Promotion Criteria for the Clinical Track

Promotion from Clinical Instructor to Clinical Assistant Professor

• Minimum academic credential: Master’s degree
• Maintain appropriate professional credentials including certification and/or licensure as determined by the department.
• Identify and develop area(s) of expertise (e.g., specialty certification, program development).
• Provide high quality didactic and/or clinical teaching as assigned as evidenced by peer and student evaluation.
• Demonstrate initiation of a collaborative research agenda.
• Demonstrate active participation (service) on committees at the departmental, school, community, work, and/or professional levels.
• Adhere to the Timeline for Promotion as established by the School of Allied Health and Bylaws of the Medical College of Ohio.

Promotion from Clinical Assistant Professor to Clinical Associate Professor

• Minimum academic credential: Master’s degree
• Maintain appropriate professional credentials including certification and/or licensure as determined by the department.
• Maintain and enhance area(s) of expertise (e.g., specialty certification, program development).
• Provide high quality didactic and/or clinical teaching as assigned as evidenced by peer and student evaluation.
• Document sustained and ongoing commitment to one’s collaborative research agenda as demonstrated by publications and presentations.
• Provide evidence of active participation (service) on committees at the departmental, school, community, work, and/or professional levels.
• Adhere to the Timeline for Promotion as established by the School of Allied Health and Bylaws of the Medical College of Ohio.

Promotion from Clinical Associate Professor to Clinical Professor

• Minimum academic credential: Doctoral degree
• Maintain and enhance appropriate professional credentials including certification and/or licensure as determined by the department.
• Maintain and enhance area(s) of expertise (e.g., specialty certification, program development).
• Provide high quality didactic and/or clinical teaching as assigned as evidenced by peer and student evaluation.
• Demonstrate significant commitment to research as demonstrated by independent publications and presentations.
• Document external recognition for research contributions and/or educator contributions.
• Provide evidence of leadership in addition to active participation (service) on committees in one’s practice and at the departmental, school, college, community, and/or professional levels.
• Adhere to the Timeline for Promotion as established by the School of Allied Health and Bylaws of the Medical College of Ohio.

SAH Faculty Approval: 0 4/14/99
Revised: 02/28/01
Medical College of Ohio  
School of Allied Health  

Timeline for Promotion

**Instructor to Assistant Professor**

Appointments at the rank of Instructor may be renewed annually for a total period not exceeding five years, unless terminated earlier in accordance with the Faculty Bylaws. Only the first three years may be excluded from the calculation of the final date for mandatory promotion from Assistant Professor to Associate Professor or for termination. Appointments shall be without tenure.

Prior to June 30 of the third year, the faculty member must be notified in writing by the Dean that all faculty time after June 30 will be included in his or her determination of final date for mandatory promotion, termination or reclassification. During the fourth year after the initial appointment, the Department Chair will evaluate the faculty member regarding eligibility for promotion to Assistant Professor. By June 30 of the fourth year, each Instructor must be promoted to Assistant Professor, or be notified in writing by the Dean that the contract will be terminated no later than June 30 of the fifth faculty year.

**Assistant Professor to Associate Professor:**

Appointments may be renewed annually for a total period not exceeding seven years unless terminated earlier in accordance with the Faculty Bylaws.

During the sixth year after attaining the rank of Assistant Professor the Department Chair will evaluate the faculty member regarding eligibility for promotion to the rank of Associate Professor. No later than June 30 of the sixth year at the rank of Assistant Professor, the faculty member must be promoted to the rank of Associate Professor or be notified in writing by the Dean that the contract will be terminated no later than June 30 of the seventh year. Upon written request of the Chair and/or Dean, and approved by the Vice President of Academic Affairs, the deadline for mandatory promotion or termination may be extended annually for a maximum of three additional years. However, the total number of years since initial faculty appointment shall not exceed ten. A faculty member may request to include any time spent at the rank of Assistant Professor at a comparable higher educational institution prior to employment at the Medical College of Ohio to be considered as part of the evaluation process and timeline for promotion provided the degree held prior to employment at the Medical College of Ohio was at the minimum level required by the faculty member’s track at the Medical College of Ohio.

**Associate Professor to Professor:**

A faculty member promoted to (or initially appointed to) the rank of Associate Professor will not be required to be promoted to the rank of Professor. A faculty member having been appointed to the rank of Associate Professor for at least three (3) years will be eligible for consideration for promotion to the rank of Professor. A faculty member may request to include any time spent at the rank of Associate Professor at a comparable higher educational institution prior to employment at the Medical College of Ohio to be considered as part of the evaluation process and timeline for promotion provided the degree held prior to employment at the Medical College of Ohio was at the minimum level required by the faculty member’s track at the Medical College of Ohio.

SAH Faculty Approval: 6/21/99
Revised: 01/24/01
Revised: 02/28/01
SAH Faculty Approval: 2/28/01
School of Allied Health  
Medical College of Ohio

**Examples of Teaching Activities**

The expectation for Teaching, in regards to promotion, is that a faculty member will make contributions to the discipline for which he or she has been trained (or related discipline) through the dissemination of professional knowledge and skills. The degree and extensiveness of one’s contributions will be expected to increase as one advances from one faculty rank to the next. Teaching contributions can be demonstrated in a number of ways.

All faculty members will be expected to engage in the following categories of Teaching at all ranks – a hierarchy of value is not inferred by the order of listing for the following categories.

**Departmental Teaching:**

- Oversight of didactic &/or clinical courses
- Development of teaching/instructional materials
- Implementation of innovative teaching/learning strategies

**School/College Teaching:**

- Classroom instruction: SAH/MCO
- Short presentation (In-service)

**External Teaching:**

- Classroom instruction

**Student Advisement:**

- Major Advisor for thesis
- Major Advisor for scholarly project

Below are examples of ways in which further teaching accomplishments could be documented:

**Internal Teaching:**

- Seminar (advanced)
- Workshop/Continuing Education course

**External Teaching:**

- Seminar (advanced)
- Workshop/Continuing Education course
- Short presentation (In-service)

**Student Advisement/Supervision:**

- Supervision of student research
- Member of thesis committee
- Major advisor for dissertation (internal or external)
- Member of dissertation committee (internal or external)

**Other:**

- Mentorship of others in teaching
- Graduate School representative at thesis defense
Additional ways “Excellence in Teaching” could be demonstrated:

**Special Recognition/Achievement:**

- Teaching Fellowship
- External Awards for Teaching
- Internal Awards for Teaching
- Publication/copyright of instructional theory and/or materials

For more detailed information, refer to Sections “Definitions” and “Promotion Criteria”
Examples of Research Activities

The expectation for research, with regards to promotion, is that a faculty member makes a contribution to his or her discipline or related discipline’s knowledge base. The degree or extensiveness of one’s contribution would increase as one moves from one faculty rank to the next. Research contributions can be demonstrated in a number of ways. Below are examples of ways in which one’s research accomplishments could be documented. Because of the nature of knowledge generation, peer-reviewed activities hold particular importance for judging one’s research contributions. For more detailed information, refer to the Promotion Criteria.

Grants

- Peer-reviewed research grants
- Peer-reviewed training grants
- Grants & Contracts (non-peer-reviewed support)
  - MCO supported grants
  - Academic/industry (business) collaborative research

Articles

- Peer-reviewed research articles
- Other peer-reviewed articles
- Non-peer-reviewed articles
- Editorial articles

Books

- Authored Books
- Edited books
- Book chapters
- Monographs

Research Activities

- Investigator initiated research (non-grant/departemental support)
  - Lab-based research
  - Clinical research
  - Field based research
  - Epidemiological research
- Case studies

Presentations

- Peer-reviewed presentations/workshops
- Other presentations/workshops/posters

Special Recognition/Achievement

- External awards for scholarship
- Internal awards for scholarship

SAH Faculty approval: 6/21/99
Examples of Service Activities

The expectation for service, with regards to promotion, is that a faculty member makes contributions to the department, school, college, profession and community through active participation in committees and other bodies that help advance the missions of the respective organizations. The degree or extensiveness of one’s contribution would increase as one moves from one faculty rank to the next. Service contributions can be demonstrated in a number of ways. Below are examples of ways in which one's service accomplishments could be documented. Leadership roles and service commitments beyond MCO are expected to achieve national recognition normally associated with higher faculty ranks.

**Leadership Position in Internal Committees/Task Forces**

- Department
- School of Allied Health
- Graduate School
- Medical College of Ohio

**Leadership Position in External Committees/Task Forces**

- State/Local Professional Associations
- State/Local Organizations or Foundations (e.g. American Heart Association)
- National/International Professional Associations
- National/International Associations/Foundations
- Government Advisory Groups/Panels including Peer Review Panels for Grants

**Elected Offices**

- State/Local Professional Associations
- State/Local Community Organizations or Foundations
- National/International Professional Associations
- National/International Community Associations/Foundations

**Editorial Boards**

- Editorial Board – Non-Peer Reviewed Journal/Publication
- Invited Reviewer – Non-Peer Reviewed Journal
- Editor or Department Editor – Non-Peer Reviewed Journal
- Editorial Board – Peer Reviewed Journal
- Invited Reviewer – Peer Reviewed Journal
- Editor or Department Editor – Peer Reviewed Journal

**Membership in Internal Committees/Task Forces**

- Department
- School of Allied Health
- Graduate School
- Medical College of Ohio

**Membership in External Committees/Task Forces**

- State/Local Professional Associations
- State/Local Community Organizations or Foundations
- National Professional Associations
- National Civic/Philanthropic Organizations or Foundations
Other

Advisor to Student Organizations
Clinical/Professional Practice (voluntary or paid)
Published Book or Article Reviews
Professional Related Consultation (voluntary or paid)
Professionally Related Service to the Community

Special Recognition/Awards for Service

SAH Faculty Approval: 6/21/99
DEFINITIONS

**Teaching:**

An activity that transmits existing knowledge, skills and attitudes to MCO students, faculty members, clinicians, and scientists as well as members of the lay and professional communities-at-large. Teaching includes, but is not limited to, classroom instruction. Other activities include course development and evaluation, supervision of clinical or scientific work, and conducting continuing education programs. Where education-related work also leads to the production of new knowledge and publication of that knowledge, (as in the empirical evaluation of a new educational approach, which is published in a peer-reviewed journal) it may be also considered research.

**Research:**

Research is a scholarly activity that leads to the production of new knowledge communicated to the world and posterity by appropriate permanent records (usually publications but also including peer-reviewed and invited presentations). Research traditionally involves the generation of hypotheses or the empirical testing of hypotheses. Scholarly activity also includes, but is not limited to: a) theoretical analyses and/or syntheses of existing data, b) secondary analyses, including meta-analyses of existing data, c) comprehensive reviews of an area of knowledge, d) evaluation research and outcome studies (clinical or educational), and e) development, description, and/or evaluation of new clinical, educational and/or data-analytic approaches. Description of rare, unusual, or clinically important cases may also be considered as scholarship when those descriptions result in new knowledge.

**Service:**

Service to the institution, patients, clients, the community and scientific/professional societies is included in this category. May include administrative and committee service.

**National Recognition:**

Being recognized by individuals within one’s specific discipline or field of study at other institutions. One may achieve national recognition of one’s educational accomplishments, research, service to one’s profession, or by a unique clinical contribution. Examples of achieving recognition include, but are not limited to: 1) conducting workshops at national meetings, 2) a record of substantive publications as a primary author in peer-reviewed journals, 3) service on editorial review boards, 4) developing an innovative clinical method which is described in publications or in paper/poster presentations with demonstrated clinical value, 5) service to national professional/scientific societies, study groups, and government panels, and 6) receiving peer-reviewed research support from federal sources or national foundations.

**Primary Author:**

The primary author is usually identified by first authorship if the individual personally conducted the majority of work reported in a paper, or a subsequent or corresponding author when the bulk of the work was conducted under the mentorship of the individual.

SAH Faculty Approval: 6/21/99
Appendix 1

FACULTY DEVELOPMENT PLAN
SAMPLE FORMAT

FACULTY NAME:  POLLY MORPHOUS, MS, RD
RANK:  ASSISTANT PROFESSOR OF DIETETICS
DATE:  SEPTEMBER 15, 1990

Directions: Please refer to Section C,
"The Criteria for Excellence in Teaching, Research and Service"

TEACHING EXCELLENCE: How do you propose to become a more effective educator?

1. I want to develop a more spontaneous, relaxed lecture style, incorporating more audiovisual resources and class discussion.

   The strategies I will use to attain this goal are as follows:
   - review my past teaching evaluations for specific comments and suggestions
   - seek out experienced peers to review my course outlines and critique my classes
   - observe experienced peers and study their methods
   - participate in a no credit seminar on the use of audiovisuals in the classroom
   - videotape and self critique my lecture style periodically throughout the quarter

   To evaluate the attainment of this goal I will use the following measures
   - peer evaluations
   - student evaluations
   - self-evaluation

RESEARCH: In what ways do you propose to participate in original research and disseminate the results?

1. I will complete and submit the results of my study to the Journal of the American Dietetics Association on "The Effects of Patient Education in the Control of Type II Diabetes."

   The strategies I will use to attain this goal are as follows:
   - dedicate Thursday afternoons in my schedule for research Fall, Winter and Spring Quarters
   - consult regularly with statistician relative to data analysis
   - submit drafts of each section to peers for feedback as they are completed
   - have manuscript ready for April 1 submission; make sure secretary follows ADA format

2. I will propose a one hour technical session presentation for the next ADA Conference on the results of my study.

   The strategies I will use to attain this goal are as follows:
   - solicit call for papers from ADA, and submit by the required deadline
   - submission of the proposal will serve as measure of attainment
   - propose money in 1992 budget to cover my travel

3. I will present the findings of my study to the local chapter meeting of the ADA in April, 1991.

   The strategies I will use to attain this goal are as follows:
   - speak to agenda chair to place topic on Spring agenda
   - follow through on goal 1 so material is ready to present

   I will measure attainment of this goal by giving the presentation and preparing an evaluation form for participants to provide feedback.
**SERVICE:** How will you provide service to your program, the School, College and society?

1. I will serve on program admissions committee.
2. I will continue to act as Chair of the School's Convocation Committee
3. I will remain an active member of the ADA, and continue to review articles for the journal.
4. I will continue to serve as a member of the College's Library Resource Committee.

The strategies I will use to attain these goals are as follows:
- arrange teaching schedule so meetings are possible
- allow at least two hours each week in schedule for article review

Measures of attainment will include peer evaluation of participation on committees.

Faculty Signature

__________________________________________  ________________________________
Department Chair                                 Date of Approval
Signature of Approval

**Note:** All faculty development plans due to Dean's Office by September 15th.
Appendix 2

SCHOOL OF ALLIED HEALTH
MEDICAL COLLEGE OF OHIO
FACULTY EVALUATION SUMMARY

Faculty Name

____________________________________________________________________

From  ___________________  To  ___________________

Faculty Evaluation is based on the performance of the individual in each of the three categories of teaching, research/scholarly activity, and service. The category of administration is also included on this form.

Using a scale of 1 - 5, with 5 as the highest rating, the following criteria apply to the numerical rating.

5: Excellent: consistently performs at the highest level; exemplary performance.
4: Above Average: usually performs at a high level; does more than generally expected.
3: Average: consistently performs at a satisfactory level; does what is expected.
2: Below Average: usually performs at a satisfactory level.
1: Unacceptable: consistently performs at an unsatisfactory level; does not do what is expected.

I. Summarize the attainment of your goals for the current year as stated on your faculty development plan.

(type your response in the following box)

II. Teaching Excellence

Evaluation of teaching effectiveness should include but not be limited to items that address the "Criteria for Teaching Excellence" as established by the School of Allied Health. Use format prescribed in Appendix 3, "Student Evaluation of Courses and Instructors".

A. Student Critiques

Student Ratings

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Quarter/Year</th>
<th>Course</th>
<th>Student Rating (avg)</th>
<th>Student Rating (avg)</th>
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B. Department Chair/Peer Evaluation of Teaching Excellence (attach completed forms as needed, Appendix 4).
C. Self Assessment of Teaching:

1. Strengths:

2. Areas in need of improvement:

3. Plans for enhancing teaching effectiveness:

D. Comments by Supervisor/Department Chair/Dean:

III. Research Excellence

List or describe appropriate activities that address "Criteria for Research Excellence" as established by the School of Allied Health.

A. Publications during year:

B. Scholarship during year:

C. Professional communication during year:

D. Comments by Supervisor/Director/Dean:

Scholarly/Research Performance Rating _______

IV. Service Excellence

A. College committees during year:

B. Professional organizations during year:

C. Service organizations during year:
D. Community service during year:

E. Comments by Supervisor/Chair/Dean:

Service/Performance Rating _____

V. Administrative Performance (if applicable, refer to your position description and reflect on the following)

A. Managerial Skills. Evaluation of managerial skills will include, but not be limited to, the following criteria:

- performs administrative responsibility (i.e., student and programmatic records, accreditation activities, recruitment/enrollment activities, publication updates) in an efficient and timely manner,
- communicates, as appropriate, to Dean, director, faculty, staff, students and administration information pertinent to operation of program,
- provides constructive feedback to faculty, staff and students concerning their performance, projects and other matters,
- delegates assignments to appropriate individuals,
- demonstrates openness to change/suggestions,
- cooperated with division, department and school policies/procedures, and
- assists with morale development and positive atmosphere.

B. Leadership. Evaluation of leadership will include, but not limited to, the following criteria:

- demonstrates leadership in academic and professional goal setting for the program,
- provides an atmosphere conducive to curricular and professional excellence, and
- creates a sense of unity and enthusiasm among faculty and staff of the program/division.

C. Self Assessment of Managerial and Leadership Performance:

1. Strengths:

2. Areas in need of improvement:

D. Comments by Supervisor/Chair/Dean:

Rating of Administrative Performance _____
VI. Tentatively Project Your Goals/Objectives/Activities For Coming Year Following Faculty Development Plan Format (Appendix 1) and attach.

VII. Summary Evaluation (by Dean/Chair)

The following rationale support the Outstanding and Below Average ratings in any category. Suggestions are also given for improving performance and any considerations regarding promotion and/or tenure.

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Ratings: Teaching ________; Research/Scholarly ________; Service ________; Administration ________

Overall Performance Rating ________
(average of above)

Comments on Appraisal by Department Chair/Dean:

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Department Chair Date

Dean Date

Faculty Member's Signature Verifying Review of Comments

Signatures do not imply agreement with the comments of the Supervisor/Director/Dean.

[November ‘93, Revised January ‘95]
Appendix 3

THE SCHOOL OF ALLIED HEALTH
MEDICAL COLLEGE OF OHIO

Student Evaluation Of Course and Teaching

The purpose of this evaluation is to improve the quality of education. Your perspectives on the course are important to the course instructor, to the department, and to administration. Please take your time to complete this evaluation - your comments are highly valued. Because it is important that each student’s rating is independent of other students’ ratings, please do not discuss your opinions with other students while you complete this evaluation.

The evaluation has four parts:

• Ten items address the quality of the course as part of your professional curriculum.

• Ten items are relevant both to the quality of teaching and to the quality of the course (sometimes it is impossible to separate the two factors).

• Ten items address the quality of teaching.

• The fourth part involves your qualitative comments on a COMMENT PAGE (in addition, this fourth part gives the instructor an opportunity to ask you specific questions).

While this questionnaire and the Scantron forms are being distributed, the instructor will designate a student to deliver all completed materials to the Department’s Secretary. The instructor will not have access to these materials until after grades are submitted.

1. Please do not write on this questionnaire.

2. Using a #2 pencil, write the course title, number, and instructor’s last name on the Scantron form. If there is more than one instructor, note that Scantron spaces 31 to 40 will be used to evaluate the second instructor, and so forth for multiple instructors.

3. Use the scale provided (e.g. A = you agree strongly) in an objective way.

4. Use the COMMENT PAGE to explain agreements and disagreements (please!).

Thank you for your conscientious attention to this questionnaire. Your comments make a difference.

PART I: Evaluation of the Course

On this page you are asked to evaluate the effectiveness of this course as part of your professional curriculum. Please try to separate your thoughts about the course from your thoughts about the quality with which it was taught.

If the statement does not apply, or if you have no comment, leave the item blank.

A = Agree strongly
B = Agree mostly
C = Partly agree and partly disagree
D = Disagree mostly
E = Disagree strongly
Leave blank if not applicable/no comment
1. The content of this course is related to my field of study.

2. I was adequately prepared for this course through prior coursework completed before entering this course.

3. This course was sequenced appropriately within my curriculum plan.

4. The course description and objectives were logically consistent with each other.

5. The objectives of this course were clear and measurable forming the basis for evaluating student performance.

6. This course was consistent with the curriculum’s overall philosophy and design.

7. The course objectives were consistent with the number of credit hours.

8. The class schedule (duration, time of day, and timing in relationship to other courses’ schedules) was conducive to learning.

9. The instructional environment was conducive to individualized learning.

10. This course stimulated me to conduct further investigations in this area.

Part 2: Items Evaluating Both the Teaching and the Course

In many courses, there are important matters that are the joint responsibility of the instructor and the curriculum committee that sets standards for the course. Below are items reflecting such matters.

If the statement does not apply, or if you have no comment, leave the item blank.

A = Agree strongly
B = Agree mostly
C = Partly agree and partly disagree
D = Disagree mostly
E = Disagree strongly
Leave blank if not applicable/no comment

11. The course description, course objectives, and syllabi clearly communicated the actual content of this course.

12. The right amount of work is required for the amount of credit given.

13. The text and other readings were appropriate and helpful.

14. There was a good match between the course objectives and the types of learning experiences (i.e., lecture, discussion, lab, fieldwork, student presentation, assignments, etc.).

15. The content in this course was sequenced appropriately.

16. I learned things in this course which go beyond the course objectives and which will help me in my professional development.

17. My fellow students contributed to my learning in this class.

18. My experience with the content of this course will help me function as a professional in the future.

19. No major changes are needed in this course.

20. Overall, this is a good course.
Part 3: Evaluation of the Teaching

On this page you are asked to evaluate the effectiveness of instruction. Please try to separate out your thoughts about teaching from your thoughts about the place of the course in your curriculum.

If the statement does not apply, or if you have no comment, leave the item blank.

A = Agree strongly
B = Agree mostly
C = Partly agree and partly disagree
D = Disagree mostly
E = Disagree strongly

*Leave blank if not applicable/no comment*

21. The instructor communicated (orally or in written form) course content and course expectations in a clear and well-organized manner.

22. The instructor was available (as delineated in the course syllabus) and was responsive to students.

23. The instructor demonstrated comprehensive and up-to-date knowledge of the material.

24. The instructor was interested in and enthusiastic about the course.

25. The instructor designed effective learning experiences and used teaching-learning tools effectively.

26. The instructor was prompt in distributing class materials (e.g. syllabi, assignments, feedback on tests or papers, etc.).

27. The instructor encouraged students to seek an in-depth understanding of ideas in the course.

28. The instructor’s methods of grading student performance (testing, papers, projects, etc.) were clear, fair, and consistent with course objectives.

29. The instructor ensured that the course objectives were met in accordance with the overall purpose of the course.

30. The instructor did a good job in teaching this course.

If there is more than one instructor, return to items 21 to 30 above, but mark your answers in spaces 31-40 on the Scantron form.

Course Number: ____________

To be completed if there is more than one instructor:

Last name of instructor to be evaluated in Questions 21 to 30 ______________________
Last name of instructor to be evaluated in Questions 31 to 40 ______________________
Last name of instructor to be evaluated in Questions 41 to 50 ______________________
This is the only page that should be written on. And please do so! In many cases, quantitative ratings must be explained to be helpful to the instructor or the curriculum committee. Please include explanations of agreements as well as disagreements.

Comments on Part 1, Items 1-10 (Evaluation of course, not teaching)

Comments on Part 2, items 11-20 (Evaluation of course and teaching)

Comments on Part 3, Items 21-...(Evaluation of teaching, not the course)

If you need more space, please use additional blank pages.
PEER EVALUATION OF TEACHING EXCELLENCE

Faculty Member _______________________________    Evaluator _______________________________

Date of Evaluation ___________________________   Course Title/Number _____________________________

Content Focus/Title ___________________________   Length of Session ___________________________

Please list example(s) of teaching observed (e.g.: Lecture, discussion, small group, seminar, lab, etc.):
_________________________________________________________________________________________

Consider 5 = Agree Strongly; 4 = Agree Mostly; 3 = Partly Agree and Partly Disagree; 2 = Disagree Mostly; and 1 = Disagree Strongly on the scale. NA indicates an inability to assess this item.

1. Course materials are received by the course coordinator in a timely manner. 5 4 3 2 1 NA
2. Course materials reflect curriculum design or organizing scheme of the sponsoring program. 5 4 3 2 1 NA
3. Current resources are incorporated into course materials. 5 4 3 2 1 NA
4. Demonstrates appropriate level of knowledge in course materials covered. 5 4 3 2 1 NA
5. Clear, measurable objectives for the session are stated/provided. 5 4 3 2 1 NA
6. Establishes rapport with students. 5 4 3 2 1 NA
7. Teaching/learning strategies selected are appropriate to meet stated/provided learning objectives. 5 4 3 2 1 NA
8. Skill is demonstrated in implementing teaching/learning strategies. 5 4 3 2 1 NA
9. Course materials are taught at a level appropriate for the audience. 5 4 3 2 1 NA
10. Effectively communicates course content. 5 4 3 2 1 NA
11. Effectively clarifies unfamiliar ideas/answers questions. 5 4 3 2 1 NA
12. Summarizes key points of course materials. 5 4 3 2 1 NA

Comments:

Evaluator's Signature ___________________________   Faculty Member's Signature ___________________________
Introduction:

The members of the Appointments and Promotion Committee will provide a Preliminary Review of a faculty member’s dossier for promotion at their regularly scheduled meetings. The purpose of the Preliminary Review is to provide formative feedback to a faculty member regarding progress toward promotion. A Preliminary Review is intended to be part of the overall faculty development process and as such, feedback from the Preliminary Review may be helpful to the faculty member when formulating future faculty development plans. Information from the Preliminary Review may help a faculty member focus efforts in ways which are beneficial for achieving timely promotion. The Preliminary Review is optional and should not be construed as required.

The Preliminary Review process and information provided are confidential. In order to be beneficial, a faculty member should have a minimum of two years remaining prior to anticipated application for promotion when requesting the Preliminary Review.

The Preliminary Review Process:

A faculty member wishing to participate in the Preliminary Review process should submit to the Appointments and Promotion Committee four copies of the following:

1. A letter to the Appointments and Promotion Committee requesting Preliminary Review. This letter should include a self-evaluation of teaching, scholarly activity, and service for the period at current rank.

2. Curriculum Vitae (see format for promotion).

3. Any other supporting materials the faculty member wishes the Committee to consider.

Copies must be submitted to the Chair of the Appointments and Promotion Committee three weeks in advance of a regularly scheduled Appointments and Promotion Committee meeting. A written response from the Appointments and Promotion Committee will be provided within two to three months of submission of materials. No records will be kept from the Preliminary Review and all materials submitted will be returned to the faculty member.
APPLICATION PROCEDURES FOR PROMOTION

INTRODUCTION

The application and dossier for promotion is your opportunity to convince your peers that your academic history and accomplishments over several years warrant movement upward in the ranks of the professorate. Planning for promotion should begin early in your faculty career because promotion (and tenure) decisions are based upon a track record of demonstrated excellence in the traditional areas of teaching, scholarly activity (research) and service and not just a synopsis of your current activities. Therefore it also imperative to keep meticulous records of your accomplishments in the areas noted above. The Application Procedures are designed to help you prepare early and comprehensively for your application for promotion.

*It is recommended that as a candidate, you prepare a well-organized dossier that provides qualitative and quantitative evidence of your accomplishments and development as a faculty member in your department and in the School of Allied Health. It may be helpful to have a colleague review and edit your application and dossier to ensure it is complete and without grammatical, spelling or formatting errors.*

OVERVIEW

All recommendations for promotion to the rank of Associate Professor or Professor will be reviewed by the Appointments and Promotion Committee.

The rules for faculty promotion are determined by the Bylaws, Rules and Regulations of the Medical College of Ohio (MCO) and Guidelines laid out here.

An application for promotion may be initiated by the candidate, by the program director, by the department chair or by the Dean of the School of Allied Health (SAH).

Information submitted to the committee will be kept in confidence.

The Appointments and Promotion Committee (A&P Committee) will meet at least twice a year with meetings during the periods of March-May and September-November. All promotions must be evaluated at such regular meetings. Guidelines for appointments to the SAH are in the Faculty Handbook.

**TIMETABLE FOR FACULTY PROMOTIONS**

The deadlines for receipt of the materials described in the DOCUMENTATION REQUIRED FOR PROMOTION will be March 1 and September 1. Materials that are not complete by this deadline will be held for the subsequent review cycle.

Deadlines for all required materials:

<table>
<thead>
<tr>
<th>DEAN’S OFFICE</th>
<th>A&amp;P COMMITTEE REVIEW</th>
<th>RETURN TO DEAN’S OFFICE</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1</td>
<td>April 1 - May 15</td>
<td>May 20</td>
<td>July 1</td>
</tr>
<tr>
<td>September 1</td>
<td>October 1 - November 15</td>
<td>November 20</td>
<td>January 1</td>
</tr>
</tbody>
</table>

The Dean of the SAH will examine the materials; those materials that are complete and in the proper format will then be distributed to the A&P Committee.

The committee will evaluate the candidate’s dossier materials and vote, according to the **GUIDELINES FOR COMMITTEE EVALUATION OF CANDIDATES**
The Chair of A&P committee will submit a written report to the Dean of SAH, summarizing the committee’s recommendations and justification. The Dean shall forward all positive recommendations for promotion to the Executive Committee of SAH for review and recommendation. The Dean, with concurrence of the Vice President for Academic Affairs and the President, will forward positive recommendations to the Board for final action. Negative recommendations or recommendations for deferral shall be communicated by the Dean of SAH to the nominating chair and the candidate.

In the event of a negative recommendation, the nominating chair or candidate may appeal to the Dean to have the A&P committee re-evaluate the candidate’s dossier. An updated curriculum vitae and any other new information would then need to be sent to the Committee through the Dean’s Office.

**GUIDELINES FOR COMMITTEE EVALUATION OF CANDIDATES**

All A&P committee members will review each candidate’s dossier prior to the committee meeting. The committee may also seek such consultative advice as it deems necessary.

Each candidate will be considered only for the rank and type of appointment regular or Special.

A candidate will not be considered for promotion to associate professor and tenure at the same time. A candidate may be considered for promotion to professor and tenure at the same time.

The committee will base its evaluation of each candidate on the written materials available to the committee. At regular committee meetings, written comments from absent committee member(s) will be considered, but only members present may vote.

A vote will be considered to be valid if a majority of the committee members voted. A majority of those voting is required for a positive recommendation for promotion. The vote will be anonymous. In case of tie, the findings will be forwarded to the dean, noting exact vote.

**DOCUMENTATION REQUIRED FOR PROMOTION**

Each of the following documents must be sent to the Dean of SAH. After it is determined that the materials are complete and in the correct format, additional copies will be requested.

1. REQUEST FOR CHANGE IN RANK (see Appendix A)

2. LETTER FROM THE DEPARTMENTAL CHAIRPERSON OR PROGRAM DIRECTOR TO THE DEAN OF THE SCHOOL OF ALLIED HEALTH. The letter must evaluate each applicable activity of the candidate (e.g., research, teaching, service and administration) and indicate the approximate percentage of time devoted to each. In case the candidate is the chairperson or program director reporting to the Dean, the letter of recommendation to the A&P Committee will come from the Dean.

3. LETTER OF APPLICATION. A letter of application which includes self-evaluation of teaching, service and scholarly activity.

4. EVALUATION OF TEACHING, SCHOLARLY ACTIVITY, AND SERVICE FOR PERIOD AT CURRENT RANK.

   A. EVALUATION OF TEACHING. Evidence may include student evaluation of course and instructors, or graduate and peer evaluations, other materials if applicable and relevant, and innovative activities in teaching or curricular design.

   B. EVALUATION OF SCHOLARLY ACTIVITY. Evidence may include results of evaluation by peers or department chair (may refer to annual evaluation, mention year, page, etc.) Faculty may include 3-5 of the most significant works published since the previous promotion.
C. EVALUATION OF SERVICE.

(1) General Service -- Evidence may include efforts to enhance the effectiveness of MCO and one department (see Appendix B).

(2) Administrative Service -- Administrative service and effectiveness of effort within the department, SAH and other units in MCO should be described particularly as related to development and management. Evidence may include results of evaluation by peers or department chair (may refer to annual evaluation, mention year, page, etc.)

5. CURRICULUM VITAE OF THE CANDIDATE. The CURRICULUM VITAE format should be used (see Appendix B). The curriculum vitae must be accurate and current. Missing or ambiguous information may adversely affect the committee’s evaluation or delay the evaluation process. BIBLIOGRAPHY should be contained in the curriculum vitae. This must be accurate and current, and should conform to the BIBLIOGRAPHY FORMAT.
Appendix A
REQUEST FOR CHANGE IN RANK

Medical College of Ohio
School of Allied Health

Originating Department/Program: __________________________________________________________

Department Chair/Program Director: ______________________________________________________

Name of Candidate for Promotion: _________________________________________________________

Present Faculty Rank: ___________________________________________________________________

Date of Appointment to Present Rank: ______________________________________________________

Current Secondary Appointment(s): _________________________________________________________

Proposed Faculty Rank: ___________________________________________________________________

________________________________________________ ____________________________
Signature of Candidate Date

______________________________________________ ____________________________
Signature of Department Chair/Program Director Date
Appendix B
CURRICULUM VITAE FORMAT FOR PROMOTION

Medical College of Ohio
School of Allied Health

PERSONAL INFORMATION
Name (in full):
Social Security Number (Optional):
Address:
Phone number(s):
Vitae updated on:

EDUCATION
List each earned degree in chronological order in the following manner: Degree title; field of study; institution, city, state (and country if not U.S.); date of degree award. Indicate the honorary degree in parenthesis following degree title.

POSTGRADUATE EDUCATION
Start with the earliest position. Provide the following information for each:
  Dates (From - To)
  Name of institution; city and state (country, if not U.S.)
  Area of training

FELLOWSHIPS: PRE AND POST-DOCTORAL
Start with the earliest position. Provide the following information in chronological order for each:
  Dates (From - To)
  Name of institution and department (or other administrative unit)
  Specialty/discipline
  Source of award (if applicable)

EMPLOYMENT
List all relevant employment in chronological order.
  Dates (From - To)
  Name of organization, business or educational institution
  Department or other administrative unit within organization
  Title or faculty rank and track (e.g. clinical, research, etc.)
  Nature of employment (full or part-time, volunteer)

CERTIFICATION/LICENSURE
Provide the following information for each
  Area of specialty
  Name of specialty board issuing certification/licensure
  Date of issue and period of time covered by document, if there is a time limit

AWARDS AND COMMENDATIONS
List in chronological order:
  Name of award
  Individual/institution/company issuing award
  Date award received

SCHEDULED TEACHING ASSIGNMENTS
A. Primary teaching: course title and number, frequency during academic year, description of contact hours (% taught), elective courses, independent studies, type of students (OT; PT; OH; PA; MPH; graduate; undergraduate, etc.), and number of students enrolled.
B. Coordination (%)
C. Field work (%)

SCHOLARLY ACTIVITY

A. PUBLICATIONS
For each publication, provide complete information. The following applies to papers published in journals. Provide similar information for books, book chapters, and other materials.

All authors, in the order they appear in the journal
Title of the paper
Journal
Volume
First and last page number of the paper
Year of publication

Organize publications in chronological order under the following headings. Within each heading, indicate in a separate sub-section, as appropriate, works that are invited, and those that are published in non-peer-reviewed journals.

- Articles published in scientific and professional journals
- Articles accepted for publication in scientific and professional journals (include projected publication date)
- Articles submitted for publications (if there are several of these, they may be arranged under headings similar to those used for published works.) The date of submission should be indicated.

- Books authored or edited
- Chapters in books
- Educational media (e.g. audiovisual, electronic/computer and other)
- Published abstracts, panel discussions/forums, proceedings
- Printed media: professional periodicals and news letters, lay publications

B. MAJOR RESEARCH INTERESTS
Provide a brief summary.

C. RESEARCH SUPPORT, TRAINING GRANTS
List in chronological order. For each, include:
- Title of grant
- Funding agency
- Period of support (From - To)
- Total amount awarded
- Name, department and institution of principal investigator/director
- Your role on the project (if not principal investigator/director)
- Funding status (funded, approved but not funded, not approved, pending)

D. DISSERTATION/THESIS/PROJECT
For each graduate student and postdoctoral fellow for which you served as the major advisor, list:
- Name
- Department (and institution if not MCO)
- Dates the student studied under your guidance (From-To)
- Degree awarded and date, if applicable
- Current position of the graduates (Optional)
E. EDITORIAL BOARDS
List, in chronological order, service on the editorial boards of journals:
Name of journal
Dates (From - To)
Special status, if applicable (e.g. editor-in-chief, section editor, etc., with dates)

F. PEER REVIEW

1. JOURNAL:
List journals for which you have served as a peer reviewer. Also list dates and number of articles reviewed.

2. PANELS (Grant reviews, reviews of conference abstracts, etc.):
List service on per review panels, in chronological order. If the organization has both national and state or regional panels, be sure to indicate at which level you served.
Name of organization
Name or review panel
Status (e.g. chairman, member, guest reviewer, consultant)
Dates (From - To)

INTERNATIONAL AND NATIONAL PROFESSIONAL ORGANIZATIONS AND ACTIVITIES
Provide the following information for each:
Name of organization
Dates of membership (From - To)
Title and dates of offices held

STATE, REGIONAL AND LOCAL PROFESSIONAL ORGANIZATIONS AND ACTIVITIES
Provide the following information for each:
Name of organization
Dates of membership (From - To)
Title and dates of offices held

NATIONAL RESEARCH COUNCIL, FOUNDATIONS, GOVERNMENTAL BODIES, ETC.
Provide the following information for each:
Name of organization
Dates of membership (From - To)
Title and dates of offices held

COMMUNITY SERVICE AND ORGANIZATIONS RELEVANT TO THE ACADEMIC ROLE
List, in chronological order, membership and activities in relevant organizations.

COMMITTEES
List membership in each of the following categories by:
Name of committee
Dates (From - To)
Office held, if applicable (e.g. chair, secretary, etc., with dates)

1. Medical College of Ohio
2. School of Allied Health
3. Graduate School
4. Department/Program
5. National/International
6. State/Local
INVITED LECTURES, SEMINARS, SYMPOSIA, VISITING PROFESSORSHIPS (External only)
List in chronological order:
- Title, position or activity
- Site of activity (e.g. name of university, company or organization)
- Dates

PRESENTATIONS AT INTERNATIONAL, NATIONAL AND LOCAL MEETINGS
Indicate any special/invited presentations. List in chronological order:
- Names of all authors, in the original sequence
- Title of presentation
- Reference (if abstract published)
- Type of presentation (Research findings, roundtables, forums, etc.)
- Name and location of meeting
- Date

CONSULTATIVE ACTIVITIES (Paid or unpaid)
List organizations, activities, with inclusive dates

CONTINUING EDUCATION TAKEN FOR THE PERIOD AT RANK
List title of the course, place, dates and hours.
Recommendations for Faculty Tracks
for the School of Allied Health

Introduction:

All full-time regular SAH faculty appointments will be tenure tracks: either the academic track or the clinical track. The academic track is for individuals primarily engaged in academic teaching and research. The clinical track is for individuals primarily involved in clinical practice and/or fieldwork practice, including practice-based instruction of students. The SAH clinical track is a new track designed to accommodate future needs of the SAH (practitioners will not be on this track unless their appointment is under the auspices of the SAH). Criteria for rank and tenure will involve teaching, research, and service, with the two different tracks placing different emphases among these three areas (please see below).

All regular SAH faculty who hold part-time MCO appointments will be on the academic or clinical track (part-time faculty are not eligible for tenure). Full-time MCO faculty with joint appointments in the School of Allied Health and another MCO school will adhere to the rules for appointments and tracks as established by a single school designated as primary for that individual.

Ranks and criteria for appointments are as follows:

Academic Track (Tenure Track) (Professor, Associate Professor, Assistant Professor, Instructor)

i. Teaching
    -teaching effectiveness (in classrooms, small discussion groups, labs, and/or clinical and fieldwork education)
    -development of innovative educational materials or methods
    -research mentoring effectiveness

ii. Research and Scholarship
    -investigator-initiated research accomplishments
    -collaborative research accomplishments
    -national/international recognition
    -research training and research credentials
    -accomplishments as demonstrated by
      --publication of peer-reviewed articles
      --publication of professional books, chapters, and monographs
      --other publications
      --research grants, including those awarded based on peer review
      --other grants and contracts contributing to research and scholarship
      --presentation of research at meetings and conferences
      --participation in peer-review processes

iii. Service
    -effectiveness of academic administration
    -quality of service to the MCO academic community
    -quality of service to professional and health consumer organizations
    -clinical and/or fieldwork effectiveness
Clinical Track (Tenure Track) (Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Instructor)

i. Teaching
- effectiveness of clinical and/or fieldwork mentoring
- development of innovative educational programs integrating academic and practical education
- teaching effectiveness (periodically demonstrated in classrooms, labs, and/or small discussion groups)

ii. Clinical and/or Fieldwork Scholarship
- collaborative research accomplishments
- accomplishments as demonstrated by
  -- scholarly integration of clinical and/or fieldwork experience
    (publication of review articles, book chapters, texts, case reports, etc.)
  -- publication of peer-reviewed articles
  -- publication of professional books and monographs
  -- other publications
  -- grants, including those awarded based on peer review
  -- presentation of research at meetings and conferences

iii. Practice and Service
- effectiveness of clinical and/or fieldwork service
- clinical and fieldwork effectiveness
- clinical and fieldwork administrative effectiveness
- quality of service to the MCO academic community
- quality of service to professional and health consumer organizations

Special Appointments

Special (non-regular) appointments will be made for adjunct or time-limited situations faced by the SAH. Special appointments will include temporary appointments, adjunct appointments, and visiting appointments. Special appointment will not lead to subsequent appointment to a tenure track. Unlike regular appointments, peer review will not necessarily be an inherent feature in the evaluation of special appointments.

Temporary (Professor (temporary), Associate Professor (temporary), Assistant Professor (temporary), Instructor (temporary), Lecturer (temporary), Teaching Assistant (temporary))

Full-time or part-time one-year temporary appointments may be made, renewable twice for a maximum of three years, as long as they do not constitute the majority of a department. Performance will be evaluated on an annual basis. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.

Adjunct (Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, Adjunct Instructor, Adjunct Lecturer)

Adjunct appointments are part-time appointments held by individuals with primary employment outside the School of Allied Health. Adjunct appointments are renewable annually. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.
Visiting (Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor, Visiting Instructor, Visiting Lecturer)

Visiting appointments will not exceed one year. Performance evaluation will depend entirely on the terms negotiated upon appointment, both in terms of the performance areas and performance criteria.

Volunteer [(Professor (Volunteer), Associate Professor (Volunteer), Assistant Professor (Volunteer), Instructor (Volunteer)]

Volunteer appointments will involve neither tenure nor contract pay. These appointments are made to recognize practitioners who provide professional time and skill to SAH programs. These appointments will be made for one year and are renewable.
INTRODUCTION

The mission of the Medical College of Ohio (MCO) is to develop educational programs and health professionals, make significant contributions to the health sciences by producing new knowledge through research and other scholarly activities, and provide a high quality of service to the health professions, and to local, regional, state and national communities. MCO supports the concept of academic tenure as one mechanism for assuring the development and retention of high quality faculty appropriate for accomplishing these ends.

Tenure is awarded to qualified full-time faculty holding regular appointments at the rank of Associate Professor or Professor based on their projected contributions to the mission, goals, and objectives of MCO and its constituent schools, departments and programs. It is a commitment by the institution to the academic freedom and continuous employment of such faculty in meeting the institution's mission, goals, and objectives, consistent with the Bylaws, Rules and Regulations of the Medical College of Ohio.

Tenure represents the most significant commitment that the institution can grant to a faculty member. Thus it is imperative that the tenure review process be conducted in a manner that will promote the highest levels of teaching, research, and service. Only MCO, through its Board of Trustees, as the fiscally responsible agent, can grant tenure.

There is no requirement for an individual to be nominated or apply for tenure at MCO.

ELIGIBILITY

The candidate must:

- be at the Professor rank or
- be at the Associate Professor rank for at least six months or eligible for promotion to the Professor rank

and

- be a member of MCO Faculty for a minimum of three (3) years before being considered for tenure. An individual promoted to the rank of Professor at MCO may apply for tenure at any time. Exceptions to this time requirement at MCO are: (1) a candidate who comes from another institution with tenure; or (2) a candidate who comes with the rank of Associate Professor or higher from another institution without tenure and had been at an eligible rank for a minimum of three years.

  • provide evidence of continuing career development.
  • actively and innovatively contribute to the on-going mission of MCO.
  • show promise in all areas of academic responsibilities.
  • show excellence in the three areas of teaching, research and other scholarly activities, and service.
COMPOSITION OF TENURE COMMITTEE

The Tenure Committee should have a minimum of five tenured faculty members selected by the procedures outlined in the SAH Faculty Handbook and approved by the Dean of SAH. The majority of the members will be from the School of Allied Health (SAH). The Tenure Committee will be chaired by the tenured member-at-large from the Appointment, Promotion and Tenure (APT) Committee. The Tenure Committee Chairperson may request the appointment of tenured faculty from within or outside the SAH, in consultation with the APT Committee and the Dean of SAH.

PROCEDURES

A candidate for tenure shall be nominated by the chairperson of the department, or in the case of chairperson, by the Dean of SAH.

The tenure dossier shall be forwarded through the Dean's office to the SAH Tenure Committee.

In considering candidates for tenure, the Tenure Committee will pay close attention to the candidate's curriculum vita and other objective evidence of the candidate's contributions to teaching, research and service.

Recommendations from the Tenure Committee are determined by ballot of all voting members of the committee following a complete review of the application and tenure dossier. The final vote of the Tenure Committee will be recorded reflecting the number of votes for and against the recommendation, and number of abstentions. Tenure Committee members may not vote when there is a conflict of interest or potential for conflict of interest (e.g. author of a letter of recommendation). Any faculty member may only vote at one level of the process in considering a candidate’s tenure.

Recommendations for the awarding of tenure, including the rationale for the Committee's findings, if accepted by the Dean, will be transmitted to the Chief Academic Officer (CAO) and then to the President of MCO who shall submit the recommendations to the Board of Trustees for their consideration and approval.

The CAO will inform the Dean and the candidate of the decision of the Board of Trustees.

SUPPORTING MATERIAL

The dossier submitted for tenure should include:

- a self-assessment from the candidate which includes documentation of qualifications, a summary of past accomplishments, a description of on going personal career goals, and future objectives.
- evidence of excellence in teaching, research, and service (see examples of evidence for teaching, research, and service attached to criteria for promotion).
- a letter which comments fully on the individual's qualifications and potential for enhancement of the department, SAH, and MCO from the chairperson of the candidate’s primary department, or from the Dean when a chairperson is the candidate.

Letters provided to the Tenure Committee will be of two types:

- Letters of Support -- solicited by the candidate, internally and/or externally to provide further evidence of excellence in teaching, research, and service.
- Peer Review -- solicited by the chairperson of the Tenure Committee from a list generated by the candidate. The candidate should provide the Tenure Committee chairperson a list of at least three internal and three external professional peers who can speak with authority on the candidate’s excellence in teaching, research, and service.
In those instances where the applicant comes from another institution, names of peers from the candidate's previous institution may be substituted for those of internal peers.

**AVAILABILITY OF OTHER INFORMATION**

The Tenure Committee reserves the right to request additional information from the candidate, discipline-specific experts, department chairperson, or Dean for use in deliberation.

**APPEAL**

If the chairperson does not support the candidate’s application for tenure, the candidate may appeal this unfavorable decision to the Dean in writing.

An unfavorable decision regarding tenure by the Dean or higher level administrators shall be transmitted by the Dean to the nominating chairperson and the candidate. An unfavorable decision by the Dean may be appealed in writing to the CAO. An unfavorable decision by the CAO may be appealed in writing to the President.

The candidate will have ninety (90) Calendar days to appeal any unfavorable decision.

**APPLICATION SUBMISSION DATES**

Tenure will be considered on a semi-annual basis by the members of the Tenure Committee. All documents related to the candidate shall be submitted to the Tenure Committee at least three months in advance of the anticipated appointment deadline: April 1 for action by July 1 or October 1 for action by January 2.