**Regional Higher Education**

***Criteria for Revising Divisional Promotion and Tenure Documents***

Within the broad mission of Ohio University, regional campuses have a specific commitment to outreach and access. Successful pursuit of this commitment requires that we encourage the development of an outstanding faculty, with a particular emphasis on excellence in teaching, but also that we recognize the importance of accomplishments in research and creative activity, as well as in service to the campus, University, and community. Promotion in rank and tenure are rewards for achievements in these areas.

We also recognize that our relatively high teaching load of 12 hours per semester for Group I faculty, limited resources for the pursuit of traditional scholarship in some disciplines, and expectations for significant service contributions have implications for how various faculty members will contribute to the achievement of our mission. These Guidelines are intended to help clarify expectations for performance across Regional Higher Education (RHE) and to assure general consistency in the evaluation processes followed in the various academic divisions.

In addition to the Guidelines specifically for Group I Faculty, Campuses and Divisions shall establish written criteria to be used to make decisions on promotion of Group II Faculty in consultation with the dean of the regional campus, that these criteria shall be approved by a majority of the voting Group I Faculty and a majority of the combined voting Group I and voting Group II Faculty of the department/school/division, and that these criteria shall be made public to Group II Faculty. Future amendments shall follow the voting procedures described previously in this paragraph.

I. General guidelines

1. Promotion and tenure committees must have an odd number of members, and all members are required to vote on each candidate. At least one member of the committee should come from the candidate’s discipline, even if it is necessary to add a member from another regional campus. All voting members must be tenured at or above the rank for which the candidate is being considered.
2. At least three external letters of reference shall be included in any promotion or promotion and tenure dossier. In cases for which innovative teaching is a critical aspect of evaluation, additional reviewers might be selected to assess and comment on the candidate’s achievements. Reviewers should clearly understand that they are not being asked to make a recommendation regarding the candidate’s promotion or tenure. The committee chair should include an explanation in the dossier of how reviewers were selected. To reduce potential conflicts of interest, external reviewers generally will not include individuals who have a personal interest in the success of the candidate. Thus, graduate advisors, former teachers of the candidate, research collaborators, etc. typically will not serve as reviewers. Reviewers who are themselves current or former tenured faculty (preferably as full professor), or who are familiar with the academic promotion and tenure process, are preferred as reviewers. Once a solicited letter is received it must be included in the candidate’s packet by the committee chair. Additional letters solicited by the candidate are not encouraged. However, if additional letters are received they may be included in an appendix.
3. Promotion and tenure committees customarily cast a single combined vote on both tenure and promotion for probationary faculty, on the grounds that promotion signals the reasons for the institution’s investment in a candidate.  It is unlikely that tenure will be awarded to a candidate who has not also been recommended for promotion.  This does not apply to candidates who are already Associate or Full Professors.Additional information relevant to the promotion and tenure process is contained in the Faculty Handbook, in the Regional Campus Hiring Guidelines for Group I Faculty, and in The Format for the Promotion and Tenure Dossier.

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II. Criteria

Criteria listed in this document are assumed to be minimum criteria. Successful candidates will demonstrate excellent performance, either by doing well in all three areas of evaluation or by documenting outstanding achievements in at least one area, while also meeting basic expectations in the other two.

A. Teaching

Given the mission of RHE, demonstrated excellence in teaching is expected of all faculty members. Candidates will provide multiple sources of information on their performance, including, but not limited to, student evaluations, peer observation of classes, evidence of innovative methods and participation in programs to develop teaching skills, and samples of teaching materials. Teaching awards, evidence of effective student advising, and a limited number of unsolicited (or committee-solicited) letters of support from students and colleagues also may be of value. Under no circumstances will candidates directly solicit letters of support from students or colleagues.

B. Research, Scholarship, and Creative Activity

Ohio University regional campus faculty members must be actively engaged in scholarly activity.  A record of peer-reviewed publication or juried creative activity is required. Whether the scholarship of discovery, of integration, of application, or of teaching, as defined by Ernest Boyer, *(Boyer, 1990)* scholarly activity should reflect a high-level of discipline-related expertise, should be innovative, and must be disseminated through a peer-reviewed process that is well-recognized in the academy. Examples of work include publications, conference presentations, performances, or creative displays. It is the candidate’s responsibility to demonstrate the significance of the scholarship or creative activity by providing information such as the peer review process for each publication listed, information on the levels of peer review, impact or citation data, data on publication dissemination and acceptance rate, selection of publication reviewers, a description of the publication audience, etc.

C. Service

The traditional category of service has particular significance to regional campus faculty members. Service to the campus, to RHE and the University (including departments and colleges), to the profession, and to the community all are relevant. To be recognized, service to the community should have some obvious relevance to the candidate’s discipline. Because probationary faculty members have an especially strong obligation to prove themselves as teachers and scholars, care should be taken not to become overextended in this area.

III. Promotion to specific ranks

 A. Promotion to associate professor

1. To achieve the rank of associate professor, there is an expectation that candidates will act with professional integrity and collegiality. A candidate must demonstrate acceptable performance in all three areas of evaluation. Excellence in teaching, potential for continued scholarly contributions, and evidence of equitable participation in service activities are important. A master's degree can be an appropriate credential for Group I faculty in associate degree and some baccalaureate technical programs. However, effective with faculty hired Fall 2016 or later, generally, in order for a Group I RHE faculty member hired to teach in a non-technical baccalaureate program to be granted tenure and promoted to the ranks of assistant professor, associate professor, or professor, he or she must possess the Ph.D. (or equivalent terminal degree). Neither tenure nor promotion will be granted simply because an individual has completed additional advanced education.

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1. In the third year of service, all probationary faculty members shall compile a dossier, using the format established for regional campus faculty. This dossier shall be reviewed by the division promotion and tenure committee and by the campus dean, and the candidate shall receive written feedback from both, frankly discussing the candidate’s progress toward tenure and promotion. Consideration for tenure and promotion to the rank of associate professor normally occurs in the penultimate year of the probationary period.
2. An early promotion and/or tenure case is one that is considered before the penultimate year of the probationary period. Before requesting early consideration and before a dossier is prepared requesting external letters, the candidate should initiate a conversation with the Academic Division Coordinator to discuss the merits of the early tenure case. The Academic Division Coordinator will then discuss the case with the Campus/Division Promotion and Tenure Committee Chair and the Campus Dean and then advise the candidate. A Campus or Division Promotion and Tenure Committee should recommend ‘early’ promotion and tenure only for a candidate for whom a clear and compelling case can be made. The primary criterion for consideration will be that the candidate exceeds all Campus/Division and RHE criteria in the areas of teaching, research or scholarship, and service. Such a faculty member would be described as truly outstanding or extraordinary in all areas.

B. Promotion to Professor

Promotion to the rank of professor requires continued demonstration of excellence in all areas of evaluation – teaching; research, scholarship and/or creative activity; and service. The candidates should show evidence of a continuing commitment to develop as an educator, should be able to document a scholarly reputation in his/her field that extends beyond the University, and should demonstrate leadership capacity in the area of service. Provided highly effective performance is demonstrated and documented in all three areas of evaluation, a case can be based primarily on an established record of outstanding work as evaluated by peers in any area. However, it is the candidate’s responsibility to document the outstanding nature of the work, and to present a strong case for promotion. Time in rank is not a determining consideration, although at least five years as an associate professor is a normal minimum expectation.

Boyer, E. L. (1990). *Scholarship Reconsidered.* Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

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