



**THE OHIO STATE UNIVERSITY**

COLLEGE OF ARTS AND SCIENCES

**Clinical/Teaching/Practice Faculty Proposal 2020**

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## **I. Introduction**

This document proposes the addition of clinical/teaching/practice faculty to the College of Arts and Sciences. The College of Arts and Sciences proposes that clinical/teaching/practice faculty can be appointed at the assistant, associate, or full professor level. Clinical/teaching/practice faculty members will be appointed for an initial term of three, four or five years on a probationary basis, and then can be reappointed for a three, four, or five year term. The percentage of clinical/teaching/practice faculty for the college will not exceed 20% of the total of the tenure-track, clinical/teaching/practice and research faculty in the college. In individual tenure initiating units, the number of clinical/teaching/practice faculty will be fewer than the number of tenure-track faculty. Individual departments or schools can choose to set lower limits.

The primary goal of this request is to improve the quality of teaching in the college, and to allow the college to recruit and retain the best individuals to assist in delivery of teaching excellence. Teaching in the College of Arts and Sciences covers a very broad range of disciplines, and many units utilize associated faculty for some of their teaching. Implementation of clinical/teaching/practice faculty will enable units to provide an appropriate long-term career path for their best non-tenure-track instructors who are dedicated to a career in education.

## **II. Background Information**

The arts and sciences are the university's primary laboratory for inquiry into human expression, social and cultural systems, and physical, biological, and cognitive processes. Study in the arts and sciences provides the basis for quantitative as well as creative thought; computational, technological, and communicative skills; historical consciousness and ethical perspective; literary understanding and artistic appreciation; international literacy and curiosity; and regard for values unlike one's own. Thus, the areas of study that comprise the arts and sciences are foundational to all university education and professional preparedness. As complex issues confront the world, it is to the arts and sciences that Ohio State – and communities beyond – look for the skills, knowledge, and imagination to understand and create solutions to these challenges.

The mission of the College of Arts and Sciences is to achieve excellence in scholarship, teaching, and service. Excellence in scholarship, which includes research, scholarly and creative works, can be measured by attainment of national and international recognition, as evidenced by publications, citations, external funding, presentations, performances, creation of original art, awards, and honors. Excellence in teaching can be measured by the attainment of local, national, and international recognition, as evidenced by pedagogical publications, awards, honors, and critical student outcomes. Excellence in service involves making available a high level of professional expertise, engagement, and experience to the public, including the university, the Columbus community, the State of Ohio, and the nation, as well as to scholarly professional organizations.

The College of Arts and Sciences is composed of 38 tenure-initiating units, organized into three divisions: Arts and Humanities, Natural and Mathematical Sciences, and Social and Behavioral Sciences. Clinical faculty are currently approved in the College of Arts and Sciences for three units: Speech and Hearing Science, Communication, and Psychology. These three units were

approved for clinical faculty positions prior to the merger of colleges that resulted in formation of the College of Arts and Sciences. The recent expansion by the university of the previous clinical faculty to the clinical/teaching/practice faculty better matches the mission of the College of Arts and Sciences, and the college now requests approval for utilization of clinical/teaching/practice faculty throughout the college, which will reflect the unified college structure.

### **III. Rationale for Establishment of Clinical/Teaching/Practice Faculty**

There are three principal rationales for establishment of clinical/teaching/practice faculty in the College of Arts and Sciences:

1. Provide graduate and undergraduate students more access to high-quality instruction in appropriate ASC courses
2. Position the college among its aspirational peers, many of which incorporate dedicated teaching faculty into their overall educational programs for curriculum development and delivery and related projects, including student-advising programs; these activities complement the outstanding teaching activities provided by research-active faculty
3. Provide a career path for our best non-tenure-track teachers that enhances the ability of the college to attract and retain the most qualified individuals for these positions

### **IV. Terms and Conditions of Appointments**

#### **A. Type and Term of Appointment**

The percentage of clinical/teaching/practice faculty for the College of Arts and Sciences will not exceed 20% of the total of the tenure-track, clinical/teaching/practice, and research faculty in the college. (University Rule 3335-7-03). This total includes tenure-track faculty appointed at regional campuses.

Clinical/teaching/practice faculty may be appointed at the Columbus campus or at a regional campus; decisions regarding appointments at a regional campus require consultation between the appropriate regional college dean and department chair/school director to jointly offer employment to prospective faculty members assigned to the campus (Faculty Rule 3335-3-29.1).

Clinical/teaching/practice faculty can be appointed at the assistant, associate, or full professor level. As specified by Faculty Rule 3335-7-06, appointments at the level of associate professor or professor will require the approval of the Office of Academic Affairs. Clinical/teaching/practice faculty appointments are fixed term contract appointments that do not entail tenure.

Clinical/teaching/practice faculty members will be appointed for a minimum of three years and a maximum of five years on a probationary basis, as specified by

University Rule 3335-7-07, and will at the end of each year of the probationary period be notified by the department chair/school director as to whether he/she will be reappointed for the following year. During a faculty member's penultimate year of their probationary term, clinical/teaching/practice faculty members must undergo a review so that it may be determined whether it is appropriate to renew that individual's appointment for a new appointment term. The review will follow the same procedures as a review for tenure-track faculty as set forth in Faculty Rules 3335-6-03 and 3335-6-04. By the end of the penultimate year of the probationary contract, the clinical/teaching/practice faculty member will be notified by the department chair/school director and executive dean whether a new contract will be offered. In the event that a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

For faculty in their second and subsequent appointment term, the clinical/teaching/practice faculty member may be reappointed for an additional three, four, or five years, at the discretion of the department chair/school director. These extended appointments are not probationary, and the individual may only be terminated for cause (see rule 3335-5-04 of the Administrative Code) or financial exigency (see rule 3335-5-02.1 of the Administrative Code). The faculty member will be notified by the department chair/school director 12 months before the end of each contract period whether a new contract will be offered. In the event that a new contract is not extended, the final year of the contract is the terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

B. Criteria for Appointment, Reappointment and Non-Reappointment, and Promotion of Clinical/Teaching/Practice Faculty

Per rule 3335-7-06, procedures for appointment of clinical/teaching/practice faculty will be established by the college and will be set forth in the college's appointments, promotion and tenure document. Each department/school in the College of Arts and Sciences that chooses to include clinical/teaching/practice faculty will establish criteria for appointment and performance reviews. Appointments at the rank of associate professor or professor require prior approval of the Office of Academic Affairs.

With approval of the college, OAA will waive the requirement for a national search for appointments of clinical/teaching/practice faculty.

Clinical/teaching/practice faculty minimally would be expected to hold an appropriate terminal degree in the field, or a Master's degree and appropriate professional credentials demonstrating expertise in their relevant area of study and a minimum of five years of relevant professional experience, depending on the discipline.

Clinical/teaching/practice faculty serve under fixed term contracts and are not eligible for

tenure. The titles of clinical/teaching/practice faculty in the College of Arts and Sciences will include Assistant, Associate and Professor of the Teaching of XXXX, where XXXX identifies the specific discipline. Other titles may be used by individual units with approval of the executive dean and OAA. Individuals hired as a clinical/teaching/practice faculty member are primarily focused on teaching and service/professional activities. The criteria for appointment of clinical/teaching/practice faculty are similar to those for tenure-track faculty (Faculty Rule 3335-7-05), but will emphasize teaching and service, as defined by the department/school for each position. The criteria must be consistent with the rationale for having clinical/teaching/practice faculty in the unit in question and must be distinct from the criteria for tenure-track faculty appointments. The criteria for appointment, for reappointment and non-reappointment, and for promotion, is to reflect the importance of the responsibilities of clinical/teaching/practice faculty. In general, candidates are to be held to a very high standard of excellence in the areas central to their responsibilities.

*1. Assistant Professor of Teaching of XXXX*

A Master's degree and/or appropriate professional credentials demonstrating relevant expertise in the field of study, and/or extensive experience in the workplace, are minimum requirements for the rank of Assistant Professor of Teaching. Evidence of potential for high quality teaching is required, and the potential for high quality service to the unit and/or profession is desirable if relevant to the individual position. Appointment to the rank of Assistant Professor of Teaching is for an initial term of three to five years. At the end of the penultimate year, a review will take place and a decision made on another reappointment term.

Criteria for appointment as an Assistant Professor of Teaching:

- A Master's or Doctoral degree and/or appropriate professional credentials demonstrating expertise in the field of study; specific criteria are at the discretion of the department/school
- Evidence of professional experience if appropriate to the teaching and service role expected within the unit of hire (minimum of five years)
- Other evidence as established by the department/school

*2. Associate Professor of Teaching*

The awarding of the rank of Associate Professor of Teaching must be based on convincing evidence that the faculty member has achieved excellence as a teacher, has provided effective service (as specified in the faculty member's assigned duties), and can be expected to continue a program of high quality teaching and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and/or to the university.

Criteria for appointment as, or promotion to, Associate Professor of Teaching:

- An earned Master's or doctoral degree in relevant field of study; specific criteria are at the discretion of the department/school
- Relevant professional credentials demonstrating expertise in the field of study (if appropriate)
- Evidence of current knowledge of research impacting teaching or practice within the field of study
- Evidence of sustained high-quality teaching
- Evidence of high-quality and impactful service both within and outside of the university (if part of the assigned duties)
- Other evidence as established by the department/school

### *3. Professor of Teaching*

The awarding of the rank of Professor of Teaching must be based on convincing evidence that the faculty member has a sustained record of excellence in development and provision of a program of high quality teaching and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university and has provided leadership in service at the local, state and national levels (if part of the assigned duties).

Criteria for appointment as, or promotion to, Professor of Teaching:

- An earned Doctoral or terminal degree in relevant field of study
- Current professional credentials demonstrating expertise in the field of study (if appropriate)
- Evidence of knowledge of research impacting teaching in the field of study
- Evidence of sustained high-quality teaching
- Evidence of high-quality and impactful service both within and outside of the university (if relevant to the assigned duties)
- Other evidence as established by the department/school

## **V. Activities and Responsibilities of Clinical/Teaching/Practice Faculty**

Activities and responsibilities of clinical/teaching/practice faculty generally include three primary areas: 1) course and curriculum development and delivery; 2) advising and service in the unit; and 3) participation in unit governance, as established by the department/school.

### **A. Course and Curriculum Development and Delivery**

The primary responsibilities for clinical/teaching/practice faculty are expected to be in the area of teaching and supervision. Clinical/teaching/practice faculty may be involved in graduate or undergraduate courses, as well as professional development training sessions. Clinical/teaching/practice faculty may also develop new courses and curricula.

## B. Advising and Service in the Unit

Clinical/teaching/practice faculty will provide service to their unit and/or the college and university. The nature of this service will vary by the individual and may include student advising, supervision of undergraduate research, training of graduate teaching assistants in teaching skills, and other activities as assigned. As stated in section XV, 15.1. of the Graduate School Handbook, clinical/teaching/practice faculty (appointments at 50 percent or more FTE) are eligible for appointment as Category M graduate faculty. The qualifications, rights, and responsibilities of Category M graduate faculty, as noted in Section XV, 15.4 of the Graduate School Handbook, are as follows:

### *Minimum Category M Qualifications*

The faculty member:

- holds a tenure-track or clinical/teaching/practice faculty appointment
- holds a Master's degree or higher, or equivalent

### *Rights and Responsibilities of Graduate Faculty*

The faculty member:

- acts as the advisor for Master's students
- participates in the governance of graduate education at all levels within the university
- serves on doctoral examination committees at the discretion of the graduate studies committee of the department/school/graduate program

Approval to advise and supervise graduate students must be obtained from the graduate school as set forth in rule 3335-5-29 and detailed in the Graduate School Handbook.

## C. Participation in Unit Governance

As indicated by rule 3335-7-11, clinical/teaching/practice faculty do not have a voice or a vote on the unit Committee of Eligible Faculty, and would not have a vote on appointments or promotions of tenure-track faculty. Clinical/teaching/practice faculty may (at the discretion of the department/school) be permitted to vote on other matters, including appointment of additional clinical/teaching/practice faculty, and where appropriate, on the promotion and reappointment of clinical/teaching/practice faculty. Clinical/teaching/practice faculty will not be appointed to the college promotion and tenure committee. However, clinical/teaching/practice faculty may be appointed to other college-level committees as appropriate.

## **VI. Differentiation of Responsibilities of Clinical/Teaching/Practice Faculty**

Clinical/teaching/practice faculty will teach courses that best serve the department/school's needs. These may include large undergraduate survey classes and laboratories, and may involve teaching elective graduate and undergraduate courses, as well as professional development training sessions. The primary responsibilities for clinical/teaching/practice faculty are expected

to be in the area of supervision and teaching; their teaching load will be at the discretion of the department/school. There will be no requirement that clinical/teaching/practice faculty perform research in order to achieve Assistant, Associate and Full Professor status.

Clinical/teaching/practice faculty are eligible for "M" status in the graduate school, and as such can advise master's theses and serve on dissertation committees at the discretion of the department/school; dissertation committees can be chaired only by tenure-track faculty with "P" status. As specified above, clinical/teaching/practice faculty members will not have a voice or vote on appointments, promotions, tenure, or investigations of tenure-track faculty.

## **VII. Oversight and Evaluation**

### **A. Annual Evaluations and Reappointment Reviews**

Annual evaluations of clinical/teaching/practice faculty will be performed by the department chair/school director (or a delegate) and will take place at the same time as those for tenure-track faculty. Clinical/teaching/practice faculty who are assigned to a regional campus will also be reviewed by the regional campus dean (and regional campus faculty committee, at the discretion of the regional campus dean). The nature of the review process will be up to the discretion of the department/school and described in the unit's Appointments, Promotion and Tenure Document. At minimum, it will include provision by the clinical/teaching/practice faculty member of a description of their activities during the previous calendar year, and evaluation of those activities relative to the assigned duties of that faculty member. The evaluation will be communicated in writing to the clinical/teaching/practice faculty member, together with an invitation to discuss the evaluation in person if the clinical/teaching/practice faculty member desires.

Annual renewal of a clinical/teaching/practice faculty member during the probationary period requires the approval of the department chair/school director, who makes the final decision if the review is positive. A recommendation not to renew a probationary clinical/teaching/practice faculty member's annual contract requires the approval of the executive dean. Before reaching a negative decision or a decision contrary to the department/school's recommendation, the executive dean must consult with the unit promotion and tenure committee and the college promotion and tenure committee.

A reappointment review will occur in the penultimate year of the probationary period. This review will follow fourth year review procedures, and requires consultation with the college promotion and tenure committee and approval of the executive dean.

After the end of the probationary period, subsequent annual reviews and reappointment reviews are carried out by the department chair/school director.

### **B. Promotion Reviews**

Criteria and processes for promotion to associate professor or professor will be established by the department or school and described in the department/school

Appointments, Promotion and Tenure Document. These reviews will occur at the same time as promotion reviews for tenure-track faculty. Clinical/teaching/practice faculty assigned to a regional campus will also be reviewed by the regional campus dean and faculty committee. The department/school committee of the eligible faculty for promotion reviews for clinical/teaching/practice faculty will include all tenure-track faculty with rank above that of the candidate under review; participation of clinical/teaching/practice faculty in promotion reviews for clinical/teaching/practice faculty will be at the discretion of the unit.

Processes will be as for tenure-track faculty except that external review letters are at the discretion of the department/school. Promotion cases will be reviewed by the college promotion and tenure committee and the executive dean. Decisions with respect to promotion will be forwarded to the executive vice president and provost, who will review the decision consistent with the review procedures established for tenure-track faculty including those set forth in rule 3335-6-04. Any decision of the executive vice president and provost shall be final.

C. Criteria for Evaluation

Evaluation of clinical/teaching/practice faculty shall be based on the quality of performance in: 1) classroom teaching; and 2) advising and service to the unit, university, and/or community (as appropriate to the individual's assigned responsibilities). The criteria will be established by each department/school that chooses to employ clinical/teaching/practice faculty.

D. Periodic Review of Utilization of Clinical/Teaching/Practice Faculty

At five-year intervals, the College of Arts and Sciences will evaluate the impact, both positive and negative, of utilization of clinical/teaching/practice faculty. Both objective data (numbers and percentages of clinical/teaching/practice and tenure-track faculty in the College) and perceptual data (questionnaires and/or College discussions) regarding the perceived benefits and costs of having clinical/teaching/practice faculty will be obtained. Input will be sought from curricular chairs, faculty, and graduate and undergraduate students. If the input from such an evaluation suggests an overall negative impact, the College may choose not to make further clinical/teaching/practice faculty appointments. In addition, per the OSU Academic Organization and Curriculum Handbook, reports will be submitted by the college to CAA annually.

E. Transfer to Clinical/Teaching/Practice Faculty

Per Faculty Rule 3335-7-09, a college, school, or department may provide for the possibility of transfers of tenure-track faculty to clinical/teaching/practice faculty if appropriate to its circumstances. The College of Arts and Sciences will permit a tenure-track faculty member to transfer to a clinical/teaching/practice faculty position if this is approved with a 2/3 vote from all tenure-track faculty in the department/school. Participation of clinical/teaching/practice faculty in this voting process is at the discretion

of the unit. Transfers must abide by the following:

1. The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed;
2. When a tenured faculty member transfers to a clinical/teaching/practice faculty position, tenure is lost; and
3. All transfers must be approved by the department chair/school director, the college executive dean and the executive vice president and provost.

Per Faculty Rule 3335-7-10, transfers from a clinical/teaching/practice faculty position to the tenure track are not permitted. Clinical/teaching/practice faculty may apply for tenure-track positions and compete in regular national searches for such positions.

### **VIII. Examples of Courses to be offered by Clinical/Teaching/Practice Faculty**

Due to the diverse curricular activities of the College of Arts and Sciences, courses that are likely to be taught by clinical/teaching/practice faculty cover a wide range. Some examples are listed below:

#### ENGLISH

##### Writing Courses

English 1110, First-Year English Composition (lecture/workshop, 20 students)  
English 2367, Second-Year English Composition (lecture/workshop, 20 students)  
English 1109, Intensive Writing and Reading (remedial; lecture/workshop format, 15 students)  
English 2265, Introductory Fiction Writing (workshop, 16 students)  
English 2266, Introductory Poetry Writing (workshop, 16 students)  
English 2268, Introductory Creative Nonfiction Writing (workshop, 16 students)  
English 2269, Digital Media Composing (workshop, 20 students)

##### Literature & Culture Courses

English 2260, Introduction to Poetry (lecture/discussion, 30 students)  
English 2261, Introduction to Fiction (lecture/discussion, 30 students)  
English 2264, Introduction to Popular Culture Studies (lecture/discussion, 30 students)  
English 2277, Introduction to Disability Studies (lecture/discussion, 30 students)  
English 2463, Introduction to Video Game Analysis (lecture/discussion, 30 students)  
English 2464, Introduction to Comic Studies (lecture/discussion, 30 students)

#### SLAVIC

Russian 3460, The Modern Russian Experience through Film (lecture, 25-40 students)  
Slavic 3310, Sci-fi: East Versus West (lecture, 40-50 students)  
Russian 3101 and 3102, Third Year Russian I and II (15 students)  
Russian 4101 and 4102, Advanced Russian 1 and 2 (12 students)  
Russian 5101 and 5102, Advanced Russian 3 and 4 (12 students)  
Russian 5630, Russian Translation: Theory, Practice, and the Profession (12 students)  
Russian 4135, Practical Russian Pronunciation (20 students)  
Russian 6172, Reading Russian for Research (5 students)

## ANTHROPOLOGY

Anthropology 1100, Introduction to Anthropology (large lecture and online)

Anthropology 2200, Introduction to Physical Anthropology (large lecture)

Anthropology 2201, Introduction to Archaeology (large lecture)

Anthropology 2202, Introduction to Cultural Anthropology (primarily honors sections of 20-25 students (with approval of the Honors Program))

Anthropology 3302, Introduction to Forensic Science (lecture, medium enrollment)

Anthropology 5686, Practical Training in Forensic Anthropology (lecture, medium)

Anthropology 3340, Anthropology of Mental Health (medium)

## STATISTICS

Statistics 1350, Elementary Statistics (large lecture and online)

Statistics 1450, Introduction to the Practice of Statistics (large lecture and online)

Statistics 3202, Introduction to Statistical Inference for Data Analytics (large lecture)

Statistics 4911, Data Analytics Capstone (25 students)

## MICROBIOLOGY

Microbiology 2100, Wild Yeast, Isolation to Fermentation (lab, 36 students)

Microbiology 4000.01, Basic and Practical Microbiology (large lecture/laboratory, 600 students)

Microbiology 4000.02, Basic and Practical Microbiology (online lecture/laboratory in person, 100 students)

Microbiology 4120, Microbial Physiology and Diversity (lecture, 40 students)

Microbiology 4140, Molecular Microbiology Laboratory (laboratory, 40 students)

Microbiology 5149, Introductory Virology (lecture, 45 students)