# Guidelines

for

Promotion and Tenure Review (Part I) and

Annual Evaluation Review (Part II)

*Department of Social anJ Public Health College ofHealtli Sciences cut J Professions Ohio Uni›!ersity*

INTRODUCTION

As a result of the restructuring of the College of Health and Human Services to the College of Health Sciences and Professions (CHSP), the School of Health Sciences was renamed the Department of Social and Public Health (DSPH) July 1, 2010. As of July 1, 2011, the University Curriculum Council approved the relocation of the Department of Social Work from the College of Arts and Sciences into DSPH. The DSPH offers baccalaureate programs in Health Services Administration, Long Term Health Care Administration, Child and Family Studies, Community Health, Environmental Health, Occupational Hygiene and Safety, and Social Work. In addition, the Department offers Master's degrees in Public Health, Social Work, 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

1. distinct PARTS: I and II. The DSPH Promotion and Tenure Review content (PART I) is designed to provide faculty with an outline for the implementation of the procedures set forth in the Ohio University Faculty Handbook and further described in the CHSP Promotion and Tenure Policy (May 1, 2013). 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.

The 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. In particular, the mission of the 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.

The DSPH is committed to:

* + The provision of quality education to our students in the Social and Public Health professions through the critical thinking process.
	+ The personal and professional growth of both students and faculty through support of academic development, scholarly activities, and community service.
	+ The integration of classroom activities, research, and practical experiences in professional settings.
	+ Research and scholarly endeavors as means of contributing to the body of knowledge in the Social and Public Health professions.
	+ The provision of a healthy learning atmosphere for students, and a professionally stimulating work environment for faculty and staff.
	+ The support of 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.

As stated in the CHSP Promotion and Tenure Policy, it is recognized that 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 tenure and promotion decisions. Evaluation of an individual, per the appointment letter and subsequent annual appraisals, will be based on a combination of items. These include the individual's performance, productivity, and contributions to the 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, as described below. Note that under the OU Human Resources system, Instructional and Clinical faculty are considered Group II, while Tenure Track faculty are considered Group I. Therefore, to avoid ambiguity this document will avoid further use of the "Group" designation unless required or necessary.

*Tenure Track Faculty*

Criteria for the evaluation of Tenure Track Faculty within DSPH and CHSP are fully detailed below, at the beginning of PART I. Promotion and Tenure, Section A. Group I Faculty.

*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. Instructional Faculty members within DSPH are subject to the CHSP P&T Policy, Section B, Instructional Faculty. Additionally, DSPH-specific written criteria used to make decisions on the promotion of Instructional Faculty are contained within this document in that section.

*Clinical Faculty*

Per the Facultv 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. For the foreseeable future, no programs within DSPH anticipate hiring clinical faculty; hiring someone within the Clinical Faculty category is highly unlikely in light of the nature of the academic programs within SPH. In the event that such a hire is made, CHSP policy will provide guidance regarding promotion criteria.

PART I. PROMOTION AND TENURE

*P&T COlTllTlfttee Makeup*

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 Group I 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* for capacity when an Instructional Faculty or Clinical Faculty member is standing for promotion. The od *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.

# Section A. Tenure Track Faculty (Group I)

According to the Facultv 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 Group I 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 (i.e., Tab C).

*Responsibilities of the Committee RelciteJ to Promotion anJ 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 his or her 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 and. 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. The PTC Chair and the DSPH Chair will meet with each probationary faculty member prior to January 31of each year to ensure that the probationary faculty member receives an annual letter assessing his or her progress toward promotion and tenure by February 1, as specified in the Faculty Handbook. This letter will only address the member's progress toward promotion and tenure, and is not intended to form the basis of a salary 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.

*Eligibility for Promotion anJ 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 intfepast, 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*

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. A recommendation for early promotion is possible, but such a recommendation must be based upon unique or compelling reasons. In such cases, it is strongly advised to conduct preliminary discussions with the Department PTC, the DSPH Chair, and the CHSP Dean prior to seeking early promotion.

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 criteria:

1. Earned terminal degree in appropriate area(s).
2. Minimum of three (3) years full-time employment as an Assistant Professor in a Group I faculty position at Ohio University.
3. A record of effectiveness as a teacher and an advisor.
4. A record of high quality, focused, and peer-reviewed scholarly productivity that has contributed to the candidate's discipline.
5. Any stipulations or conditions communicated to the candidate in his or her appointment letter.
6. A record of service appropriate to the profession, the DSPH, the CHSP, and Ohio University.
7. A simple majority vote of the eligible members of the PTC. Associate Professor to Professor

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

1. Minimum of five (5) years full-time employment as an Associate Professor in a Group I faculty position at Ohio University.
2. A continued record of effectiveness as a teacher and an advisor.
3. A continued record of high quality, focused, and peer-reviewed scholarly that has contributed to the candidate's discipline and earned the individual national and/or international recognition.
4. A continued record of service appropriate to the profession, the DSPH, the CHSP, and
5. Ohio University. It is expected that this service will include evidence of multiple leadership roles in a variety of settings and formats.
6. A simple majority vote of the eligible members of the PTC.

*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 delineated previously 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."

*Mid-Probationary Review*

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

*Evalucitive Criteria f:rPromotion anJ Tenure*

The principal three criteria for the awarding of promotion and tenure are: 1) teaching and advising, 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.

A candidate for promotion and/or tenure must submit a carefully prepared and well-organized dossier of his or her activities applicable to the promotion and/or tenure decision. The dossier submitted for either promotion and tenure, or promotion alone, shall be organized into the following eight (8) sections specified in the Ohio University Faculty Handbook:

* 1. Academic Preparation
	2. Professional Experience
	3. Instruction and Advising
	4. Scholarly Accomplishments
	5. Professional Associations
	6. Committees and Service
	7. Interdisciplinary Contributions
	8. Other Factors

All information included in the dossier should be placed under the most relevant and appropriate section. For more detailed information on the organization of the dossier and the type of documentation that should be included within each section, refer to Attachment A in the CHSP Promotion and Tenure Policy, "Preparation of Dossiers."

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 I for review. These documents are listed in the ADDENDUM to these DSPH Guidelines, and are titled "Promotion and Tenure Documents Submission Instructions for Review by the Executive VP & Provost and the President, Checklist," and must be submitted in the order indicated in that checklist. It is the responsibility of the P&T candidate to complete the checklist of the ADDENDUM and ensure that its prescribed conditions are met. If not properly prepared, the materials will be returned to the candidate by the DSPH PTC Chair to be reformatted in compliance with the ADDENDUM. 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 per the ADDENDUM is easily accomplished.

While the dossier will be organized in the eight sections mentioned above, the three primary categories of evaluation are as follows:

Instruction and Advising (Section III.)

Instruction and advising are important activities and responsibilities in terms of the mission of the DSPH. The PTC supports and concurs with the following characteristics of effective teaching as defined in the CHSP Promotion and Tenure Policy: "(a) a commitment to students,

1. an ongoing interest in the craft of teaching, and (c) recognition that advising is an important, albeit less formal, aspect of the faculty-student relationship." All candidates seeking promotion and/or tenure are expected to demonstrate growth and effectiveness across these areas 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. It is expected that individuals will incorporate relevant and appropriate teaching benchmarks (refer to Attachment B, "Teaching Benchmarks," located in the CHSP Promotion and Tenure Policy) into their portfolio. For a further description and specification of the teaching portfolio, refer to Attachment C, "Teaching Portfolio," located in the CHSP Promotion and Tenure Policy.

Scho1arlY Accomplishments (Section IV.)

As stated in the CHSP Promotion and Tenure Policy: "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." The DSPH PTC supports 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 benchmarks (refer to Attachment E, "Scholarly Benchmarks," located in the CHSP Promotion and Tenure Policy).

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 his or her 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.

ServicefSectionsV.-VIII.)

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. 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 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 benchmarks (refer to Attachment F, "Service Benchmarks," located in the CHSP Promotion and Tenure Policy).

*Externcil 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 Attachment D of the CHSP Promotion and Tenure Policy, the complete process is described below.

Three (3) external reviewers will be chosen at the discretion of the DSHP Chair, of which at

least two (2) must be faculty members. Candidates will submit the name, title, 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 two (2) reviewers from the list submitted by the candidate, and they will also identify a third reviewer 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 his or her 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.

*Timeline and ScheJule for Promotion and Tenure Considercition 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 June 15: Each candidate notifies the Chair of the DSPH in writing of his or her 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 his or her 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 15: Tenured faculty eligible for promotion request letter of evaluation from DSPH Chair if desired.(Probationary faculty receive evaluation letter annually without requesting one.)
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 are to be considered confidential, will be stored in a locked room, and will only be accessible during standard business hours and only to PTC members.
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 three (3) 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.

1. Not Later Than December 1: The Chair of the PTC will prepare and submit to the Chair of 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.
2. 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 Facultv Handbook. In the event the PTC decision is positive, the Chair of the DSPH prepares his or her 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. In the case of mid-probationary review, the candidate will receive written feedback from the PTC Chair specifying progress toward promotion and tenure.
3. Not Later Than the First Day of Spring Semester: Dossiers go to Dean's office.
4. Not later than February 1: Chairperson provides probationary faculty with an nu a1 letter of evaluation regarding progress toward tenure.
5. 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 DSPH and the candidate in writing along with the reason(s) for the decision.
6. Not Later Than April 1: Provost notifies Dean, DSPH Chair, and candidate in writing of rejection of department recommendation.

# Section B. Instructional Faculty (Group II)

***DSPH*** *Criteria*

In addition to the criteria spelled out in the CHSP P&T Policy, Part III, Instructional Faculty, additional DSPH criteria shall be considered. Specific areas of review for promotion shall include an assessment of the candidate's success in accomplishing his or her 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.

*Eligibility for Promotion*

Ohio University Instructional 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.

*Timeline and ScheJule for Promotion*

The timeline and schedule for the promotion of Instructional Faculty will parallel that for Group I faculty (see: *Timeline and Schedule for Promotion and Tenure Considercition anJ MiJ- Probationary Review,* earlier in this document). Where scheduled items do not pertain to Group II faculty (e.g., external reviewer language) they are to be ignored.

*Promotion*

Promotion (without tenure) through the ranks from Lecturer, Associate Lecturer, to Senior Lecturer, 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.

Instructor to Lecturer

A faculty member hired as an Instructor (<0.5 FTE, or Full-Time Equivalent) may be eligible for promotion to Lecturer (>0.5 FTE) at such time as their qualifications and performance meet the DSPH criteria for Lecturer. In order to be promoted to the rank of Lecturer, an individual must meet the following criteria:

1. Earned degree beyond baccalaureate in appropriate area(s).

Lecturer to Associate Lecturer

A faculty member who is appointed as a Lecturer is eligible for promotion to Associate Lecturer after 5 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 promoted to the rank of Associate Lecturer, an individual must meet the following criteria:

1. Earned degree beyond baccalaureate in appropriate area(s).
2. Minimum of five (5) years employment as a Lecturer in an Instructional Faculty position at Ohio University.
3. A record of effectiveness as a teacher and/or advisor.
4. Any stipulations or conditions communicated to the candidate in his or her appointment letter.
5. A record of service appropriate to the DSPH, the CHSP, and Ohio University.
6. A simple majority vote of the eligible members of the PTC. Associate Lecturer to Senior Lecturer

In order to be promoted from the rank of Associate Lecturer to Senior Lecturer, an individual

must meet the following criteria:

1. Minimum of five (5) years employment as an Associate Lecturer in an Instructional Faculty position at Ohio University.
2. A continued record of effectiveness as a teacher and/or advisor.
3. A continued record of service appropriate to the DSPH, the CHSP, and Ohio University.
4. A simple majority vote of the eligible members of the PTC.

*DSPH Expectations in Teaching*

Instructional Faculty members promoted within DSPH and CHSP will demonstrate high quality mentoring/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 his or her 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 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 evaluations of the academic advising of 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 labeled "Teaching Portfolio", located in the CHSP Promotion and Tenure Policy. Candidates must include relevant teaching benchmarks in their portfolio (see the "Teaching Benchmarks" attachment in the CHSP Promotion and Tenure Policy).

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 his or her permanent file. To this end, the Instructional 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?

*DSPH Expectations in 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 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.

Service benchmarks suggestions are located in Attachment F of the CHSP Promotion and Tenure Policy. Faculty seeking promotion may have performed service that is documented and evaluated across the following categories:

1. 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.
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 in professional practice).

*Dossier*

Instructional Faculty seeking promotion must submit a carefully prepared and well-organized dossier of his or her activities applicable to the promotion decision. The dossier submitted shall be organized into the following seven (7) sections:

* 1. Academic Preparation
1. Professional Experience
2. Instruction and Advising
3. Professional Associations
4. Committees and Service
5. Interdisciplinary Contributions
6. Other Factors

All information included in the dossier should be placed under the most relevant and appropriate section. For more detailed information on the organization of the dossier and the type of documentation that should be included within each section, refer to the CHSP Promotion and Tenure Policy attachment "Preparation of Dossiers." Because that section is most directly pertinent to Group I faculty, irrelevant information contained there (i.e., scholarly accomplishments), should be ignored by the candidate.

*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 Faculty candidate chooses to appeal a PTC decision, he or she must do so according to the guidelines in the Ohio University Facultv Handbook.

*Extet nal Review*

Not applicable

**Section C. Clinical Faculty (Group II)**

No Clinical Faculty promotion and tenure criteria exist at this time in these Guidelines. In lieu of any specific DSPH criteria, refer to CHSP P&T Policy, Part II, Clinical Faculty. Since hiring within the Clinical Faculty category is highly unlikely given the nature of the academic programs within DSPH, in the event that such a hire is considered these guidelines will be reviewed and revised as necessary by the PTC (and as further described on the signatures page of these Guidelines).

This document has been submitted to and approved by the faculty of the Department of Social and Public Health on October 21, 2016. This document has been revised to comply with the OU Faculty Senate's Promotion and Tenure Committee's "Resolution on Adjustment of Deadlines in Faculty Handbook," dated April 16, 2012.

Approved: 10/21/2016



Theresa Cluse-Tolar, Ph.D.

Chair, Promotion and Tenure Committee

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Tania Basta, Ph.D.

Interim Chair, Department of Social and Public Health

Randy Leite,

Dean, College of Health Sciences and Professions

Date’

# PART II. ANNUAL FACULTY EVALUATION PROCEDURES

According to the Facultv Handbook (II.E.l):

Annually, departmental chairpersons shall evaluate all members of their faculty with regard to salary. Each chairperson 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.l of the Faculty Handbook, each DSPH faculty member is evaluated on an annual basis. The DSPH PTC 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. While the annual evaluation is completed by the same committee as promotion and tenure review, this 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:

First Monday following Thanksgiving:

Last day of Fall semester final exam week:

Last day of Fall semester:

December 31:

February 1:

Workload plan for next calendar year submitted to PTC Chair

Activities and accomplishments from previous calendar year are submitted in accordance with workload policy.

PTC advises faculty member on goals, optional oral discussions are held, and formal agreement is reached.

PTC reviews annual PEP materials and forwards their assessment to the DSPH Chair

All outstanding materials received by faculty member since first Monday following Thanksgiving, that he or she wishes to be included, submitted to PTC Chair.

Faculty receive annual evaluation letter from DSPH Chair

*Revision Proceclures*

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 Group I faculty (only) of the DSPH for consideration and approval. Any changes must be approved by a majority (of those voting) of Group I faculty within the DSPH. 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.

ADDENDUM

# Promotion and Tenure Documents Submission Instructions for Review by the Executive VP & Provost and the President

CHECKLIST

Select documents, within the faculty promotion and tenure packets, are to be forwarded to the Office of the Associate Provost for Faculty and Academic Planning by March 1\* for review by the executive vice president & provost and the president. Submit to the attention of Anita Leach, Cutler Hall 310. These documents are listed below and must be submitted in the order indicated. Do NOT send the entire promotion and tenure packet. Materials other than those listed below will not be reviewed by the EVPP and the President.

**NOTE!!!** Do not submit materials in binders, plastic sheet protectors, or other extemporaneous materials. The packet can be fastened with a large binder clip or other simple fastener. Failure to follow these instructions could delay the review of the promotion/tenure packet.

# PROMOTION/TENURE PACKET- DOCUMENT ORDER

**Section One- Introductory Documents**

1. Review form for promotion and/or tenure (signature sheet).
2. Letter from college dean or executive dean ofregional campus regarding merit of the P&T proposal.
3. College promotion and tenure committee letter(ifapplicable)
4. Chair/Director letter
5. Department/School promotion and tenure committee letter
6. Copy of the faculty member's most recent reappointment letter
7. Chair/Director's annual evaluation letters and any promotion and tenure progress letters

# Section Two- Promotion/Tenure Summary Documents

1. Table of Contents
2. Academic Preparation
3. Professional Experience
4. Instruction and Advising
	1. Teaching Load
	2. Courses taught over the past 3 years
	3. Any changes in teaching assignments
	4. Teaching Effectiveness
	5. Evidence of course organization, presentation and requirements
	6. Student evaluation information
	7. Teaching awards and recognition
	8. Selection for teaching in special programs

Participation as a student in teaching enhancement programs

 Other evidence of teaching effectiveness (Example: supporting letters from faculty peers.)

1. Interdisciplinary Teaching
2. Advising and Supervision
3. Research and Scholarly Accomplishments
	1. Articles in professional journals
	2. Other publications and presentations
	3. Books or portions of books
	4. Sponsored research projects and grants
	5. Theses and dissertations directed
	6. Proposals
	7. Other
4. Professional Associations
5. Committees and Service
6. Interdisciplinary Contributions
7. Other Factors

**Section Three - External Review**

1. External Review Process
	1. Why were these particular external reviewers chosen?
	2. How were they contacted?
	3. What were they sent to review?
2. External reviewers' letters
3. Short biographical summary for each reviewer. Do NOT include their curriculum vitas.

*NOTE. Particular attention should be paicl to the process usecl for selecting external reviewers to assess canclidates for promotion7tenure. Both the candiJate and the Jepcirtment7school promotion anal tenure committee should be involved in the* ***process*** *of selecting externcil reviewers. It is inappropriate for the committee to select only those reviewers proposeJ by the canJiclate. When consiJering a reviewer, the committee should consider the appropriateness of the reviewer’s acaclemic accomplishments, rank (full professors strongly preferreJ), anJ institution. Tllere should be at least three letters from reviewers who are NOT the candidate’s Jissertation advisors, former teachers, co-authors. friends, relatives, or other persons closely alignecl with the candidate. Each letter should be accompcinie‹:1 by a brief biographical stimmciry of the reviewer's accomplishments, appointments, ancl other pertinent information, along with the committee* s *rationale for selecting the reviewer. A list of the information that was sent to the reviewers shOtllJ accompciny the external reviewers letters.*

**Section Four - Curriculum Vitae**

Attach a current, comprehensive, curriculum vitae.



Participation as a student in teaching enhancement programs

 Other evidence of teaching effectiveness (Example: supporting letters from faculty peers.)

1. Interdisciplinary Teaching
	1. Advising and Supervision
2. Research and Scholarly Accomplishments
	1. Articles in professional journals
	2. Other publications and presentations
	3. Books or portions of books
	4. Sponsored research projects and grants
	5. Theses and dissertations directed
	6. Proposals
	7. Other
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