

# Promotion and Tenure at Ohio University (Group I): Procedure and Expectations of the University and RHE

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Revised October 2018

# What will be covered in this presentation

- Promotion and Tenure Process/Timeline
- University Expectations
- RHE Expectations
- Common Questions Asked
- Dossier Preparation

# Useful Web Site

- <http://www.ohio.edu/provost/apaa/faculty-tenure-track.cfm>

- Cover (signature) sheet to accompany the P&T dossier
- Promotion and Tenure Procedure (link to the Faculty Handbook, Section II.C.5,6)
- Quick guidelines (checklist) for departments/colleges submitting P&T materials to the Provost Office.
- Offer letter guidelines

## Other Faculty Handbook Sections Related to P&T

<http://www.ohio.edu/facultysenate/handbook/current-handbook.cfm>

- Probationary Appointments II.D.2
- Loss of Tenure II.D.5
- Grievance Procedure for Denial of Tenure and/or Promotion II.F

# Tenure

- “Tenure is awarded to those individuals whose records indicate that they are likely to continue to make significant positive contributions to the academic life of the University throughout their professional careers.” (*Ohio University Faculty Handbook*, section II.C.6.a)

# Facts About Tenure at Ohio University

- Tenure can only be awarded to Group I faculty (full or part time).
- Tenure is granted by the President upon recommendation by the department/school/division (P&T Committee), chair/director/coordinator, Campus Dean, and the Executive VP & Provost.
- Criteria for Promotion/Tenure must originate at the department/school/division level in consultation with the dean.

# Promotion and Tenure Annual Evaluation

- “...every person with a teaching or research appointment of any kind shall be informed each year in writing of the department’s evaluation of the individual’s performance and progress towards tenure” (*Faculty Handbook*, II.D.1.c)
- Evaluation should be performed by the department/school/division P&T committee (makeup may vary, see *Faculty Handbook*, Appendix A, section F for guidelines)
- Evaluation letter should be specific with regards to the faculty member’s performance as it relates to P&T expectations
- Director/Chairperson/Division Coordinator should provide the evaluation to the faculty member by **February 1<sup>st</sup>**, after consultation with the department/school/division P&T committee.

# Terms Related to Promotion and Tenure

- **Dossier**- Collection of materials used to evaluate a candidate's case for tenure/promotion.
  - Teaching
  - Research/Creative Activity/Scholarship
  - Service (department/ college/ campus/university/ society/ discipline)
- **Probationary Period**- Length of time by which a faculty member is evaluated for Tenure/Promotion (typically, 7 academic years). Your appointment letter should contain the date your probationary period ends and the date a tenure decision must be made.
- **Penultimate Year**- Academic year prior to the end of the probationary period.
  - Faculty must start the tenure/promotion process by this year.
- **Third Year Review**- During fourth year, a dossier is submitted (without reference letters) with accomplishments to date for DC/P&T Committee/Dean review/comment. A type of P&T review "Dress Rehearsal".



# Promotion and Tenure Timeline

- Deadline dates and specifics of the initial timeline will vary from department/division/school/college/campus
  - **Summer/Early Fall, candidates finalize dossier**
  - **Early Fall Semester (September)**
    - **September 15<sup>th</sup>**- Tenured faculty planning to seek promotion inform Division Coordinator (DC).
    - Candidates provide the DC with a list of possible external references (additional names may be added by P&T committee). **At least 3 letters are required.** For main campus disciplines an evaluation letter from the department chair/school director is also required.
    - External reviewers are contacted by the DC/P&T chair. Evaluation materials are sent and letter of evaluation is requested.
  - **Mid Fall Semester (October)**
    - Complete dossier is submitted by the candidate to the DC.
    - DC/P&T chair collects letters from external reviewers.
  - **Late Fall Semester (November/December)**
    - Division P&T Committee meets, evaluates candidates (reviews dossier(s)) and makes recommendations for tenure/promotion.
    - **(Last day of Fall Semester Exams)** DC notifies candidates in writing of the P&T Committee recommendation.



# Promotion and Tenure Timeline (cont.)

- **Early Spring Semester (January/February)**
  - **First Day of Spring Semester-** Dossiers with positive recommendations from the P&T committee are forwarded to the campus dean. Evaluation letters from the P&T committee, external evaluators (references), main campus department chair (when applicable) and the DC must be included in the dossier.
  - Dean reviews dossier and makes recommendation on tenure/promotion.
  - Dossiers with positive recommendations are forwarded to the RHE Central Office.
- **Mid Spring Semester (March/April)**
  - **By March 1<sup>st</sup>,** Dean notifies DC and candidate(s) in writing of a negative recommendation for tenure/promotion.
  - Dossiers with positive recommendations are forwarded to the Provost for review.
  - Dossiers with positive recommendation from the Provost are forwarded to the President.
  - **By April 1<sup>st</sup>,** Provost notifies dean, DC and candidate in writing of the final decisions on tenure/promotion, both positive and negative.

# Promotion and Tenure Timeline (cont.)

- **By May 1<sup>st</sup>** successful candidates should receive a letter from the Office of the Executive VP and Provost informing them the President has granted tenure/promotion. Pop the Champagne corks!!!!
- **Late Spring (June)**
  - A list of the faculty receiving tenure/promotion is included in the Ohio University Board of Trustees materials for their June meeting as an FYI.
- **Tenure/Promotion goes into effect the following academic year.**

# RHE/Campus Expectations for the Promotion to Full Professor

- “continued demonstration of excellence in all areas of evaluation”
- “document a scholarly reputation in his/her field that extends beyond the university”. Interpretation: National or International reputation.
- “leadership capacity in the area of service”
- “effective performance is demonstrated and documented in all three areas of evaluation”. Can’t be good in one area and below average in the other two.
- Terminal degree in the discipline

# University Expectations for the Promotion to Full Professor

- Faculty are promoted to the full professor rank based mainly on scholarly/research accomplishments.
- Candidates would be expected to have maintained sustained scholarly productivity as a faculty member while in the associate rank.
- Scholarship of Teaching counts.
- The faculty member should have developed a national/international reputation in their discipline.
- Typically, faculty are expected to remain at the associate rank for a minimum of 5 years before applying for promotion to full professor.

# Common Questions Regarding the Promotion (Asso.)/Tenure Process

1. Are tenure and promotion to Associate Professor always coupled?

Answer: Yes

2. Do unpaid leaves count towards the probationary period?

Answer: They can, but do not have to.

3. How would a faculty member go up for tenure early?

Answer: Get the “blessing” of the department/school/division P&T committee.

# Common Questions Regarding the Promotion/Tenure Process (cont.)

4. If a faculty member who applied for early tenure is denied, can they try again the next year (the penultimate year)?

Answer: Yes

5. Could a faculty member wait until the final year of their probationary period before they apply for tenure?

Answer: No

6. Would a record of positive evaluation letters from the department/school P&T committee “guarantee” tenure/promotion?

Answer: No

# Common Questions Regarding the Promotion to the Full Professor rank

1. Are the timelines and procedure for the promotion to the full rank the same as for tenure/promotion to associate?

Answer: Yes

2. What if there are not enough full professors in the department/school/division/campus to form a committee of five?

Answer: The department/division can “borrow” faculty at the full rank from other units or campuses, ideally in a discipline close to that of the candidate.



# Common Questions Regarding promotion to the Full Professor rank (cont.)

3. How does a faculty member know the “time is right” to apply for promotion to the Full Professor rank?

Answer: Consult with the department/division chair and the P&T committee. Communicate with the division/campus full professors.

4. Can I use the same professional references I used when I applied for tenure/promotion to the associate rank?

Answer: Yes, as long as they can judge your continued contributions to the discipline. They should also be at the Full rank.

5. Who substitutes for the department chair/division coordinator if they (chair/DC) apply for promotion to full?

Answer: Nobody, the case moves directly from the department/division P&T committee to the dean.



**Additional Questions ?**



**Part II:**

# **Dossier Preparation**

# Probationary Period: Now is the Time!!

- To begin developing a relationship with a faculty mentor.
- Become familiar with the Faculty Handbook sections on Promotion & Tenure:  
<https://www.ohio.edu/facultysenate/handbook/current-handbook.cfm>
  - Pay particular attention to Sections II.C.5&6, II.D., II.E., II.O., and Appendix B.A.
- To familiarize yourself with RHE faculty development resources:  
<http://author.oit.ohio.edu/regional/facultydevelopmentresources.cfm>.
- To familiarize yourself with Campus/Division P&T Guidelines.
- To begin developing your dossier.

# DOSSIER

## INCLUDES

- Administrative Documents
- Academic Credentials
- Successful Teaching and Advising
- Scholarly / Creative Activity
- Service to Institution

## In very front of binder

- In FRONT of the first divider place the *Review Form for Promotion and/or Tenure*. (Use the version located at <http://www.ohio.edu/provost/apaa/faculty-tenure-track.cfm>.)
- Letters of Support – Dean, Chair of P&T, and Division Coordinator

# I. Administrative Documents

- Brief (3 pgs max) introduction to/summary of your case for tenure. Review one submitted by a colleague/mentor.
- Letter of appointment (Offer Letter) with tenure date.
- Last Presidential Appointment Letter
- Campus/divisional guidelines for P&T
- RHE guidelines for P&T
- Annual (campus) evaluation letters throughout probationary period (reverse order of each)
  - Regional Campus Dean
  - Division Coordinator
  - Faculty P&T Committee



## II. Academic Credentials and III. Professional Experience

- Degrees (most recent first)
- Post-graduate study
  - Programmatic
  - Does not have to be a residential
  - Professional development workshops and conferences belong in Section IV. G.
- Most to least recent position
- Include
  - Dates
  - Titles
  - Institution and Location
  - Changes in Rank or Tenure Status

# Importance of Teaching

- The centerpiece of an RHE tenure case is teaching excellence.
  - Evidence beyond student evaluations is needed.
  - Build a strong case through peer observations and participation in teaching development programs.
- Course development is generally beneficial.
- Overload teaching does not change expectations for scholarship and may work against you.

# IV. Teaching and Advising

## • A. Philosophy of Teaching Statement

- Tie your teaching philosophy statement to Ohio University and campus mission statements.
- Show why, what, and how you teach.
- State how you measure your effectiveness.
- Examples abound.
- Don't rehash your vita.
- Remember that teaching is about the students.
- Connect your research to your teaching.
- Keep it short (1-3 pages) and grounded in your discipline.
- Make sure that it's well written!!
- Have several trusted and successful colleagues critique it!!

## B. Innovative/Interdisciplinary Teaching

- A record of continuous innovation impresses. (e.g., active learning, service learning, learning communities, etc)
- Place innovations in a context that shows their currency.
- Keep it brief. (2-3 pages)
- Place supporting materials in appendix.
- Include in a separate section (D.) any Interdisciplinary Teaching activities.

## C. Courses Taught

- Clarity and completeness are necessary.
- For interdisciplinary or team teaching:
  - clarify roles and
  - provide assessments.

# Courses Taught Table

## IV. Teaching and Advising

### C. Courses Taught

COURSE	COURSE TITLE	ENROLLMENT & LOAD INFORMATION					
		F 12	SP 13	SU 13	F 13	SP 14	SU 14
		<i>See format &amp; example below for reporting Enrollment &amp; Load Inform</i>					
COMS 1030	Fundamentals of Public Speaking					24/L	
COMS 2050	Techniques of Group Discussion				14/L		
COMS 2060	Communication in Interpersonal Relationships	0/L			32/L		
COMS 2060	Communication in Interpersonal Relationships (online)			27/L 30/L			24/L 30/L
COMS 2350	Introduction to Communication Theory	0/L			24/L		
COMS 2350	Introduction to Communication Theory (online)			30/L			
COMS 3060	Interpersonal Conflict Management (online)	0/O (2 sec.)		34/L 36/L	27/L		27/L 30/L
COMS 3400	Introduction to Health Communication		26/L				
COMS 3400	(online)					18/L	
COMS 3520	Empirical Research Methods	0/L					
COMS 4800	Capstone Seminar in Communication		11/L		32/O	12/L	
COMS 4910	Communication Independent Study		1/I			1/I	
COMS 4911	Health Communication Internship		1/I				
COMS 4930	Independent Study				1/I		
COMS 6100	Measurement Methods in Communication		17/O			19/O	
COMS 6900	Graduate Independent Study			2/L			
COMS 6930	Graduate Independent Study				6/I	2/I	

Enrollment & Load Info. Format = Enrollment / Load Code

Load Codes L = Load

O = Off Load

I = Independent Study

Enrollment & Load Info. Example = 30/L

# E. Evidence of Effectiveness

- For inclusion of student evaluation data, see the *Summary of Course Evaluations* slide (next slide). Provide guidance to understanding data, if needed.
- Three page (max) summary of “selected” student comments from course evaluations.
- Five recent faculty peer evaluation instruments (forms/letters). Additional evaluations in Appendix C.
- Optional: Up to three **unsolicited** student letters, emails, or cards
- Teaching awards received
- Course materials developed go in Appendix E (You provide a focusing introduction.)
  - Be selective, include teaching portfolio materials (30 pages max) that demonstrate essential qualities of your teaching.



# Course Evaluations Summary Table

## EVALUATION OF TEACHING INFORMATION

### INSTRUCTOR RATINGS - ENROLLMENT - LOAD INFORMATION

See format & examples below for reporting ratings, enrollment & load information.

COURSE TITLE	F 12		SP 13		SU 13		F 13		SP 14	
	Rating	Enr/L	Rating	Enr/L	Rating	Enr/L	Rating	Enr/L	Rating	Enr/L
COMS 1030 - Fundamentals of Public Speaking			4.7/4.8 (4.4)	26/L					4.9/4.9 (4.4)	24/L
COMS 2050 - Techniques of Group Discussion	4.5/4.4 (4.3)	30/L					4.7/4.6 (4.4)	14/L		
COMS 2060- Communication in Interpersonal Relationships	4.8/4.6 (4.3)	20/L					4.6/4.5 (4.4)	32/L		
COMS 2060 - Communication in Interpersonal Relationships (online)			4.4/4.2 (4.0)	29/L	4.2/4.4 (4.1)	27/O			4.5/4.4 (4.0)	30/L

Rating Format = Overall Rating of Instructor/Overall Average (Campus Mean)

Enrollment & Load Info. Format = Enrollment / Load Code

Load Codes L = Load

O = Overload (Offload)

I = Independent Study

Enrollment & Load Info. Example = 30/L

# F. Advising and G. Teaching Development

- Advising and supervision of students
  - Make the categories clear.
  - Annotate for needed clarification.
- Teaching development
  - Annotate to describe your participation.
  - Itemize with session titles, dates.
  - Include RHE & other conferences.

# V. Scholarship and Creative Activity

- Make the introduction count.
  - Focus on the nature and significance of your scholarship.
  - What have been your contributions to the discipline?
  - Market yourself, but avoid hype.
  - A narrative of progress reads well.
  - DO NOT mention in this section that “teaching is my primary responsibility to the campus. . .”
- List accomplishments: (B) books, (C) journal articles, (E) presentations, etc (D, F, G, H)
- Spend time understanding the categories.
- Ask for advice about placement of items if you have a question.
- Not all or even most categories and subcategories need filled.
- Annotate to set proper context for unusual or innovative items. (One or two sentences maximum.)
- Most Recent First

# Scholarship and Creative Activity (cont.)

**The Goal** is refereed/peer reviewed publications!

- New media provide publication possibilities.
  - Caution: burning or financing your own will work against you.
- Clarify your role in joint authorship.
- Boyer's model of scholarship is accepted at Ohio University's regional campuses.
- Don't "pad" your accomplishments: An unpublished dissertation or conversation with a colleague is just that.
  - An abstract in a conference program is just that.
  - If it's more, make the (brief) case.
  - Works which are "In Press" count more than "submitted/in review" which count more than "manuscript in preparation".

# VI. Service

- A. Professional Service
  - Organizations in academic discipline or focused on profession of higher education. (List dates of service.)
  - Annotate if role unclear or if you wish to provide information.
  - Provide, in an additional appendix, letters and/or materials regarding your service to organization.
- B. University governance includes campus, RHE, and Ohio University. (You may briefly annotate role.)
- C. Campus Life (e.g. participant in panels, etc.)
- Provide in appendix, letters and /or materials regarding service.

# VI. Community Service

## Does it count?

- Does it involve disciplinary expertise?
- Does the campus pay for your membership?
- Were you asked to represent the university?
  - By the campus?
  - By the organization?
- Is there a direct benefit for the campus? The university?

# VII. External Letters (References)

- Required
- Primary focus on scholarship and service to profession.
- Ideally from established, well-regarded scholars/leaders in your discipline.
- References should be from institutions at least comparable in stature to a regional campus and have achieved (at least) tenure/associate rank
- List best-regarded scholars who will give you most supportive letters.
- Should not include past advisors or collaborators.
- Letter should make disciplinary/ professional connection clear.
- Include a copy of the “External Reference Solicitation Letter” (ONE copy only).
- You will need a MINIMUM of three letters, SO provide the P&T Chair with at least six names and contact information.
  - Chair may solicit letter from other professional contacts.
- Do not include web bios of references. Write your own.



# RHE Dossier Preparation Guidelines

- Regional Higher Education faculty development resources (including the Dossier Guidelines) may be found at:

<http://author.oit.ohio.edu/regional/facultydevelopmentresources.cfm>

# Setting the Context

- Local processes differ among campuses.
- Processes must follow Faculty Handbook.
- Divisional guidelines establish the criteria.
- Divisional guidelines must be consistent with RHE guidelines.
- RHE guidelines are consistent with (or analogous to) those of the Faculty Handbook.
- External reference letters are required.

# General Principles

- Be honest.
  - “Things are what they are.”
- Be positive.
  - Present your achievements in the best light, as long as it's not rose colored.
- Be inclusive.
- Use consistent form.
- Don't apologize or be defensive.

# General Guidelines for Dossier Preparation

- Use the RHE binder provided
- Do **NOT** use plastic sheet covers, or any other device that might interfere with quick rearrangements of the materials.
- Do not address the materials to anyone specific, many different people will read them.
- Dossiers will be forwarded to Kim Hayden so that dossier formatting and completeness may be checked.

# Preparing the Dossier

- In Binder A, provide only the materials requested, and in the order requested.
- Place ancillary and supporting materials in appendices.
- Use consistent ordering principles:
  - Most recent → least recent
    - Professional development activities.
  - Most important → important → least important
    - Introductions to sections.
- Write in the first person.
- Do NOT renumber or exclude categories.
- Include additional subcategories as appropriate.

# VIII. Appendices

- Appendix A (your CV) goes in the first binder.
  - Other appendices go in a second or even a third Binder.
  - Place the *Index* to the appendices at the front of the second binder.
- Add as many appendices as prudent but be mindful of your colleagues time for review.
  - Use Appendices A-F for the specified purposes only.
  - Start additional appendices with Appendix G.
  - Label each appendix clearly.
  - Reference them in the text.
- The appendices are reviewed mainly at the campus level.

# Dossier Evaluators

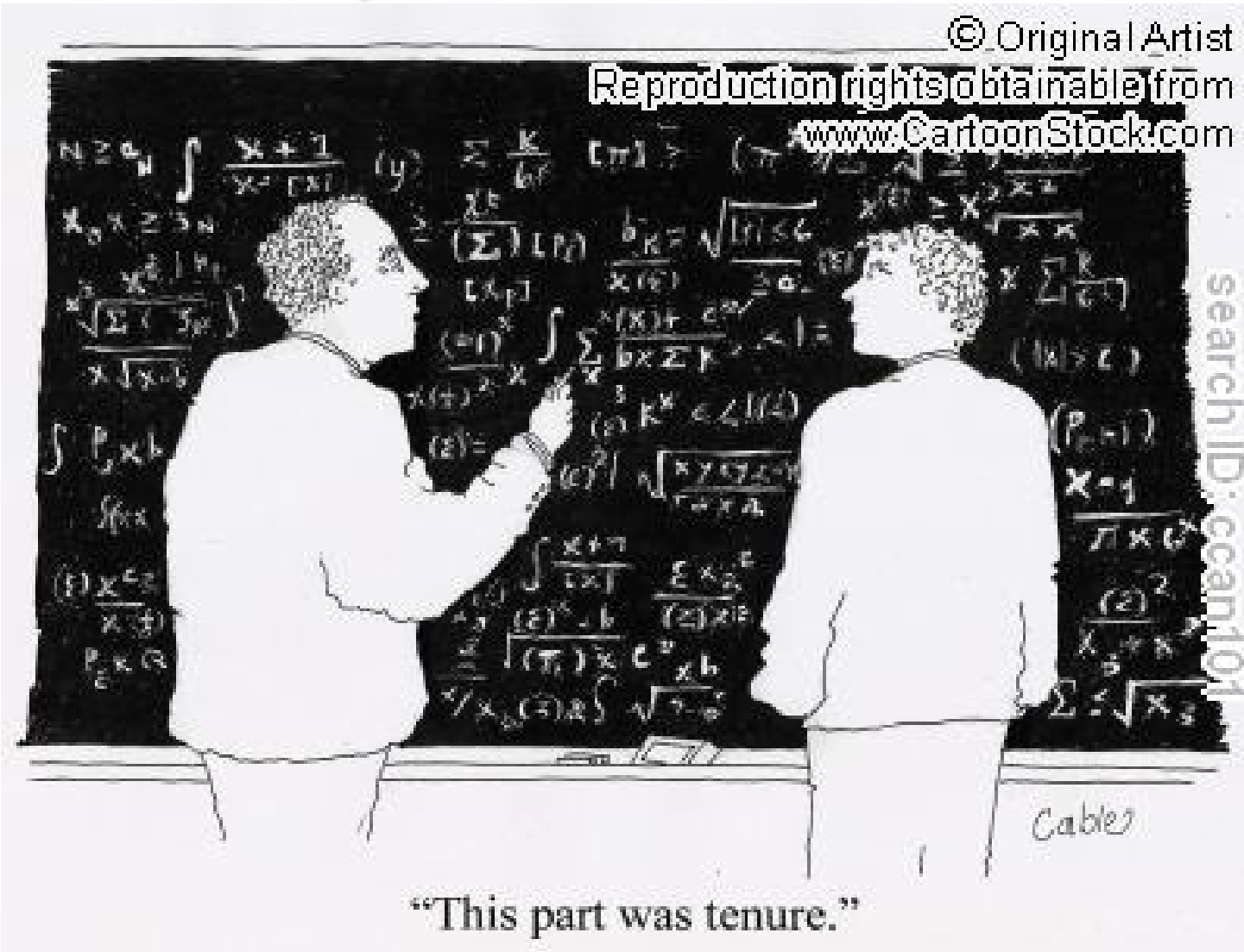
- Campus/Division Faculty P&T Committee
  - Committee chair writes the letter from the committee which is included in the dossier as it moves forward.
- Division Coordinator-Letter included
- Regional Campus Dean-Letter included
- Executive Dean
  - Reviews for Provost, letter not included
- Provost (no letter included)
- President (makes decision)



# Third-Year Review

- Follow campus procedures.
- Should be a dress rehearsal to provide formative feedback.
- What you are doing well and what performance areas you need to improve.
- In-house only: includes campus and departmental review.
- No external letters are necessary.

# A Funny!!!





**Final Questions ?**