

Guidelines Promotion and Tenure Review
and Annual Evaluation
*Department of Social and Public Health
College of Health Sciences and Professions*

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ANNUAL FACULTY EVALUATION PROCEDURES

ATTACHMENT A TEACHING PORTFOLIO INTRODUCTION

The Department of Social and Public Health (DSPH) offers baccalaureate programs in Health Services Administration, Child and Family Studies, Community and Public Health and Environmental Health. In addition, the Department offers Master's degrees in Public Health, Child and Family Studies, and Health Administration.

This document specifies departmental procedures for promotion and tenure (P&T) review and for the annual evaluation process required for faculty members. The document includes two (2) distinct parts: I and II. The DSPH Promotion and Tenure Review content (Part I) is designed to provide faculty with an outline for implementing the procedures set forth in the Ohio University Faculty Handbook and further described in the CHSP Promotion and Tenure Policy (April, 2022). The Annual Evaluation Review content (Part II) addresses the need for faculty to be evaluated on an annual basis for the purpose of salary determination.

DSPH faculty are dedicated to the pursuit of excellence in meeting the responsibilities associated with the teaching, scholarly, and service roles of the academic community. Both formative and summative assessment of a faculty member's efforts related to fulfilling these pursuits is essential to improving the quality of the programs offered by the Department as well as facilitating its overall mission. The mission of DSPH is to provide students with the life-long ability to seek and acquire information and transform this knowledge into responsible action within the environmental, mental health, and health care communities. This mission recognizes that the education of students through the critical thinking process is our highest priority.

DSPH is committed to:

- Providing quality education to our students in the Social and Public Health professions through the critical thinking process.
- Supporting the personal and professional growth of both students and faculty through academic development, scholarly activities, and community service.
- Integrating classroom activities, research, and practical experiences in professional settings.
- Contributing to the body of knowledge in through research and scholarly endeavors.
- Providing a healthy learning atmosphere for students, and a professionally stimulating work environment for faculty and staff.
- Supporting activities for community development as well as professional needs.
- Showing mutual respect and concern for one another, the university, the community, and professionals in the health, mental health, and health-related fields.
- Acknowledging and embracing cultural and ethnic diversity among students, faculty, and staff.

Faculty performance is complex and, as such, any assessment and evaluation of this work must reflect this complexity. It is further understood that there is no ideal template or exclusive list of indicators that should always be used in promotion and tenure decisions. Evaluation of an individual, per the appointment letter, subsequent annual appraisals, and workload distribution will be based on a combination of items. These include the individual's performance, productivity, and contributions to DSPH, as well as the effort put forth toward the attainment of College and University missions, priorities, and promotion and tenure criteria. This document

describes criteria for the promotion (and tenure where applicable) of Tenure Track faculty, Instructional faculty, and Clinical faculty, in DSPH.

In addition to the criteria spelled out in the CHSP Promotion and Tenure Policy, additional DSPH criteria shall be considered. Specific areas of review for promotion and tenure shall include an assessment of the candidate's success in accomplishing their assigned duties. The magnitude and the quality of the contributions to the department shall be considered. In addition, evaluations by students and peers shall be taken into consideration when applicable.

Tenure Track Faculty¹

Criteria for the evaluation of Tenure Track Faculty within DSPH and CHSP are fully detailed below, in *Section A*. Workload distribution for Tenure-Track faculty include teaching, scholarship, and service. While workload distributions are negotiated during the hiring and annual review processes, typical workload distributions for Tenure-Track faculty are:

- Teaching: 40-60 %
- Service: 10-20%
- Research/Scholarship: 20-50%

Instructional Faculty

Per the CHSP P&T Policy and Faculty Handbook, an Instructional Faculty track exists separate from Tenure Track and Clinical faculty within CHSP. In CHSP, the Instructional Faculty track consists of experienced faculty members holding part-time or full-time appointments who are primarily considered instructional personnel and may also have service responsibilities. DSPH-specific criteria used to make decisions on the promotion of Instructional Faculty are detailed in *Section B*, contained within this document. While workload distributions are negotiated during the hiring and annual review processes, typical workload distributions for Instructional faculty are:

- Teaching: 80%
- Service: 20%

Clinical Faculty

Per the Faculty Handbook and the CHSP P&T Policy document, a Clinical Faculty track exists separate from Tenure Track and Instructional Faculty within CHSP. 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, although they also teach regular courses as negotiated on an annual basis. While workload distributions are negotiated during the hiring and annual review process, typical workload distributions for clinical faculty are:

- Teaching: 40-60%

¹ Regional campus faculty may have workload distributions that differ from “typical” as noted here; additional DSPH PT guidelines revisions may be forthcoming as OneOhio continues to evolve.

- Clinical activities: 30-50%
- Service: 10-30%
- Scholarship: negotiated

PROMOTION AND TENURE

II. Promotion and Tenure Committee

A. P&T Committee Composition

All tenured associate and full professors are eligible to serve on the Department's Promotion and Tenure Committee (PTC). The PTC shall consist of an odd number of full-time tenured faculty members (excluding the Department Chair), but at no time shall it be composed of fewer than five (5) individuals. The DSPH Chair shall appoint the committee and name the Chair of the PTC by June 1. In cases of promotion, all members of the PTC voting on the promotion must hold or exceed the rank for which the candidate is being considered. If no PTC member holds or exceeds the rank for which the individual is being considered, then outside members of suitable rank are to be appointed by the College Dean in consultation with the DSPH Chair.

As appropriate, the PTC will include at least two Instructional Faculty or Clinical Faculty members in an *ad hoc* capacity when an Instructional Faculty or Clinical Faculty member is standing for promotion. The *ad hoc* member(s) must be above the rank of the member seeking promotion and will vote on the promotion. If two appropriate faculty members are not available in DSPH, attempts will be made to identify faculty outside of the department to participate in the review.

B. Responsibilities of the Committee Related to Promotion and Tenure

The Chair of the PTC shall be responsible for scheduling and conducting meetings, developing agendas, delegating committee tasks, meeting all timelines, and completing a final summary report reflecting the committee's assessment and evaluation (including the final vote) of each candidate for transmittal to the DSPH Chair. While the PTC Chair and DSPH Chair are available to provide guidance to each candidate in terms of the preparation and organization of required documents, each candidate holds ultimate responsibility for the collection and assembly of all data pertinent to their bid for promotion and/or tenure. The Chair of the PTC is responsible for notifying candidates when significant data or documents are absent or when further information is needed.

The PTC is responsible for evaluating probationary faculty members' progress toward promotion and tenure annually according to the schedule in the Faculty Handbook. The DSPH Chair shall inform the probationary faculty in writing of their progress, as judged by the PTC. This will be communicated in writing from the PTC Chair to the DSPH Chair. Upon request of the faculty member, the PTC Chair and the DSPH Chair will meet with each probationary faculty member prior to **January 31** to discuss the annual review of their progress toward promotion and tenure. As specified in the Faculty Handbook, all probationary faculty receive a letter by February 1 that addresses progress toward promotion and tenure, and is not intended to form the basis of the annual salary increase decision by the DSPH Chair. Faculty hired the immediately preceding Fall term are not required to participate in the annual promotion materials submission and review

process during their first academic year.

C. Guideline Revision Procedures

These guidelines will be reviewed and revised as necessary by the PTC, but no less than every 5 years. If revisions are deemed necessary, the committee will submit recommended changes to all faculty of the DSPH for consideration and approval. Any changes must be approved by a majority of those voting. Once approved by DSPH faculty, the revised document is forwarded to the Chair of the DSPH and the Dean of the CHSP for final acceptance.

III. Tenure Track Faculty

According to the Faculty Handbook (Appendix A, Section F):

Changes in the criteria for tenure may be applied to those faculty members who are already in the tenure track only if the individual agrees in writing to be considered under the new criteria. For changes in the criteria for promotion, a grace period of at least three academic years from the start of the academic year in which the changes are implemented should be allowed. During the grace period, faculty members who are already on Tenure Track contract in the department may opt in writing to be considered under the old or new criteria. Newly hired faculty members and those who are promoted during the grace period would immediately come under the new promotion criteria.

This means that when P&T guidelines are revised or faculty members are relocated to a unit with different guidelines, the pre-tenure candidate can choose to be considered under the guidelines under which he or she was hired, or the current guidelines. In either case, the candidate must specify, in writing, which guidelines will apply to their case, write their dossier to meet those guidelines, and include them in that dossier where required.

A. Eligibility for Promotion and Tenure

Individuals who expect to be promoted and tenured must provide clear documentation of achievements that will support DSPH expectations of past and continued performance and growth. The quality and productivity of a faculty member's teaching and advising, scholarly endeavors, and service during the probationary period are regarded as strong predictors of the individual's future contributions. Promotion and tenure is reserved for candidates whose performance across these three categories has served the DSPH, CHSP, and Ohio University well in the past, and based on such accomplishments, can reasonably be expected to continue in the future. While promotion and tenure are discussed separately in the ensuing sections it should be noted that a single vote of the Promotion and Tenure Committee for or against both promotion and tenure will be taken. It is not possible to gain promotion without also gaining tenure.

Promotion through the ranks from Assistant Professor to Associate Professor to Professor is in recognition of strong and continued performance and achievements of an individual faculty member. Although minimum time periods in a given rank are specified below, promotion is based upon merit and it is not guaranteed or given simply due to the completion of a particular number of years of service.

1. Assistant Professor to Associate Professor

Faculty members who are appointed as Assistant Professors with a terminal degree are expected to meet the requirements for both promotion and tenure to Associate Professor by the end of the probationary period. Expectations that differ will be specified in the letter of appointment from the CHSP Dean.

In order to be promoted to the rank of Associate Professor with tenure, an individual must meet the following minimum criteria:

- a. Earned terminal degree in appropriate area(s).
- b. Minimum of three (3) years full-time employment as an Assistant Professor in a Tenure Track faculty position at Ohio University
- c. A record of effectiveness as a teacher and an advisor.
- d. A record of high quality, focused, and peer-reviewed scholarly productivity that has contributed to the candidate's discipline.
- e. Any stipulations or conditions communicated to the candidate in their appointment letter.
- f. A record of service appropriate to the profession, the DSPH, the CHSP, and Ohio University.
- g. A simple majority vote of the eligible members of the PTC.

2. Associate Professor to Professor

In order to be promoted from the rank of Associate Professor to Professor, an individual must meet the following minimum criteria:

- a. Minimum of five (5) years full-time employment as an Associate Professor in a Tenure track faculty position at Ohio University.
- b. A continued record of effectiveness as a teacher as evidenced by peer and student evaluations . A record of advising, coaching, and/or mentoring students is also required and mentoring of other faculty members is highly encouraged;
- c. A continued record of high quality, focused, and peer-reviewed scholarly work that has contributed to the candidate's discipline and earned the individual national and/or international recognition.
- d. A continued record of service appropriate to the profession, the DSPH, the CHSP, Ohio University and the profession at large. It is expected that this service will include evidence of multiple leadership roles in a variety of settings and formats.
- e. A simple majority vote of the eligible members of the PTC.

B. Tenure

Tenure is the most important decision that a university makes regarding a particular faculty member. A positive tenure decision is the institution's statement that the member's accomplishments in teaching and advising, scholarly endeavors, and service have added value at all levels of the university, and that future contributions are expected to do the same.

Earning tenure requires the candidate to meet the criteria for seeking promotion from Assistant Professor to Associate Professor. In addition, candidates must exhibit collegiality, demonstrate the promise of continuing exemplary contributions as a University citizen, show dedication to continuing excellence and productivity in scholarly and teaching endeavors, and establish their potential for continued significant service to the University and profession. According to the Faculty Handbook (II.C.6.a.): "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."

C. Evaluative Criteria for Tenure Track Faculty

The principal criteria for the awarding of promotion and tenure are: 1) teaching, advising, and mentoring; 2) scholarly and creative activities; and 3) service. Demonstrated contributions in these categories are crucial to the mission of the DSPH. It is expected that the candidate for promotion and/or tenure will demonstrate classroom expertise in content and presentation, will produce high quality scholarship and creative works, and will have demonstrated a thorough understanding of the relationship between the mission of the DSPH and its individual programs. In addition, faculty are encouraged to be involved in interdisciplinary activities as they can be evaluated on these to the extent such activities are documented in the dossier.

1. Teaching, Advising, and Mentoring

Teaching, advising, and mentoring are important activities and responsibilities in terms of the mission of the DSPH. As per the CHSP Promotion and Tenure Policy "a record of effectiveness as a teacher as demonstrated by peer evaluations, student evaluations, and a self-reflective narrative in the dossier" is expected. All candidates seeking promotion and/or tenure are expected to demonstrate growth and effectiveness in teaching by submitting a teaching portfolio in addition to their dossier. A teaching portfolio is an effective way for candidates to demonstrate and document teaching effectiveness. For a further description and specification of the teaching portfolio, refer to Attachment A. Additional criteria are found in criteria for instructional and clinical faculty below (IV.C.1).

2. Research and Scholarly Accomplishments

As stated in the CHSP Promotion and Tenure Policy "Excellence in research and scholarship which is supported by evidence of development and active engagement in research with 1) demonstration of effort to secure external funding, 2) a record of sustained publication in peer-reviewed journals, and 3) presentation at professional forums on national and/or international levels. Interdisciplinary activities are highly valued. In most cases, these scholarly products will be published, peer-reviewed journal articles with the candidate as first or senior author." Candidates for promotion and tenure in DSPH should demonstrate scholarly endeavors (focused and thematic) 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.

All candidates seeking promotion and tenure are expected to demonstrate growth and effectiveness across these areas by including in their dossier relevant and appropriate scholarly information and materials.

The quality of the scholarly work, the influence the work produces, and the levels of contribution to a discipline's body of knowledge are the critical issues that will be evaluated for tenure and/or promotion. It is further expected that such scholarship will be regular, continuous, and focused or interdisciplinary. It is up to the candidate to build a case for the quality of the scholarship and to fully document the impact that their work has on advancing the discipline.

In addition, the quality of scholarly work is to be reviewed by a group of peers and judged to meet (or not meet) the criteria established for the specified purpose. Peer review means that experts within a particular discipline or content area have had an opportunity to review and assess the work in terms of determining its merit in contributing to a unique body of knowledge. Examples of peer-review scholarship include journal articles, presentations, abstracts, and grant proposals. The candidate must provide evidence of peer review of all scholarly endeavors that will be evaluated by the PTC for the purpose of promotion and/or tenure.

3. Service

Service is broadly defined as contribution to a larger group or entity. The expectations for service within the DSPH are consistent with the requirements identified in the CHSP Promotion and Tenure Policy “a record of service to the unit, college, and the profession at large is required. University service is highly valued.” Faculty members serve through active participation on DSPH, CHSP, and Ohio University committees (institutional service), as well as on disciplinary, interdisciplinary, or professional associations, and private or community groups. Institutional service contributes to the growth, development, and work requirements of the DSPH, CHSP, and Ohio University. Disciplinary or professional contributions assist the organization or association with accomplishing their work. Interdisciplinary service includes contributions to academic units outside of DSPH. Private or community contributions involve the application and use of a faculty member's professional expertise to the betterment of our communities—local, regional, and global. All candidates seeking tenure and/or promotion are expected to demonstrate growth and effectiveness across these areas by including in their dossier relevant and appropriate service information and materials.

D. External Review

External review is an important part of the promotion and tenure process. While the PTC will generally follow the external review guidelines provided in Policy for Seeking External Reviewers for Promotion and Tenure of the CHSP Promotion and Tenure Policy, the complete process is described below.

Four external reviewers will be chosen at the discretion of the DSPH Chair, of which at least two (3) must be faculty members. Candidates will submit the name, title, institution, address, phone number, and email of six (6) persons (at least four [4] of whom must be in faculty positions) external to Ohio University who are qualified to evaluate their scholarly achievements. Unless a written exception is noted to the contrary by the DSPH Chair, for an academic reviewer to be considered qualified he or she must be at the rank above the level of the candidate being reviewed. The candidate should submit this list of objective and knowledgeable individuals to the DSPH Chair. The DSPH Chair, in consultation with the PTC, will select three (3) reviewers from the list submitted by the candidate, and they will also identify 1 additional reviewer(s) not on the list submitted by the candidate, drawing possible names from accreditation organizations, professional associations, and personal contacts at other universities.

External reviewers are contacted by the Chair of the DSPH and will be asked to submit a copy of their curriculum vitae or a brief biography. There should be a uniform format to the request letter, specifically noting that the reviewer's submission may be subject to disclosure to the candidate under Ohio Open Records legislation. They should be provided with a copy of the CHSP Promotion and Tenure Policy, these DSPH Guidelines for Promotion and Tenure Review, the candidate's curriculum vitae, and three published scholarly works selected by the candidate.

Reviewers will be asked to submit a written assessment of the quality, significance, and impact on the profession of the candidate's scholarly work. In particular, they will be asked to address the following questions:

1. How long have you known the candidate and in what capacity?
2. What is the magnitude of the candidate's contribution to their professional field in terms of scholarly endeavors?
3. What is the quality and significance of the candidate's scholarly products?
4. Is the candidate's work worthwhile? Does it add to the research or scholarship base?
5. What are the accomplishments of the candidate relative to others who are at a similar stage of their professional career?

Once received by the DSPH Chair, external reviewer materials should be forwarded to the PTC for their review. While the assessments of external reviewers will be given serious consideration in the review process, such assessments are advisory only and the PTC has the final responsibility for evaluating candidates for promotion and tenure. It should be understood that the PTC is not abdicating its responsibility for independent judgment and that external reviewers' opinions are non-binding on the PTC.

Assessments of candidates by external reviewers shall be returned to the Chair of the DSPH along with the dossier and the PTC's recommendations. All of these materials will come forward to the Dean of the CHSP along with the DSPH Chair's recommendation.

IV. Instructional and Clinical Faculty (Nontenure Track)

A. Eligibility for Promotion

Ohio University Instructional and Clinical Faculty who expect to be promoted must provide clear

documentation of achievements that will support DSPH expectations of past and continued performance and growth. Promotion is reserved for candidates whose teaching and service has served the DSPH, CHSP, and Ohio University well in the past, and based on such accomplishments, can reasonably be expected to continue in the future. Promotion is decided on by a majority vote of the DSPH Promotion and Tenure Committee.

Promotion (without tenure) through the ranks from Assistant Professor of Instruction, Associate Professor of Instruction, to Professor of Instruction, OR Assistant Clinical Professor, Associate Clinical Professor, to Clinical Professor, is in recognition of strong and continued performance and achievements of an individual faculty member. Although minimum time periods in a given rank are specified below, promotion is based upon merit and it is not guaranteed or given simply due to the completion of a particular number of years of service.

1. Instructor to Assistant Professor of Instruction

A faculty member hired as an Instructor may be eligible for promotion to Assistant Professor of Instruction at such time as their qualifications and performance meet the DSPH criteria for Assistant Professor of Instruction. In order to be promoted to the rank of Assistant Professor of Instruction, an individual must have a degree beyond baccalaureate in appropriate area(s).

2. Assistant Professor of Instruction to Associate Professor of Instruction AND Assistant Clinical Professor to Associate Clinical Professor

A faculty member who is appointed as an Assistant Professor of Instruction is eligible for promotion to Associate Professor of Instruction after 5 years of service at Ohio University. A faculty member who is appointed as an Assistant Clinical Professor is eligible for promotion to Associate Clinical Professor after 6 years of service at Ohio University. Expectations that differ will be specified in the letter of appointment from the CHSP Dean.

In order to be considered for promotion to the rank of Associate Professor of Instruction or Associate Clinical Professor, an individual must meet the following criteria:

- a. Earned degree beyond baccalaureate in appropriate area(s).
- b. Minimum of five (5) years employment as an Assistant Professor of Instruction at Ohio University and (6) years of employment as an Assistant Clinical Professor.
- c. A record of effectiveness as a teacher and/or advisor.
- d. For clinical faculty only – record of effectiveness of clinical activities, clinical partnerships, and preceptorships, as outlined in their appointment letter.
- e. Any stipulations or conditions communicated to the candidate in their appointment letter.
- f. A record of service appropriate to the DSPH, the CHSP, and Ohio University.
- g. A simple majority vote of the eligible members of the PTC.

3. Associate Professor of Instruction to Professor of Instruction AND Associate Clinical Professor to Clinical Professor

In order to be considered for promotion from the rank of Associate Professor of Instruction to Professor of Instruction OR Associate Clinical Professor to Clinical Professor, an individual must meet the following criteria:

- a. Minimum of five (5) years employment as an Associate Professor of Instruction OR Associate Clinical Professor to Clinical Professor at Ohio University.
- b. A continued record of effectiveness as a teacher and/or advisor.
- c. A continued record of service appropriate to the DSPH, the CHSP, and Ohio University.
- d. For clinical faculty only – a continued record of effectiveness of clinical activities, clinical partnerships, and preceptorships, as outlined in their appointment letter.
- e. A simple majority vote of the eligible members of the PTC.

C. Evaluative Criteria for Instructional and Clinical Faculty

1. Teaching, Advising, and Mentoring

Instructional and clinical Faculty members promoted within the DSPH and CHSP will demonstrate high quality mentoring and teaching effectiveness. Teaching effectiveness is viewed as a measure of quality, not quantity, and is expected of all candidates, whether the teaching load consists of one or multiple courses.

An excellent teacher maintains a high level of knowledge and expertise in their respective discipline or area of specialization. An excellent teacher exhibits the knowledge, skills, and commitment necessary to assist students as they develop a growing understanding of the subject matter, the practices, and the competencies pertinent to their disciplines. An excellent teacher is committed to the guidance of students with varying strengths, needs, and capabilities to attain the necessary understanding of their discipline. An excellent teacher collaborates with others in the development and delivery of discipline-specific or interdisciplinary courses and is active in creating, revising, and reviewing curricula. An excellent teacher exhibits the following characteristics of effective teaching: (a) a commitment to students; (b) an ongoing interest in the craft of teaching; and (c) recognition that advising and mentoring is an important, albeit less formal, aspect of the faculty-student relationship. Candidates seeking promotion will strive to balance time and effort in addressing these three areas so that professional growth is demonstrated over time.

An excellent teacher demonstrates a continuing concern for instructional effectiveness through the collection and utilization of feedback from students, colleagues, and others regarding presentation strategies and evaluation of learning. It is expected that Instructional Faculty members will provide substantive evidence about their skill and effectiveness in teaching. It is the candidate's responsibility to present evidence of a consistent pattern of high quality and effective teaching.

Evaluations based on a wide variety of instruments might be one form of documenting

such a pattern. Strategies for the evaluation of teaching effectiveness may include, but are not limited to: self-evaluations, classroom visitations, student evaluations of teaching, Department Chair evaluations, peer evaluations, external review, and informal, unsolicited feedback from students.

Teaching portfolios are a meaningful way for candidates to demonstrate their teaching effectiveness. Candidates must have a teaching portfolio for promotion review which can be added to and revised in preparation for the full promotion review. The basic framework for the teaching portfolio can be found in the Attachment A. Candidates must include relevant teaching benchmarks in their portfolio.

In all review cases, the weight given teaching must be considered in light of other demands made on the Instructional Faculty member by hiring agreements or activities necessary to fulfill DSPH's mission. For example, a candidate may have been hired with the understanding that workload would include administrative responsibilities or may have received resources for scholarly activities that include a reduced teaching workload. Specific teaching responsibilities will occur through dialogue between the Instructional Faculty member, the DSPH Chair, and the Chair of the PTC (other committee members also may be involved) and will reflect the goals and needs of the program (including interdisciplinary teaching, if applicable) and the professional goals of the individual faculty member. The candidate shall provide a written record of decisions that may later affect promotion decisions to the faculty member and copies retained in their permanent file. To this end, the Instructional or Clinical Faculty candidate must maintain accurate documentation (e.g., summary notes of conversations with the chair, email correspondences) of any changes in workload and expectations that may occur during the period to be evaluated. These documents may be used in the evaluative materials submitted by the candidate at the time of review.

It is the responsibility of the DSPH PTC to address the following questions: Is there clear and sufficient evidence to support the candidate's effectiveness as a teacher? Have the DSPH's expectations for effective teaching been met?

2. Clinical Activities and Benchmarks

Clinical faculty members promoted within the DSPH and CHSP will demonstrate high quality clinical effectiveness.

Evidence of clinical practice considered for promotion may include, but is not limited to:

1. Evidence of expanded clinical services and/or new service lines created in practice area
2. Evidence of clinical quality outcomes (e.g., indicators should be based on identified industry standards and best practices)
3. Evidence of annual patient/client satisfaction data/ratings that illustrate performance trends over time (e.g., 3-5 years)
4. Demonstrated timeliness/adequacy of completion of clinical records and other documentation

5. Attainment of board certification or recertification
6. Implemented patient/client safety and continuous quality improvement measures
7. Development of clinical and/or community program(s) that increase access to community services
8. Demonstrated ability work in and/or lead interprofessional teams of health care or community-based providers
9. Developed patient/client education materials that reflect clinical expertise and evidence-based practices
10. Leadership position within the practice, such as medical director or clinical practices consultant; sustained trackrecord of exemplary clinical leadership

The candidate must be actively involved in clinical practice and/or the management of clinical education. It is also expected that the clinical activity will occur in clinical sites where DSPH students are assigned.

3. Service

Service is broadly defined as a contribution to a larger group and extends beyond mere membership. Depending on the terms of hire and the standards of the academic unit, Instructional and Clinical Faculty may be expected to have a record of service linked to citizenship within the University, College, and/or Department. Valued contributions should also include service to the faculty member's discipline or profession and the larger community that enfolds the University.

Faculty seeking promotion may have performed service that is documented and evaluated across the following categories:

- a. Institutional service that contributes to the growth and ongoing work and development of the 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.
- b. 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).
- c. 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 in professional practice).

V. Procedures and timeline

A candidate for promotion and/or tenure must submit a carefully prepared and well-organized

dossier of their activities applicable to the promotion and/or tenure decision. The dossier submitted for either promotion and tenure, or promotion alone, shall be organized as specified in the Dossier Template and in accordance with Provost requirements and noted in CHSP Guidelines. Candidates should meet with the PTC chair no later than two weeks before the deadline to confirm submission procedures.

Candidates should submit digital versions of their dossier according by the required date. Formatting alone should not be a reason for denial of promotion and/or tenure and candidates should be given an opportunity to address formatting concerns. Candidates should also be given opportunities to provide missing documentation. Clarification but not additional content may be added according to the unit's individual guidelines. All changes and/or additions of material must occur before the unit's PTC formally votes.

After departmental approval and dean's approval, select documents within the faculty promotion and tenure packets will be forwarded to the Office of the Executive Vice President and Provost by March 1 for review. It is the responsibility of the P&T candidate to submit materials in accordance with Provost templates. If not properly prepared, the materials will be returned to the candidate by the DSPH PTC Chair to be reformatted in compliance. Candidates are cautioned that very little time may be allowed for this resubmission, where necessary, and are encouraged to prepare their materials so that submission to the Provost is easily accomplished.

A. Mid-Probationary Review

After the completion of three (3) academic years, all probationary faculty members within the DSPH are required to participate in the pre-tenure or pre-promotion review process. This process, including rationale, due dates, and required materials, is described in the CHSP Promotion and Tenure Policy.

B. Early Promotion

A recommendation for early promotion is possible, but such a recommendation requires a case be made for a candidate's exceptionality. Early promotion occurs when a faculty member requests review prior to the timeline documented in their appointment letter or typical in the Faculty Handbook. In such cases, candidates are advised to conduct preliminary discussions with the Department PTC, the DSPH Chair, and the CHSP Dean prior to seeking early promotion. An explicit explanation of exceptionality must be included in the dossier. Candidates who are not successful for early promotion or promotion with tenure can reapply in their penultimate year of the probationary period.

Exceptionality means above average or typical in terms of quality, quantity, and impact of work in all workload categories. Some examples of exceptionality:

- *Research/scholarship*: major external grant award; publication of a peer-reviewed book; award for research from professional organization or university.
- *Teaching*: development of new curriculum; teaching or mentoring award; innovative teaching approaches.
- *Service*: significant service that contributes to creating new partnerships; award for service contributions from professional organization or university; leadership role on

university/college/departmental committees.

- *Clinical activities*: recognition by professional organizations for clinical excellence; innovative approaches to clinical education; feedback from clinical partners.

C. Timeline and Schedule for Promotion and Tenure Consideration and Mid-Probationary Review

The dates below are based upon Ohio University or CHSP requirements, or DSPH workflow preferences. Should any of these time frames change, the DSPH dates will be changed to conform to the revised deadline schedule of the highest authority.

1. Not Later Than June 1: The Chair of the DSPH appoints the PTC for the next academic year and selects the chair.
2. Not Later Than The Last Day of Spring Semester Each candidate notifies the Chair of the DSPH in writing of their decision to stand for promotion and tenure, or promotion, and will receive a copy of the DSPH and the CHSP guidelines and criteria.
3. Not Later Than July 1: Each promotion and tenure candidate meets with the Chair of the DSPH to verify past work load assignments and to review the job description that was effective at the time of their initial appointment (i.e., original appointment letter). If the faculty member received start-up funding, a copy of the start-up plan should also be provided as well as documentation of any officially agreed upon changes that may have occurred since the time of initial appointment (e.g., extension of tenure clock for illness, pregnancy, catastrophe, etc.).
4. Not Later Than September 1. Candidate meets with PTC Chair and/or Dept Chair to review requirements for submitting materials.
5. Not Later Than September 15: Candidate submits dossier (and supporting materials) arranged according to the Ohio University Faculty Handbook format to the Chair of the PTC. The candidate also submits a list of six (6) external reviewers to the Chair of the DSPH. All materials will be secured physically (if necessary) and electronically so that only PTC members and the Department Chair will have access.
6. Not Later Than September 22: Except in the case of mid-probationary review, the Chair of the DSPH, after consultation with the PTC, selects 3-5 external reviewers and initiates the process by sending a letter with the required information to the selected individuals. The written assessment should be requested from the external reviewers no later than November 1. The PTC Chair reviews each dossier to determine whether all required information is present and notifies the candidate of any missing items.
7. Not Later Than November 1: The Chair of the PTC asks the candidate if he or she wishes to include any added materials not previously available at the time of dossier preparation. If added materials will be submitted it is the responsibility of the candidate to provide them to the PTC at this time, and to explicitly describe the nature and significance of all such materials for the benefit of the PTC committee members.

8. Not Later Than November 15: The PTC will review each candidate's dossier and follow the procedures stipulated in these guidelines for the objective assessment of the three criteria: Instruction and advising, scholarly accomplishments, and service. The evaluations received from external reviewers will be considered at this time. After allowing for adequate consideration and discussion, a formal recommendation for or against promotion and tenure will be voted on by the PTC using a secret ballot process. This single vote will decide both promotion and tenure and it is therefore not possible to earn promotion without also earning tenure. A majority vote is needed for a favorable recommendation.
9. Not Later Than December 1: The Chair of the PTC will prepare and submit to the Chair of the DSPH a written summary report that includes the results of the vote and the committee's recommendation for or against promotion and tenure (or promotion only in the case of candidates seeking Full professor status), as well as a brief rationale and analysis supporting the final decision. All PTC members will have an opportunity to contribute, review, and approve the written summary report before it is submitted. In addition, if desired, any individual committee member may append a separate, written minority opinion for inclusion with the final written summary report. The written summary report (and any appended minority opinion), the candidate's dossier, and all documentation materials will be forwarded to the Chair of the DSPH.
10. Not Later Than the Last Day of Fall Semester Exams: The Chair of the DSPH notifies each candidate, in writing, of the PTC's formal recommendation for or against promotion and tenure (or promotion only in the case of candidates seeking Full professor status). In the event the PTC decision is negative, no further action will be taken on the candidate's behalf unless the decision is appealed by the candidate. If a candidate chooses to appeal a PTC decision, he or she must do so according to the guidelines in the Ohio University Faculty Handbook. In the event the PTC decision is positive, the Chair of the DSPH prepares their recommendation for submission to the Dean of the CHSP, and also forwards the written summary report from the PTC (and any appended minority opinions), the candidate's dossier, and all documentation materials to the Dean for consideration.
11. Not Later Than the First Day of Spring Semester: Dossiers are forwarded to Dean's office.
12. Not later than February 1: Chair of the DSPH provides probationary faculty with annual letter of evaluation regarding progress toward tenure.
13. Not Later Than March 1: The Dean of the CHSP submits recommendations for or against promotion and tenure (or promotion only in the case of candidates seeking Full professor status) to the Provost. In the event of a negative recommendation, the Dean of the CHHS must notify the Chair of the DSPH and the candidate in writing along with the reason(s) for the decision.
14. Not Later Than April 1: Provost notifies Dean, DSPH Chair, and candidate in writing of rejection of department recommendation.

D. Appeal Process

In the event the PTC decision is negative, no further action will be taken on the candidate's behalf unless the decision is appealed by the candidate. If an Instructional or Clinical Faculty candidate chooses to appeal a PTC decision, he or she must do so according to the guidelines in the Ohio University Faculty Handbook.

ANNUAL FACULTY EVALUATION PROCEDURES

According to the Faculty Handbook (II.E.1):

“Annually, departmental chairpersons shall evaluate all members of their faculty with regard to salary. Each chair shall employ a departmental committee or committees in the evaluation process, which shall conform to the department's established written procedures. Any changes to the department's established written procedures, evaluation process or criteria will take effect at the beginning of the next evaluation period. This evaluation process must result in recommendations with respect to salary increases for all faculty.”

To comply with section II.E.1 of the Faculty Handbook, each DSPH faculty member is evaluated on an annual basis. The DSPH Annual Merit and Workload Committee (AMWC) serves as the annual evaluation committee for faculty and will advise the DSPH Chair on annual accomplishments to serve as the basis for salary determinations. The annual evaluation is a distinct process. That is, a faculty member may be making progress toward promotion and tenure and have a negligible year in terms of performance. Conversely, a faculty member may demonstrate strong annual performance but still not be making meaningful progress toward promotion and tenure.

The annual review process is specified in the Annual Faculty Performance Evaluation and Faculty Workload Policies of the CHSP. The schedule of deadlines for faculty in DSPH is as follows:

First Monday of November:	Workload plan for next calendar year submitted to the AMWC Chair
First Monday of December:	Activities and accomplishments from previous calendar year (Year End Faculty Report) are submitted in accordance with workload policy.
Last day of Fall semester final exam week:	AMWC advises faculty member on the submitted next calendar year goals, optional oral discussions are held, and formal agreement is reached.
First Monday of December:	AMWC reviews annual review materials and forwards their assessment to the DSPH Chair
December 31:	All outstanding materials received by faculty member since first Monday of December, that he or she wishes to be included, submitted to the DSPH(?) Chair.
First Monday of February:	The DSPH Chair completes the evaluation, faculty receive annual evaluation letter from the DSPH Chair

This document has been submitted to and approved by the faculty of the Department of Social and Public Health on April 25, 2022.

Approved: April 25, 2022



Michele Morrone, Ph.D.
Chair, Promotion and Tenure Committee

April 25, 2022

Kristin Schuller, Ph.D.
Chair, Department of Social and Public Health

Date

John McCarthy, Ph.D.
Dean, College of Health Sciences and Professions

Date

ATTACHMENT A

Teaching Portfolio

There are two important components to the teaching portfolio: (a) evidence of one's teaching skill and (b) reflection upon that evidence. Common components in a teaching portfolio are:

- Philosophy of teaching.
- Teaching responsibilities, e.g., list of courses and information about those courses, selective syllabi.
- Evaluation of instruction.
- Activities to improve teaching effectiveness.
- Analysis of and reflection upon specific components of teaching, e.g., organizing, summarizing, and evaluating the set of teaching evaluations.

Possible items for inclusion in the teaching portfolio are listed in the three areas below:

I. Products of good teaching:

- A. Student scores on pre- and post-course examinations.
- B. Student essays, fieldwork reports, laboratory workbooks or logs.
- C. Examples of graded student essays showing excellent, average, and poor work.
- D. A record of students who succeed in advanced study in the field or are successful in the profession.
- E. Testimonials from employers or students about the professor's influence on career choice.

II. Material from oneself:

- A. A reflective statement of the professor's contribution to the teaching mission of the unit, institution, and/or discipline.
- B. Representative course syllabi which detail course content and objectives, teaching methods, readings, homework assignments and a reflective statement as to why the class was so constructed. This section will include any courses that have been developed by the candidate.
- C. A personal statement by the professor describing teaching goals for the next five years.
- D. Description of steps taken to improve teaching including changes resulting from self-evaluation, time spent reading journals on improving teaching, participating in seminars and workshops on sharpening instructional skill including the use of technology in teaching and the incorporation of the concepts of service learning.
- E. Summary of steps taken to identify students with special problems and to design teaching and assessment procedures, which facilitate their learning.

III. Material from others:

- A. Student course and teaching evaluation data, which suggest improvements or produce an overall rating of effectiveness or satisfaction.
- B. Statements from colleagues who have systematically reviewed the

professor's classroom materials, the course syllabi, assignments, testing and grading practices, and reading lists.

- C. Invitations to teach from outside agencies, present a paper at a conference on teaching one's discipline or on teaching in general.
- D. Statements from colleagues who have observed the professor in the classroom as members of a teaching team or independent observers.
- E. Documentation of teaching/development activity through the Center for Teaching and Learning on campus.
- F. Statements from colleagues at other institutions on such matters as how well students have been prepared for graduate studies.