

Promotion and Tenure Review Procedures
School of Rehabilitation and Communication Sciences
College of Health Sciences and Professions
Ohio University

The School of Rehabilitation and Communication Sciences (SRCS) is dedicated to the education of undergraduate and graduate students in pursuit of health and human services careers, the contribution of knowledge upon which professions depend, the personal and professional growth of both students and faculty, and meeting the needs of the surrounding community for diagnostic, habilitative and rehabilitative services. By providing undergraduate course work leading to the bachelor's degree, and graduate course work leading to master's and doctoral degrees, RCS' nationally accredited programs prepare students to meet national and state standards of professional licensure and certification. Specifically, the SRCS strives to:

1. Provide a balanced exposure to the scientific foundation of physical therapy and communication sciences and disorders
2. Develop critical thinking and analytic skills that will enhance clinical, research, and leadership capabilities in preparing students for graduate school and professional careers
3. Develop interpersonal skills and a greater awareness and sensitivity toward cultural diversity
4. Ensure a well-rounded education that develops the scientific and humanistic aspects of an Ohio University graduate who will function in a global market place in the twenty-first century
5. Prepare students for clinical, academic, and research careers.

As stated in the College of Health Sciences and Professions (CHSP) Promotion and Tenure Policy, a promotion and tenure policy must address the complexity of faculty work and outline expectations while recognizing that there is no template of ideal and unchangeable criteria or quality indicators in tenure and rank decisions. The expectations of both the School and College as outlined in this policy are based in several principles as enumerated below.

1. All candidates must reflect upon the quality of their work performed at Ohio University and collaborate with colleagues to develop indicators of the desired quality of that work. "Characteristics include: (a) discipline-based expertise; (b) originality; (c) innovation; (d) intellectual rigor, and (e) significance of the work."
2. Assessment of a candidate's work must: "(a) examine the reason for the work in addition to the work itself and (b) focus on the intrinsic value of the work while keeping in mind the work's value in relationship to the institutional mission, discipline expectations, and personal goals."
3. Faculty members are expected to receive feedback on their various activities from multiple perspectives including colleagues outside of the School and University (e.g., colleagues and collaborators from other institutions) and to use this feedback to improve their work. Toward that end, tenured faculty members are strongly encouraged to guide and shape the professional development of any colleague pursuing promotion and tenure. The annual evaluation of progress toward promotion and tenure is required for all probationary faculty members and is one mechanism for such guidance.

Promotion and Tenure Committee

The School's Promotion and Tenure Committee (PTC) shall consist of members of the full-time Group I tenured faculty within the School, excluding the School Director. A total of five (5) Group I Faculty members will constitute the PTC for any candidate. Four members, two from each division, will be chosen by their respective Associate Director by August 1. The School Director will appoint one of these members as Chair of the PTC. One member from each division will be appointed to the College Promotion and Tenure Committee.

Four alternate members, two from each division, will also be appointed by their respective Associate Directors by August 1. Each division will have one Group I and one Group II alternate member. For Group I candidates for promotion and tenure, the Group I alternate member who is from the same Division as the candidate will serve with the permanent members such that 3 of the 5 members are from the candidate's Division. If this is not possible, there will still be 5 members chosen from the School for the committee. For Group II candidates seeking promotion, the same procedure will apply, except that the Group II alternate PTC members will be involved instead of the Group I members. In the event this is not possible (e.g., no Group II members of rank are available), the Group I members will be used.

Committee Responsibilities Related Faculty Promotion and Tenure

The Chair of the PTC shall be responsible for following all timelines, scheduling, meetings, setting agendas, conducting meetings, delegating committee tasks, seeking any additional or outside evaluations, and producing a final report on each candidate for transmittal to the School Director. In addition, the Committee provides each candidate sufficient guidance in the preparation of documents to assure the best possible portfolio of information toward support of the promotion and/or tenure recommendation. The candidate is responsible for the organization of the dossier and supplementary notebook according to School, College and University guidelines. Each candidate has the final responsibility for the collection and assembly of all data (except for the external reviewer letters). The Chair of the PTC is responsible for notifying the candidate when any documentation is absent or when further information is needed and for securing evaluation of submitted information. The Chair reviews and verifies the dossier contents before forwarding these to the School Director or Dean as appropriate. The Chair is also responsible for securing a PTC recommendation vote on promotion and/or tenure.

The PTC also plays a role in the development of the Professional Evaluation Plans (annual goals) for all school, pre-tenure Group I faculty members. Yearly, the PTC acts as a resource to pre-tenure Group I faculty members in developing objectives that demonstrate progress in teaching, scholarly endeavors, and service, evaluates proposed objectives with respect to School and College promotion and tenure documents, and makes recommendations on plans to the School Director through the PTC Chair. Yearly, the PTC Chair will meet with the School Director, respective Associate Director and individual pre-tenure Group I faculty members to review and approve PEP plans (annual goals). Each pre-tenure Group I faculty member will receive two letters: one regarding progress toward tenure and any recommendations, jointly prepared by the School Director and Chair of PTC and signed by both, and one from the School Director regarding annual review of the PEP. If a tenured faculty member declares he or she will be standing for promotion, he/she will meet with the appropriate representative of the PTC (not necessarily the Chair), the Associate Director of the candidate's Division and School Director, who will also provide two letters: one from the PTC and School Director regarding the application for promotion, and the other from the School Director regarding annual goals.

Group II faculty must be evaluated annually by the School Director based on school guidelines with more extensive reviews performed in the last 1-year contract, prior to the transition to multiyear contracts, in last year of multiyear contracts or in the year prior to consideration for promotion. These extensive reviews will be completed by the School PTC with input from the School Director, and then sent on to the Dean for action of renewal or non-renewal.

TENURE-TRACK PROMOTION AND TENURE GUIDELINES

Pre-Tenure and Promotion Review

All newly hired Group I faculty, in their fourth year of pre-tenure status, will be required to submit a promotion and tenure dossier to the School's PTC by second Monday of September. Faculty members hired with service credit toward tenure will be reviewed at the mid-point of their pre-tenure period in consultation with the School Director. Prior to the fourth year review the School PTC will work with the candidate to assist in preparation and guidance for the review. The dossier will contain:

1. Narrative statement discussing the three areas of teaching, scholarly endeavors, and service and the candidate's strengths and areas of growth in each area
2. Summary statement discussing utilization of start-up investment
3. Original letter of offer
4. Current curriculum vitae
5. Teaching portfolio
6. Copies or reprints of publications/scholarly endeavors

The School PTC and School Director will review the materials by the end of the first week of spring semester. The School PTC and School Director will meet with the Dean to provide him/her with an overview of the candidate's progress toward promotion and/or tenure. This meeting will occur by the end of the third week of the spring semester. The candidate will receive a letter from the School Director that integrates all feedback about his/her progress toward promotion and/or tenure. The letter will include suggestions regarding which area(s) the candidate may need to strengthen and improve. The School Director will issue the letter no later than February 15. Mentorship will then be continued by the PTC, mindful of the comments of the PTC and School Director.

Tenure

As stated in the College Promotion and Tenure Policy, "Tenure is the most important decision that an institution makes regarding an individual faculty member. 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. A tenure decision is also a statement of an individual's accomplishments across the three areas of teaching, scholarly endeavors, and service have added to the value of the School/Department, College, and University and that future contributions to the institution are expected to do the same. Tenure is only granted to individuals who meet expectations in teaching, scholarly endeavors, and service activities, including professionally related services. While respecting values of academic freedom, University citizenship and collegiality are also factors to consider in a tenure decision."

Promotion

Promotion through the ranks from Assistant Professor to Professor is in recognition of the accomplishments of the faculty member being considered. Recommendations for early promotion are possible but require special and compelling justification (e.g., extraordinary publication productivity, grantsmanship as well as excellence in teaching and service). Promotion shall not be automatic nor will it be regarded as guaranteed upon completion of a typical term of service.

Promotion and Tenure to Associate Professor

Faculty members who are appointed as assistant professors are anticipated to meet expectations for both promotion and tenure to Associate Professor by the end of the probationary period. Expectations that differ will be detailed in the letter of appointment from the College Dean.

To be tenured at the rank of Associate Professor, the candidate must meet the following criteria:

1. Earned doctoral degree in appropriate area(s).
2. Five consecutive years in Group I status at Ohio University in the rank of Assistant Professor or a minimum of five years full-time employment elsewhere as a tenure-track faculty member. In rare instances when a faculty member has demonstrated outstanding accomplishments, it will be possible for a faculty member with fewer than five years as a tenure-track faculty member to be considered for tenure and promotion to Associate Professor.
3. A record of peer-reviewed scholarly productivity that has contributes to a focus within the candidate's discipline.
4. Clear demonstration of external research grant activity (e.g., federal, foundation, corporate).
5. Clear demonstration of quality and magnitude of professional contributions to the School, the College, University, and the profession, and the candidate's potential for national and perhaps international professional stature (e.g., editorial consultant/reviewer, Division reviewer, editor, grant reviewer, consultant to publishing companies).
6. Demonstrated high quality teaching and advising effectiveness and course growth over the period of review.
7. A majority vote of the PTC.

Promotion from Associate Professor to Professor

Promotion from the rank of Associate Professor to Professor requires:

1. An earned doctoral degree in an appropriate area;
2. A minimum of five consecutive years in Group I status at Ohio University as an Associate Professor. In rare instances when a faculty member has demonstrated outstanding accomplishments, it will be possible for a faculty member with fewer than five years at Ohio University to be considered for Professor.
3. A record of peer-reviewed scholarly activity that contributes to a focus within the candidate's discipline or field of study and demonstrates the candidate's intellectual development, scholarly independence, and potential to sustain a thematic/focused research program.

4. Leadership roles in university (i.e., division, school, college, university), national and/or international professional activities and organizations.
5. Recognition by external peers as a major contributor to the discipline.
6. Demonstrated high quality teaching and advising effectiveness and course growth over the period of review.
7. Majority vote of the PTC.

Evaluation Procedures for Promotion and Tenure

Subsequent to the fourth-year review, all faculty members considered for promotion and/or tenure will continue to be evaluated based upon their teaching, service to the school, college, university, community and profession, and their scholarship. Further, the candidate will be evaluated in terms of meeting and advancing the goals and objectives of the SRCS. Each faculty member's dossier submitted for either promotion and/or tenure shall include a current curriculum vitae, and be organized under the following headings consistent with the SRCS Promotion and Tenure Policy:

- I Academic Preparation;
- II Professional Experience;
- III Instruction and Advising;
- IV Scholarly Accomplishments;
- V Professional Associations;
- VI Committees and Service;
- VII Interdisciplinary Contributions; and
- VIII Other Factors.

All information included in the dossier should be organized under the most appropriate heading. For more detailed information about each section of the dossier, refer to Attachment A, "Preparation of Dossiers," located in the CHSP Promotion and Tenure Policy. SRCS candidates are asked to submit only the dossier and a supplementary notebook that includes evidence of scholarly works. Candidates are asked not to seek additional outside letters of support. Any letters not requested by the committee will not be considered.

The three primary evaluation areas are:

1. Instruction and Advising

Instruction and advising are critical to the mission of the School. While teaching loads vary based on hiring agreements and yearly school demands, it is expected that all faculty members will participate in yearly teaching assignments to achieve promotion and/or tenure. A demonstrated commitment to students through these teaching activities is expected. It is expected that course content will be reflective of what is needed to prepare graduates for the next step in their career path. The teaching portfolio, described in Attachment C of the CHSP document, is part of the dossier and will be evaluated with these expectations in mind. All faculty members who plan to be considered for promotion and/or tenure must submit a teaching portfolio as part of the dossier to the PTC for evaluation. Evaluation of instruction may include but is not limited to self-evaluation, classroom visitations, peer evaluations, course documentation related to teaching methods and testing procedures, external review, evaluations of the curriculum performed by graduating students and alumni post graduation, and student assessments of teaching. The candidate is responsible for documenting high quality teaching effectiveness and course growth over the period of review.

The expectation for research mentoring is that a faculty member accepts students based on the availability of projects and lab space as well as the faculty member's primary responsibility within the School. Assessment of effectiveness in research mentoring includes: documentation of timely completion of a research project, paper, and/or poster; presentation of the project at a state or national conference; and/or publication of a research paper.

A demonstrated commitment to the advisement process includes, but is not limited to: carrying a proportionate number of advisees relative to other faculty members within the pertinent academic division within the School (i.e., Physical Therapy or Communication Sciences and Disorders), being available to assist students with academic scheduling, providing accurate and up-to-date information, reviewing progress toward fulfilling major and related required courses for graduation, assessing programmatic and professional options, as well as responding to personal concerns that impinge on academic achievement. Student difficulties with progression through the curriculum can consist of academic or professional behavior issues. Advising in this area focuses on assisting the student with developing a self-directed plan to address problems and appropriate follow-up monitoring and documentation. Specific benchmarks of Instruction and Advising are in Attachments B and C of the CHSP Promotion and Tenure Policy.

2. Research and Scholarly Activities

As stated in the CHSP Promotion and Tenure Policy, excellence in the area of scholarly and creative endeavors is defined as a record of sustained and quality performance in activities that meet the characteristics of scholarship. Specific benchmarks of scholarly and creative endeavors can be found in Attachment E of the CHSP Promotion and Tenure Policy.

The SRCS faculty defines substantive scholarly and creative activity of the faculty member to include evidence of continual and steady progress in research and scholarship, beginning in the first two years of appointment. Faculty members are expected to develop a focused scholarly agenda that is built upon throughout their careers. Rigorous and demanding exploration of the agenda should continue consistently throughout the candidate's professional career. As with teaching, the weighting of this area for review is based upon the hiring agreement as well as yearly School demands. It is expected that all Group I faculty will participate in scholarly endeavors.

The faculty member is expected to demonstrate a steady rate of publication in peer-reviewed journals, being mindful of the quality, impact, readership, and professional prestige of the journals in which he/she publishes. The PTC discourages the use of a set number of publications as a benchmark for acceptable performance. While quantity of publication is important, the quality of the publication as well as the journal of publication are equally important and will be taken into consideration during the review process. Publication of invited book chapters, books, and serving as editor of published books are also evidence of scholarly accomplishments. Further examples of scholarly productivity could include product development (including patent applications and awards) and other entrepreneurial activities. The faculty member is expected to provide evidence of a focused, thematic, and sustained program of research, as evidenced by publication record, discipline-specific creative and scholarly work, and grant activity.

The faculty member is expected to actively seek external funding to support his/her research program. While quantity of grant submissions is important, the quality of the application as well as the diversity of applications (e.g., research grants, training grants, teaching grants) will be

taken into consideration during the review process. In addition, comments from the review committee of the granting agency are also important to the evaluation of successful completion of this component of scholarship. Evidence of research/scholarship such as publications should be included in a supplementary notebook.

Peer review may occur through the usual submission and acceptance for dissemination of refereed scholarly work, e.g., by discipline-based review boards, editors, or publishers. Another form of peer review is the use of external reviews as a component of the promotion and/or tenure decision. These reviews become part of the candidate's dossier.

The candidate is expected to document the development of his/her research agenda in the scholarship portion of the Narrative Summary. Attachment E of the College Promotion and Tenure Policy provides guidelines for scholarly benchmarks to aid in the development of the candidate's document

3. Service

Service is broadly defined as membership in and contribution to a larger professionally related group. The contributions that are considered in this area will include those directed toward the school, college and university, the discipline or the profession, and may include professionally related community service.

The expectations of the SRCS are consistent with those guidelines stated in the College Promotion and Tenure Policy, that faculty seeking promotion and/or tenure will have service achievements documented and evaluated across the following categories:

1. Institutional service that contributes to the growth and ongoing work and development of the School/Department/College/University (e.g., committee work at all levels, membership on external committees/task forces, activities that contribute to achievement of specific goals). These activities may reflect both discipline-specific and interdisciplinary involvement.
2. Disciplinary or interdisciplinary professional contributions that assist professional, scholarly, or disciplinary/interdisciplinary associations and organizations in accomplishing their work (e.g., serve as an accreditation visitor, serve as an officer or assume a leadership role in a relevant organization, serve as a policy advisor).
3. Private or community contributions that call upon the knowledge and expertise of the faculty member involved (e.g., serve on a board of directors of relevant agencies, teach a class in a public [K-12] school, involvement with professional practice).

Expectations in these three areas are fully described in the CHSP Promotion and Tenure Policy. Specific requirements are those outlined in the School document. Specific benchmarks of Service are provided in Attachment F of the CHSP Promotion and Tenure Policy.

NON-TENURE TRACK PROMOTION GUIDELINES

Per the Faculty Handbook, non-tenure track faculty may be either Clinical Faculty or Group II Instructional Faculty.

In CHSP, the Clinical Faculty track consists of faculty members who hold clinical licenses/credentials and who may practice as clinicians in their disciplines. They are primarily hired to mentor/teach students in clinical disciplines and/or in clinical settings. Clinical Faculty may be promoted (without tenure) to Associate Clinical Professor and Clinical Professor as appropriate. Faculty in the Clinical Faculty track will normally be hired at a rank of Assistant Clinical Professor, but rank may be negotiated at the time of hire depending on qualifications and experience. Clinical Faculty members may be employed on the basis of full-time or part-time appointments.

In CHSP, the Instructional Faculty track consists of experienced persons holding part-time or full-time appointments, who are primarily considered instructional personnel and may also have service responsibilities, related to the teaching mission of the department, college or university but no expectation for research or creative activity. They possess qualifications which enable them to teach their assigned classes at a satisfactory level. Persons who have taught at Ohio University for four consecutive semesters on part-time appointments within the same department or regional campus with an average teaching load ≥ 0.5 FTE shall be placed in the Group II Instructional classification, as Lecturer, unless previously included in Group I or serving under a clinical faculty contract or a Group IV contract. Other persons not included in Group I and holding part-time teaching appointments may be placed in Group II at the recommendation of their departments or regional campuses. Depending on the terms of hire and the standards of the academic unit, an individual with a teaching load < 0.5 FTE will be classified as Assistant Lecturer. All Instructional Faculty members in CHSP are eligible for promotion (without tenure) to the ranks of Associate and Senior Lecturer.

Expectations for non-tenure track Faculty seeking promotion are that each faculty member will promote and advance the missions of the College. *Depending on the terms of hire and the standards of the academic unit*, the performance expectations of non-tenure track Faculty will encompass each of the following areas:

1. **Teaching**, which encompasses activities that directly or indirectly prepare students for their role in their chosen discipline;
2. **Scholarly & Creative Activity (Clinical Track Only)** that: (a) add to and integrate knowledge within a scientific discipline or that integrate theories and methods among scientific disciplines; (b) improve practice and/or instruction; (c) expand our understanding of the world; and/or (d) enhance the scholarship of teaching; and
3. **Service**, which addresses those activities, including professional, institutional, and administrative, that enhance the community and the public.

For Clinical Faculty, clinical practice that is part of a clinical faculty member's current job description and workload requirements must be accounted for within these three areas. Clinical practice that is outside the Clinical Faculty member's current job description and workload requirements is not to be considered in their teaching, scholarly endeavors or service areas. Although the percentage efforts in each of the three areas of performance will vary with the terms of hire and standards of the academic unit, minimum percentages for each of these areas for Clinical Faculty are as follows:

1. Teaching – 30%
2. Scholarly and Creative Activity – 10%

3. Service – 30%

For Group II Instructional Faculty, as noted above, there is no expectation for Scholarly and Creative activity, and service requirements may vary from 0-20%.

Pre-Promotion Review

In addition to annual evaluations from the School's Annual Review Committee and School Director/Program Chair, non-tenure track Faculty planning on applying for promotion may request a pre-promotion review in the fall term, three years prior to applying for promotion. Congruent with the College's goal of collaboration and mentorship, the School PTC will work with the candidate to assist in preparation and guidance for the review. By the second Monday of September, the candidate will submit to the PTC a dossier containing:

1. Narrative statement discussing the three areas of teaching, scholarly endeavors, and service and the candidate's strengths and areas of growth in each area
 - This statement should include description of the candidate's clinical practice and/or clinical mentoring/teaching; how it aligns with each of the areas; and the quality indicators that reflect the candidate's performance in their clinical activities
2. Original letter of offer
3. Subsequent letters of renewal for 1-year and multiyear contracts
4. Current curriculum vitae
5. Teaching portfolio
6. Evidence of scholarly endeavors (Clinical Track only)
7. Record of service

For detailed information about each section of the dossier, refer to Attachment A, "Preparation of Dossiers," of the CHSP Promotion and Tenure Policy. Instructional Faculty will not be expected to provide Section IV (Scholarly Accomplishments) in the narrative, nor Appendix E (Scholarly Products) in the dossier.

The School PTC and School Director will review the materials *in the context of the terms of hire and the standards of the academic unit* by the end of the first week of spring semester. The School PTC and School Director will meet with the Dean to provide him/her with an overview of the candidate's progress toward promotion. This meeting will occur by the end of the third week of the spring semester. The candidate will receive a letter from the School Director that integrates all feedback about his/her progress toward promotion. The letter will include suggestions regarding which area(s) the candidate may need to strengthen and improve. The School Director will issue the letter no later than February 15. Mentorship will then be continued by the PTC, mindful of the comments of the PTC and School Director.

Promotion

Promotion is in recognition of the accomplishments of the faculty member being considered. Recommendations for early promotion are possible but require special and compelling justification. Promotion shall not be automatic nor will it be regarded as guaranteed upon completion of a typical term of service.

Promotion to Clinical Associate Professor

Within the framework of the faculty member's terms of hire and the standards of the academic unit, recommendation for promotion from the rank of Clinical Assistant Professor to Clinical Associate Professor will include the following criteria:

1. Evidence of entry-level, discipline-specific clinical degree and expertise in the area of clinical practice or instructional content.
2. A minimum of six years in the rank of Assistant Clinical Professor. In rare instances when a clinical faculty member has demonstrated outstanding accomplishments, it will be possible for a faculty member with fewer than six years as an Assistant Clinical Professor to be considered for promotion to Associate Clinical Professor.
3. A demonstrated record of effectiveness as a as a teacher/mentor.
4. Clear demonstration of quality and magnitude of service contributions to the School, the College, University, community, the profession and the clinic environment, including regional or national professional involvement (ie: member of professional association committees, contributor to improvement of clinical practice standards, editorial consultant/reviewer, consultant to publishing companies, consultant to clinical practice or clinical product development, member of accreditation organizations).
5. A record of scholarly and/or creative productivity that has contributed to a focus within the candidate's discipline. Examples of this productivity may include, but are not limited to: *peer-reviewed poster* or platform presentations; invited professional presentations; development of clinical outcomes or quality assurance measures, patents, development of professional continuing education courses publications including case studies, systematic reviews, position papers, policy papers, practice patterns or textbooks/chapters; consultation or program outcomes reports.
6. A majority vote of the PTC.

Promotion to Clinical Professor

Promotion to the highest rank requires academic achievements and a professional reputation that is recognized as outstanding *within the framework of the faculty member's terms of hire and the standards of the academic unit*. Recommendation for promotion from the rank of Associate Clinical Professor to Clinical Professor requires:

1. A minimum of five years in the rank of Associate Clinical Professor. In rare instances when a clinical faculty member has demonstrated outstanding accomplishments, it will be possible for a faculty member with fewer than five years as an Associate Clinical Professor to be considered for promotion to Clinical Professor.
2. Demonstrated cumulative record of high quality teaching and advising effectiveness and course growth over the period of review.
3. Involvement in national and/or international professional activities and leadership roles in the university (i.e., division, school, college, university), national or international professional activities and organizations.
4. Recognition by external peers as a major contributor to the discipline.
5. A continued record of scholarly and creative activity that contributes to a focus (or expands to include multiple foci) within the candidate's discipline or field of study.
6. A majority vote of the PTC.

Promotion from Assistant Lecturer or Lecturer to Associate Lecturer

Depending on the terms of hire and the standards of the academic unit, promotion from the rank of lecturer (≥ 0.5 FTE) or assistant lecturer (< 0.5 FTE) to associate lecturer will be based on one or both of the following:

1. A demonstrated record of effectiveness as a teacher/mentor/advisor;
2. A record of service including administration to the discipline, the academic unit and, where possible, the School/Department, College, and/or University, to the public as well as profession at large.

Promotion to Senior Lecturer

Depending on the terms of hire and the standards of the academic unit, promotion to the highest rank requires academic achievements and a professional reputation that is recognized as outstanding. One or more of the following attributes will be considered when deciding if a faculty member will earn the rank of senior lecturer:

1. Demonstrated continued growth and cumulative record of mentoring/teaching effectiveness;
2. Demonstrated leadership in service to the School, College and/or University, to the public, and to the profession at large.

Continued growth is expected from the time of appointment to Senior Lecturer.

Evaluation Procedures for Promotion

All Group II faculty members considered for promotion will be evaluated based their teaching, service to the school, college, university, community and profession, and, in the case of Clinical Faculty, their scholarship. Further, the candidate will be evaluated in terms of meeting and advancing the goals and objectives of the SRCS. Each faculty member's dossier submitted for either promotion and/or tenure shall include a current curriculum vitae, and be organized under the following headings consistent with the SRCS Promotion and Tenure Policy:

- I Academic Preparation;
- II Professional Experience;
- III Instruction and Advising;
- IV Scholarly Accomplishments (Clinical Track only);
- V Professional Associations;
- VI Committees and Service;
- VII Interdisciplinary Contributions; and
- VIII Other Factors.

All information included in the dossier should be organized under the most appropriate heading. For more detailed information about each section of the dossier, refer to Attachment A, "Preparation of Dossiers," located in the CHSP Promotion and Tenure Policy. SRCS candidates are asked to submit only the dossier and a supplementary notebook that includes evidence of scholarly works. Candidates are asked not to seek additional outside letters of support. Any letters not requested by the committee will not be considered.

The three primary evaluation areas are:

1. Instruction and Advising

Instruction and advising are critical to the mission of the School. While teaching loads vary based on hiring agreements and yearly school demands, it is expected that all faculty members will participate in yearly teaching assignments in order to achieve promotion and/or tenure. While instructional track faculty are most likely to be involved in traditional didactic (i.e., classroom) instruction, clinical faculty instructional activity may include didactic activity, clinical instruction, or both. Both tracks may oversee student capstone and/or clinical research projects. In the case of didactic instruction, it is expected that course content will be reflective of what is needed to prepare graduates for the next step in their career path. Clinical instructional activities may include, but are not limited to: serving as a clinical instructor (CI) or preceptor for

students; providing oversight and mentoring to students and their CIs/preceptors through site visits, phone conferences, or use of other distance learning technologies; training CIs/preceptors by presenting workshops and continuing education courses; or serving as a peer consultant or on an interdisciplinary team. All instructional activities should also be included in the teaching portfolio, described in Attachment C of the CHSP document, and they will be evaluated with these expectations in mind.

All non-tenure track faculty that plan to be considered for promotion must submit a teaching portfolio as part of the dossier to the PTC for evaluation. Evaluation of didactic course instruction may include but is not limited to: student evaluations, self-evaluation, classroom visitations, peer evaluations, course documentation related to teaching methods and testing procedures. Evaluation of clinical instruction may include, but is not limited to: samples of clinical teaching activities, clinic site visitations, external review, evaluations of the curriculum performed by graduating students and alumni post-graduation, and student assessments of clinical experience. Another metric may be performance of students overseen by the faculty member on student evaluation scales approved by the appropriate professional organizations for clinical education. The candidate is responsible for documenting high quality teaching effectiveness and course growth over the period of review.

A demonstrated commitment to the advisement process includes, but is not limited to: carrying a proportionate number of advisees relative to other faculty members within the pertinent academic division within the School (i.e., Physical Therapy or Communication Sciences and Disorders), being available to assist students with academic and/or clinical internship scheduling, providing accurate and up-to-date information, reviewing progress toward fulfilling major and related required courses for graduation, assessing programmatic and professional options, as well as responding to personal concerns that impinge on academic achievement. Student difficulties with progression through the curriculum can consist of academic, clinical performance or professional behavior issues. Advising in this area focuses on assisting the student with developing a self-directed plan to address problems and appropriate follow-up monitoring and documentation. Specific benchmarks of Instruction and Advising are in Attachments B and C of the CHSP Promotion and Tenure Policy.

2. Research and Scholarly Activities (Clinical Track only)

Scholarship refers “. . . to a variety of creative work carried on in a variety of places [with] its integrity . . . measured by the ability to think, communicate, and learn” (Boyer, 1990, p. 15). Depending on the terms of hire and the standards of the academic unit, Clinical Faculty members in the College of Health Sciences and Professions may be expected to contribute to the understanding and/or improvement of the world in which we live. Scholarly activities are the mechanisms for accomplishing this component of faculty responsibility. Scholarship includes original research from a focused program of study that expands and challenges knowledge.

Scholarship includes innovative, creative thinking processes that result in new insights and perspectives integrated into expansive intellectual patterns that may be discipline-specific or interdisciplinary in nature. Given that the College includes many disciplines with diverse perspectives, the substance and nature of contributions in this area will reflect this diversity.

Strong scholarship includes a number of important characteristics. The following characteristics will be considered:

1. Scholarship that builds on, relates to, and enhances an existing body of knowledge in a specific discipline or across disciplines;

2. Scholarship that is grounded in scientifically appropriate quantitative or qualitative research methods and
3. Scholarship that provides opportunities for the scholar to disseminate research, theory or practice through a variety of methods such as publication or presentations.

Quantity is neither the primary nor the driving factor in assessing scholarly/creative activity, though some proportionality between productivity and the percentage of time devoted to scholarly and creative activity in the candidate's job description is to be expected. Schools and departments may choose to identify various quantitative markers, and it is a combination of quantity and quality of scholarship that is ultimately assessed in evaluating the candidate. The quality of the work, influence the work produces, and the level of contribution to a particular body of knowledge are the substantive issues that will be reviewed for promotion.

Excellence is highly valued in the promotion decision. In the area of scholarly and creative activity, excellence is defined as a record of sustained and quality performance in discipline-specific activities that meet the characteristics of scholarship identified in this document. Scholarship may also include interdisciplinary activities that augment and complement a candidate's discipline-specific activities. Specific benchmarks of scholarly and creative endeavors can be found in Attachment E of the CHSP Promotion and Tenure Policy. Other examples from the Application, Teaching and Engagement domains may include:

- Publication or professional presentation of case studies, clinical practice guidelines, critically appraised topics (CATs), literature synthesis or systematic review.
- Evidence of critical inquiry or creative activity related to area of clinical expertise, academic content or teaching and learning (ie: consultation report, policy paper, analysis of patient outcomes, program evaluation, peer evaluations of innovations in teaching or clinical practice, meta-analysis related to practice problem or academic content).
- Grant awards in support of practice or community-based intervention
- Clinical Practice that generates knowledge and meets the following criteria may also be considered scholarly and creative activity:
 1. The practice activity has a demonstrated and substantive link to a societal problem, issue, or concern with activities being designed for the purpose of providing for the public/common good.
 2. The practice requires utilization and application of discipline-specific or interdisciplinary knowledge to the identified societal problem, issue or concern.
 3. Peers external to the School/Department have judged the activity as exemplary and leading to the improvement of practice.
 4. Systematic and rigorous use of clinical data to document and improve clinical or clinical related programs (e.g., quality assurance)

The candidate is expected to document the development of his/her scholarly activity in the scholarship portion of the Narrative Summary. Attachment E of the College Promotion and Tenure Policy provides guidelines for scholarly benchmarks to aid in the development of the candidate's document

Further examples of scholarly productivity could include product development (including patent applications and awards) and other entrepreneurial activities.

3. Service

Service is broadly defined as membership in and contribution to a larger professionally related group. The contributions that are considered in this area will include those directed toward the

school, college and university, the discipline or the profession, and professionally related clinical and community service. Given the varied disciplines within the School that include a practice component, there is the strong possibility that Clinical Faculty Members will be active practitioners within any of a number of specific discipline(s) and through practice may fulfill some of their service obligations.

The expectations of the SRCS are consistent with those guidelines stated in the College Promotion and Tenure Policy, that Group II Faculty seeking promotion will have service achievements documented and evaluated across the following categories:

1. Institutional service that contributes to the growth and ongoing work and development of the School/Department/College/University (e.g., committee work at all levels, membership on external committees/task forces, activities that contribute to achievement of specific goals). These activities may reflect both discipline-specific and interdisciplinary involvement.
2. Disciplinary or interdisciplinary professional contributions that assist professional, scholarly, or disciplinary/interdisciplinary associations and organizations in accomplishing their work (e.g., serve as an accreditation visitor, serve as an officer or assume a leadership role in a relevant organization, serve as a policy advisor).
3. Clinical service relevant to professional expertise (e.g., pro bono patient care, organization of support groups, program development for underserved areas, consultation for clinical practice, mentoring new clinicians, committee work within hospital/clinic setting).
4. Private or community contributions that call upon the knowledge and expertise of the faculty member involved (e.g., serve on a board of directors of relevant agencies, teach a class in a K-12 school, involvement with professional practice).

External Review

External review is a crucial part of the promotion and/or tenure process. Please see Attachment D in the College Promotion and Tenure Policy and Procedures for the specific policy regarding external reviewers. In addition to the College policy, the following are specific to the SRCS.

The first day of Fall Semester, tenure-track and non-tenure track candidates will submit name, title, address, and phone number of 5 persons external to Ohio University whom they believe are qualified to assess/evaluate their scholarly accomplishments and their contributions to the profession.

The PTC chair in consultation with the School Director will choose three external reviewers and contact the external reviewers requesting their participation in the review of the candidate. In the event that an external reviewer is selected that was not on the candidate's list, the candidate will be notified of this choice so that it can be determined, in consultation with the School Director, if a significant conflict would disqualify this choice.

The PTC chair provides appropriate materials to the external reviewers. Reviewers will receive 1) a copy of the SRCS Promotion and Tenure criteria, 2) candidate's curriculum vitae, 3) sections of the narrative related to the candidate's research program and a table of courses taught by quarter (semester) and 4) three published works/refereed papers selected by the candidate. Reviewers will be asked to provide a written assessment of the quality and significance of the candidate's scholarly work and service to the profession. They will also be asked to comment on the overall accomplishments of the candidate relative to others who are at a similar stage of their professional careers. The reviewers submit a report and a summary of the reviewer's credentials to the PTC Chair. Reviewers will be informed that the candidate has access to their written evaluations.

With a positive vote for promotion and/or tenure, the entire dossier including the letters of assessment from the external reviewers and a summary letter from the School PTC is forwarded to the School Director. Once the School Director has reviewed the materials and created a letter delineating a recommendation regarding promotion and/or tenure, all materials will go forward to the College Dean. Candidates have a right to request a copy of the external reviewers' comments and any other dossier materials. However, nothing in the dossier is to be modified by the candidate once the dossier has been reviewed by the School PTC.

Tenure clock extensions

Extensions to the Group I tenure clock can be granted for a variety of reasons such as:

- Extended illness of faculty member
- Pregnancy/childbirth
- Other forms of reduced capacity
- Procedural error
- Unpaid leave (6 months or longer)

These extensions are typically made for only one year and must be sought prior to the penultimate year. The extension is granted by the Faculty Senate PTC based upon the recommendation of the School, Dean, and Executive Vice President and Provost.

As there is no requirement for a Group II faculty member to seek promotion on any fixed schedule, extensions are not needed. These individuals can simply choose to seek promotion another year.

Timeline of Promotion and Tenure Review Process

All the dated deadlines are based upon published schedules from the *Faculty Handbook* at Ohio University.

Last day of spring semester exams	<p>Each promotion and/or tenure candidate notifies his/her School Director of the decision to stand for promotion and/or tenure. If the candidate is the School Director he/she notifies the Dean of his/her decision to stand for promotion to Professor.</p> <p>The School Director appoints the PTC Chair and committee for the following year. All faculty members shall be notified of this phase of the promotion and/or tenure process.</p>
First day of Fall Semester	Candidates submit the name, title, address, and phone number of 5 persons external to Ohio University whom they believe are qualified to assess/evaluate their scholarly accomplishments and their contributions to the profession.
Second Monday of September	All candidates for promotion and/or tenure submit a completed dossier and supplementary notebook, according to the College and University format, to the Chair of the PTC in the School. Materials will be kept in a secure location within the School.
September 15	Tenured faculty eligible for promotion request a letter of evaluation from School Director if desired. (Probationary faculty receive evaluation letter annually without requesting one.)
November 1	Letters from all external reviewers are due to the PTC Chair.
First Monday of December	The School PTC will have met, reviewed the candidate's entire dossier, and voted on the issue(s) of promotion and/or tenure. The PTC Chair will have prepared a written summary of the committee's deliberations, including the outcome of voting. This letter becomes a permanent part of the candidate's dossier. If the voting outcome is positive, the dossier is sent to the School Director. If the voting outcome is negative, the dossier is sent to the Dean.
Last day of fall semester exams	The School Director notifies the faculty member in writing of the School PTC recommendation for promotion and/or tenure. In the case of a positive recommendation, the School Director will submit a written recommendation to the Dean. If the candidate is a School Director, only the PTC submits its recommendation to the Dean. Dossiers go to the Dean's office by the first day of Spring semester.

February 1	The School Director provides all probationary faculty members with an annual letter of evaluation regarding progress toward tenure.
March 1	The Dean notifies the School Director and candidate in writing of any rejection by the School PTC for promotion/tenure. In the case of a positive recommendation, the Dean submits a written recommendation regarding promotion and/or tenure to the Executive Vice-President and Provost per the Ohio University Faculty handbook. The Dean may notify the School Director of his/her decision regarding promotion and/or tenure along with the reason(s) for the decision.
April 1	The Provost notifies the Dean, School Director, and candidate in writing of rejection of School recommendation for promotion/tenure.

Procedure for the PTC review of the candidate's dossier and supplementary notebook.

1. The PTC will consider the evaluation areas of Instruction and Advising, Scholarly Accomplishments, and Committees and Service to be reflective of the primary mission of the SRCS. After review, each PTC member will evaluate each of the three primary areas for quality and magnitude. These data shall be summarized and recorded and shall become part of the final report summarizing the PTC actions.
2. After all categories have been reviewed and evaluated, a formal recommendation (for or against promotion and/or tenure) will be voted on by all members of the PTC involved in the decision-making process, using an anonymous, written ballot. Promotion and tenure are voted on as separate issues. A majority vote is needed for a favorable recommendation.
3. The Chair of the PTC will prepare and approve a written summary evaluation report for the candidate's file. The vote will be recorded in the final PTC report. Any individual committee member may append a separate, minority evaluation summary for inclusion with the PTC final evaluation summary. All committee members will sign the last page of the report when acceptance is determined, as well as the transmittal letter to the School Director or Dean. Each committee member's signature a) confirms his/her participation in the review process and b) indicates agreement that due process and adequacy of review were met. Following the receipt of these signatures, the candidate's file and all committee materials, including the evaluation summary, committee report recommendations, and the transmittal letter will be forwarded to the School Director if the voting outcome is positive or to the Dean if the voting outcome is negative.

Appeals

The appeals process is outlined in the College Promotion and Tenure Policy and Procedures. The time-line for submitting materials by the candidate and the University levels is spelled out in the Faculty Handbook and are strictly adhered to in this process.

For non-tenure track faculty members seeking promotion, in the event of a negative recommendation for promotion AND a negative appeal, the following conditions will be in force for the clinical faculty member:

- If a candidate is not successful, they must return to a 12-month renewable contract.
- Only 2 attempts for promotion to either Associate Clinical Professor or Clinical Professor are allowable in a 5 year period of time. If a candidate is not successful after a second attempt, they will remain at their current rank indefinitely as long as annual reviews are satisfactory.

Provisions for Revision and Change

The School’s criteria, practices, and procedures governing recommendations for promotion and/or tenure will be reviewed and revised every 5 years or as deemed necessary by the PTC. This process will occur in the Spring Semester. The committee will submit these changes to the Group I faculty of SRCS. The recommended changes must be approved by a voting majority of Group I faculty of SRCS prior to submission of the revised document to the College Dean for approval.

In accordance with the faculty handbook and guidelines that were established by the CHSP, the faculty of the SRCS voted to approve the foregoing Promotion and Tenure document on November 27, 2012.

Approved:

David W. Russ, PT, Ph.D.
Promotion and Tenure Chair
School of Rehabilitation and Communication Sciences

Date

Gary Chleboun, PT, Ph.D.
Director
School of Rehabilitation and Communication Sciences

Date

Randy Leite, Ph.D.
Interim Dean
College of Health Sciences and Professions

Date