, contracts, and gifts for which the candidate is the PI or a critically important
1549 co-PI;
- 1550 • Number of graduate students supported with external funding;
- 1551 • Total amount of external funding for the candidate's research program; and
- 1552 • Letters (not solicited by the candidate) from collaborators, especially the PI,
1553 documenting the importance of the candidate's role in obtaining the funding and
1554 accomplishing the work for funded projects where the candidate is a co-PI.

1555 All external funding that supports students and for which the EED and/or an EED-related center
1556 gets appropriate expenditure credit will be considered equally important in rating the funding
1557 sub-category of scholarship.
1558

1559 **7.4.3. Service**

1560 The service component of the review will include summary evaluations of internal service and
1561 external service.

1562 **Internal Service**

1564 Every faculty member is expected to contribute to the effective governance of the
1565 department, and senior faculty are expected to contribute to the effective governance of the
1566 college and university as well. Evidence that will be evaluated to assess the internal
1567 (department, college, and university) sub-category of service will often include:

- 1568 • Effective involvement and active participation in assigned department, college, and
1569 university committees;
- 1570 • Demonstration of initiative and follow-through in identifying and helping to address
1571 specific departmental problems; and
- 1572 • Observations made by Promotion and Tenure Committee members who have served
1573 with the candidate on committees and/or have been served by the candidate's
1574 activities.
1575

1576 **External Service**

1577 Evidence that will be evaluated to assess the external (professional and community) sub-
1578 category of service will often include:

- 1579 • Professional activities such as service on conference organizing and program
1580 committees, editorships, reviewing, etc.;
- 1581 • Reviewing of proposals for funding agencies;
- 1582 • Public service related to the candidate's professional expertise;

- 1583 • Outreach and funding of outreach activities; and
1584 • Consulting activities.

1585 External service is not required for research faculty. Neither internal nor external service is
1586 required for associated faculty.
1587

1588 **8. Appeals**

1589 The [Rules of the University Faculty](#) regarding appeals will apply.

1590 Disagreement with a negative decision is not grounds for appeal. In pursuing an appeal, the
1591 faculty member is required to document the failure of one or more parties to the review
1592 process to follow written policies and procedures.

1593

1594 **9. Seventh Year Review**

1595 The [Rules of the University Faculty](#) regarding seventh-year review will apply.

1596

1597 **10. Procedures for Student and Peer Evaluation of Teaching**

1598 **10.1. Student Evaluation of Teaching**

1599 Use of the Student Evaluation of Instruction (SEI) is required in every course offered in this
1600 department. Faculty members should choose a day late in the semester when attendance is
1601 likely to be high if s/he is going to provide in-class time for students to complete the evaluation
1602 using a computer or mobile application. The faculty member must leave the classroom during
1603 the time allotted for completing the evaluation. The faculty member should reiterate to students
1604 that the feedback provided in the evaluations is used both for performance reviews and to
1605 provide feedback that can be taken into account in future teaching.
1606

1607 **10.2. Peer Evaluation of Teaching**

1608 The department chair or designee oversees the department's peer evaluation of teaching
1609 process.

1610 Annually the department chair appoints a Peer Review of Teaching Committee of a size judged
1611 sufficient to meet the volume of peer review activity expected that year, without overburdening
1612 any of the members. The term of service is one year, with reappointment possible. Reasonable
1613 efforts are made to distribute service among the senior faculty from year to year in order to
1614 support and encourage attention to the quality of teaching in the department. Although there is
1615 no presumption that a peer reviewer must be of equal or higher rank than the faculty member
1616 being reviewed, such a model will be followed to the extent possible.

1617 The responsibilities of the Peer Review of Teaching Committee are as follows:

- 1618 • to review the teaching of probationary tenure-track and practice faculty at least once per
1619 year during the first two years of service, and at least twice more before the

- 1620 commencement of the mandatory tenure review, with the goal of assessing teaching at all
1621 the levels of instruction to which the faculty member is assigned;
- 1622 • to review the teaching of tenured associate professors and non-probationary associate
1623 professors of practice at least once every other year, with the goal of having at least two
1624 peer reviews of teaching before the commencement of a promotion review;
 - 1625 • to review the teaching of tenured professors and non-probationary professors of practice
1626 at least once every four years with the goal of assessing teaching at all the levels of
1627 instruction to which the faculty member is assigned during the year of the review;
 - 1628 • to review, upon the department chair's request, the teaching of any faculty member not
1629 currently scheduled for review. Such reviews are normally triggered by low or declining
1630 student evaluations or other evidence of the need for providing assistance in improving
1631 teaching; and
 - 1632 • to review the teaching of a faculty member not currently scheduled for review, upon that
1633 individual's request, to the extent that time permits. Reviews conducted at the request of
1634 the faculty member are considered formative only. The department chair is informed that
1635 the review took place, but the report is given only to the faculty member who requested
1636 the review. Faculty seeking formative reviews should also seek the services of the
1637 [University Institute for Teaching and Learning](#).

1638 Reviews conducted upon the request of the department chair or the faculty member focus on
1639 the specific aspects of instruction requested by the chair or faculty member and may or may not
1640 include class visitations

1641 Regularly scheduled peer teaching evaluations (the first three situations listed above) are
1642 comprehensive and should include, in addition to class visitation, review of course syllabi and
1643 related instruction materials. In the case of peer review for the purposes of promotion and
1644 tenure reviews, the class visitation is conducted by one or more senior peers whom the
1645 promotion and tenure chair has identified in consultation with the candidate. The peer reviewer
1646 should meet with the candidate to establish a time for the visit and to understand the goals of
1647 the course and the candidate's teaching philosophy. If possible, the peer reviewer should attend
1648 two different class sessions over the course of the semester.

1649 In observing the course and reviewing the syllabus and other materials, the peer reviewer should
1650 focus on such issues as the appropriateness of the course design given the goals and level of the
1651 course, the quality and effectiveness of the instructional materials and assessment tools, and the
1652 appropriateness of the approach relative to current disciplinary knowledge. At the conclusion of
1653 the class visits, the reviewer meets with the candidate to give feedback and also submits a
1654 written report to the department chair, copied to the candidate. The candidate may provide
1655 written comments on this report and the reviewer may respond if he/she wishes. The reports are
1656 included in the candidate's promotion and tenure dossier.
1657

1658 **11. Appendix A: Literature Cited**

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1670

1671 **12. Appendix B: Associated Faculty Contracts**

1672 **12.1. Multi-Year Contract Eligibility Criteria and Process**

1673 To be considered for appointment to a multi-year contract, Senior Lecturers with three or more
1674 years of service, may submit documents and follow procedures as described in the PPAPCS.

1675 Presentation of these documents by a Lecturer or Senior Lecturer to their immediate supervisor
1676 will initiate the candidate's appointment to a multi-year contract. If appropriate, it may be agreed
1677 that the department's formal annual review documentation is sufficient for consideration.

1678 **12.2. Rolling Contract Eligibility Criteria and Process**

1679 To be considered for appointment to a rolling contract, Lecturers and Senior Lecturers with three
1680 or more years of service, may submit documents and follow procedures as described in the
1681 PPAPCS.

1682 Presentation of these documents by a Lecturer or Senior Lecturer to their immediate supervisor
1683 will initiate the candidate's appointment to a rolling contract. If appropriate, it may be agreed
1684 that the department's formal annual review documentation is sufficient for consideration.

1685 Rolling contracts are intended to recognize faculty members based on their strong record of
1686 teaching and commitment to the department; individuals who receive a rolling contract are
1687 expected to contribute to the long-term growth and development of the department.
1688

1689 **13. Appendix C: Publication Strategies for EED Faculty**

1690 The Department of Engineering Education (EED) Appointments, Promotion, and Tenure (APT)
1691 document includes this statement regarding judgments about research quality: "Because of the
1692 wide range of applications of engineering education, research papers may appear in very
1693 diverse journals and proceedings. In addition, in many areas of the discipline, conference
1694 publications are rigorously reviewed adding to their prestige in the field."

1695 It is, nonetheless, tempting to try to rate a candidate's publication outlets. This analysis must be
1696 based on the outlets' overall quality or significance (as opposed to the quality or significance of
1697 the candidate's papers that are published there). Below we provide guidance on how this
1698 should be done in EED.

1699 Research faculty in most disciplines are expected to publish the results of scholarly activities in

1700 "archival" publications, i.e., "place[s] or collection[s] containing records, documents, or other
1701 materials of historical interest" [*The American Heritage Dictionary of the English Language,*
1702 *Third Edition*, Houghton Mifflin, 1992]. In many fields, the archival publications are academic
1703 journals and books. The obviously correct publication strategy is to publish in these outlets.

1704 While these outlets are available in engineering education (e.g., *Journal of Engineering*
1705 *Education* [JEE], *International Journal of Engineering Education* [IJEE], *European Journal of*
1706 *Engineering Education* [EJEE], etc.) and serve as the highest form of publication, many
1707 conference proceedings are peer-reviewed, published, and archived elevating their prestige in
1708 the field. The consequence is that there is a second reasonable publication strategy for EED
1709 faculty: to publish papers in such conference proceedings in addition to publishing similar
1710 papers in journals. Indeed, sometimes publications that are originally written for major
1711 conference proceedings are then published in special issues of journals. Thus, it is not always
1712 clear whether a given paper is a journal paper or a conference proceedings paper. In the EED,
1713 faculty will list these such papers as journal publications and will not include them in their list of
1714 conference papers even if modifications of the original document were needed.

1715 The papers submitted to most engineering education conferences are typically 8-10 camera-
1716 ready pages, not short abstracts that are commonly reviewed and/or published by conferences
1717 in many other fields. These full papers are typically subject to peer review at the abstract and
1718 draft paper stages (which may require multiple iterations) normally by two to three referees.

1719 The most respected researchers in the field publish in certain conference proceedings, and, of
1720 course, all the top conference proceedings are searchable and retrievable on-line from digital
1721 libraries run by the professional organizations serving (e.g., American Society for Engineering
1722 Education [ASEE]). In fact, these societies are usually the main conference sponsors. Some
1723 proceedings are even archived in educational databases (e.g., proceedings from the IEEE's
1724 Annual Frontiers in Education [FIE] conference).

1725 Why do many engineering education faculty prefer to publish papers in conference proceedings
1726 in addition to journals? There are three main reasons. First, the engineering education field is
1727 fast-moving, and the generally much shorter turn-around time of conference proceedings
1728 (submission to publication) makes for more timely publication of results. Second, an accepted
1729 paper is the faculty member's ticket to speak (for 12-30 minutes) in front of an audience of
1730 peers, to get rapid additional turn-around on ideas, and to establish new working relationships.
1731 The opportunity to meet new people and to have this sort of personal interaction is an
1732 important factor in much engineering education research, which tends to be interdisciplinary by
1733 nature. Finally, as top journals offer on-line access through society-sponsored digital libraries,
1734 the circulation of paper subscriptions—which other scholars might routinely browse for
1735 interesting papers—is declining. In fact, some professional society journals in engineering
1736 education are now exclusively on-line, with no print versions whatsoever (e.g., *Advances in*
1737 *Engineering Education*). Conferences, with their opportunities for personal interaction, are thus
1738 becoming more rather than less important in terms of research visibility. We would not be
1739 surprised to see other fields move in this direction in the future, and for the same reasons.

1740 Of course, not all engineering education faculty agree that papers published in top conference
1741 proceedings are prestigious forms of publication. There is divided opinion about what is the
1742 best strategy for publishing. However, we emphasize that the question of appropriate

1743 engineering education publication patterns was not invented here; nor was the prevailing
1744 belief that it is perfectly legitimate to focus one's publication efforts on major conference
1745 proceedings. We believe that a balance of publications is needed in engineering education.

1746 Not all conferences, and not all journals, are of comparable quality. A given journal or
1747 conference proceedings will be evaluated as a top publication outlet using the following
1748 criteria:

- 1749 1. there is a consensus among knowledgeable members of the Promotion and Tenure
1750 Committee that its overall reputation for publishing quality work is excellent;
- 1751 2. acknowledged leaders in the field consistently publish in it;
- 1752 3. it consistently has a documented acceptance rate that suggests only the best submitted
1753 papers pass its peer review process;
- 1754 4. it is among the top publication outlets in its subarea of engineering education in terms
1755 of the journal "impact factor" as defined by the ISI Web of Knowledge
1756 (<http://www.isiwebofknowledge.com>), or other "impact rating" services with credible
1757 approaches to assessing publication impact.