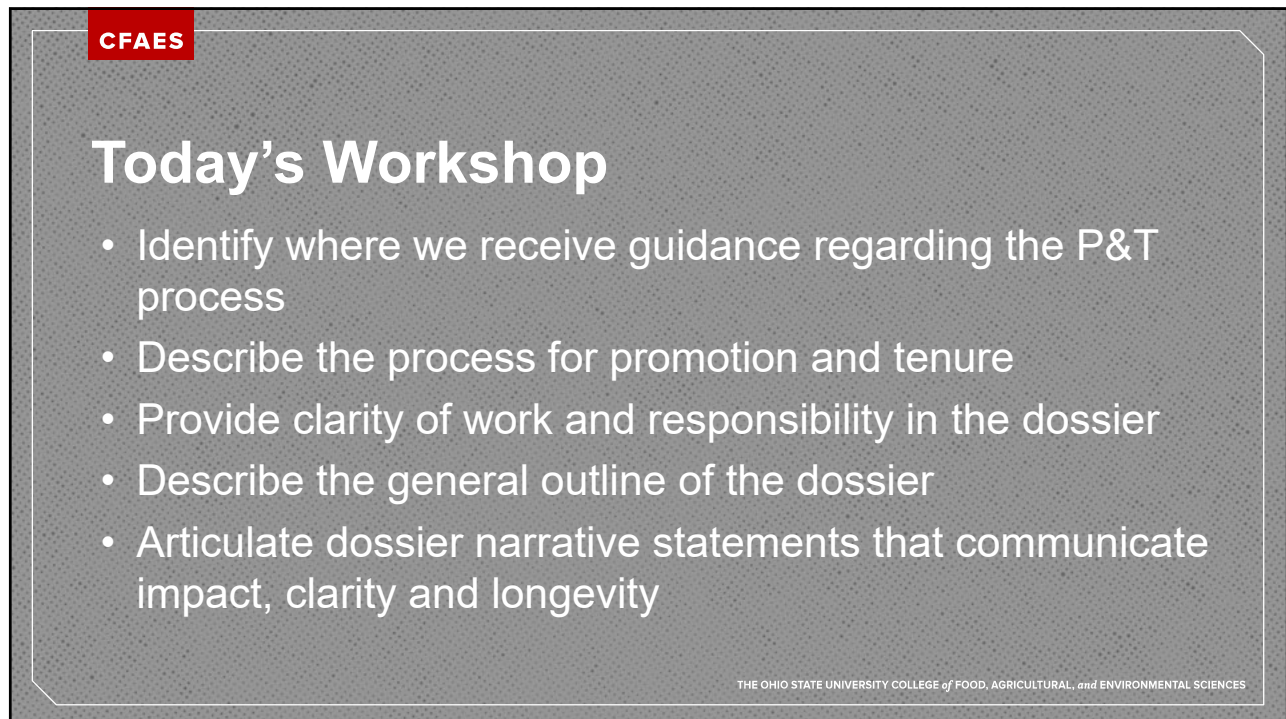


1



2

Documents Guiding Our P&T Process

- **Faculty Rules 3335-6**
 - Rules Of the University Faculty Concerning Faculty Appointments, Reappointments, Promotion and Tenure
 - <https://trustees.osu.edu/university-faculty-rules/3335-6>
- **OAA Policies and Procedures Handbook, Volume 3**
 - <https://oaa.osu.edu/sites/default/files/uploads/handbooks/policies-and-procedures/HB3.pdf>
- **CFAES and TIU Appointment, Promotion and Tenure (APT) Documents**
 - <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>

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Other Useful Documents

- **Form 105: Dossier Checklist**
 - <https://oaa.osu.edu/sites/default/files/uploads/forms/Form-105-fillable.pdf>
- **Form 103: Comments Form**
 - <https://oaa.osu.edu/sites/default/files/uploads/forms/Form-103-fillable.pdf>
 - From the OAA Handbook:
 - **3.7.3 Use of the comments process** Revised: 12/18/13; 8/15/22
 - Candidates are advised to use this process to amend, correct, or otherwise comment on factual information or procedural matters. **Comments are not appeals but rather an opportunity to further clarify or correct the record.** Candidates should understand that the exercise of professional judgment on the part of reviewers is central to the review process.

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Reviews Related to Promotion and Tenure

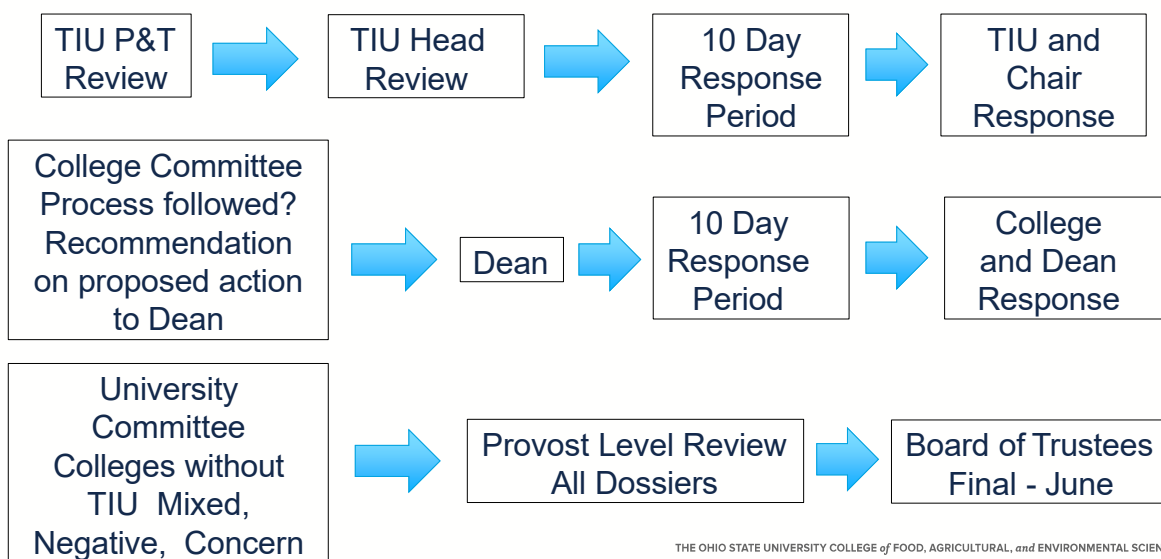
- **Annual Reviews**
 - All by TIU Head
 - Can provide comments, which permanently "travel" with your file and dossier
 - The TIU head is not compelled to change the annual letter
 - TIU Eligible Faculty or Mentoring Committee
 - Depends based upon TIU (see TIU APT)
- **Fourth-Year Review**
 - Required of probationary tenure-track faculty
 - Review occurs during the fourth academic year of employment
 - Process mimics mandatory review
- **Penultimate Review**
 - Required of clinical/research/practice track faculty the year before their final year
- **Mandatory Review**
 - Required for tenure-track faculty going up for tenure
 - Review occurs during the sixth academic year of employment
- **Non-Mandatory Review**
 - A review prompted by the candidate* for promotion; a review of promotion from Associate Professor to Professor is the most common non-mandatory review

*Eligible faculty may stop a non-mandatory review of Associate to Full Professor one time

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Process for Promotion and/or Tenure for Clinical/Teaching/Practice-, Research-, and Tenure-Track



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Excerpted from OAA P&T Presentation

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CFAES

General Timeframe of the P&T Cycle

*Each TIU Has Its Own Timeframe

- **April:** Candidate submits dossier
 - For non-mandatory reviews, faculty must vote to move forward unless they have said “no” once already
- **Summer:** TIU solicits External Review Letters
- **August-October:** TIU Faculty and Head Reviews
- **November-December:** College Committee Reviews
- **December-January:** Dean Reviews
- **February-April:** University Reviews

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Excerpted from OAA P&T Presentation

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CFAES

External Letters

- Need 5 letters
- No more than half by the candidate; solicited by chair or P&T chair
- Arms' length (e.g., not advisors; major collaborators; post-doctoral supervisors)
- Credible source/peer institution
- Should focus on research/scholarship unless documentation of other areas is included/needed based upon job assignments
- Open-records laws
- Review your TIU APT for more details

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Excerpted from OAA P&T Presentation

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Dossier Outline

- Let's look at the OAA Handbook and Form 105
 - OAA Handbook, Volume 3, Section 4.0
 - Core Dossier Outline: 4.1.2.4
 - Note word counts – key is to synthesize!
 - OAA Forms: <https://oaa.osu.edu/policies-guidelines-forms>
- Your outline should match that of the handbook and what is displayed by VITA

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Timeframe of Reviews (OAA Handbook, Volume 3)

4.1.2.2 Time frame

Revised: 07/14/17; 06/26/18; 06/18/19; 8/15/21; 8/15/22

For the teaching and service sections of the core dossier, use the start date for probationary faculty, or date of last promotion or the last five years, whichever is most recent, for tenured/non-probationary faculty. The eligible faculty may allow a candidate to include information from before the start date or last promotion if it believes such information would be relevant to the review. Where included, the candidate should clearly indicate what material is work completed since the start date or mandatory review, and what material is from prior to the start date or mandatory review.

For research/scholarship/discovery, use a full history of publications and creative work as this information provides context to the more recent and relevant research and creative activity record and/or demonstrates scholarly independence.

For teaching, research and creative activity, and service, although information about activity in these areas conducted prior to the start date or last promotion may be included, it is the performance since the start date or date of last promotion that is to be the focus of the evaluating parties.

*** In communication with OAA, the intention is to not completely ignore work conducted prior to current appointment; "some flexibility is warranted" in those reviews.**

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What About VITA?

- VITA is in the process of being replaced. The new product (likely Interfolio) will be piloted through the next year with launching of components over several years.
- Interfolio has capabilities for workflow approvals, so there is a potential of moving away from the PDF versions of the dossier.

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Narrative Considerations

- Read the prompt and determine the parts needing to be addressed.
- Example: Teaching Question 6 – Core Dossier
 - “Brief Description of your approach to and goals in teaching, major accomplishments, plans for the future in teaching”
 - There are three to four parts here:
 - Approach to teaching
 - Goals in teaching (could be woven into the first part on approach to teaching)
 - Major accomplishments
 - Plans for the future

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Narrative Considerations: Biography

- A good biography helps tell your story by giving clarity at a big picture level
- A good, succinct narrative biography is 1-2 pages
- This can then be a platform for providing other best examples and context
- Consider a biography that:
 - starts with your distribution of effort (or narrative of expectations if numeric DOE is not used)
 - follows-up with a succinct description of your scholarly agenda and the desired impact of your agenda
 - breaks down your work by mission area (teaching, research and Extension) and in service that then:
 - synthesizes numbers (e.g. articles, number of Extension clients, grants)
 - and breaks those down by current appointment/since promotion/since last 5 years (as appropriate) and total over career
 - provides your best examples of impact/excellence in each mission area

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Narrative Considerations: Distribution of Effort

- Distribution of Effort (DOE): Describes the expectation of how effort (not just time, but also outcomes) is to be spent relative to other aspects (mission areas) of the appointment
 - For example, a candidate with a 65% teaching/35% research DOE would be expected to do more teaching than research and the case should be reviewed appropriately
- Take note that different TIUs will report DOE differently (and some not at all)
 - Regardless of how your TIU handles this, clarity of expectations across areas is important
- Repeat your DOE throughout your narratives
 - Given my X% teaching appointment, I am expected to teach 3 classes per year

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Narrative Considerations

- **Impact**
 - What has changed or improved as a result of my work in teaching, research and/or Extension/outreach?
 - Impact can be scientific/research-related or applied/pragmatic
 - Appropriate measures of impact should be located in the TIU APT document
- **Trajectory**
 - Is there clarity regarding my future productivity?
 - How does my current work inform me of my future work?
- **Clarity**
 - Does someone else understand my discipline's norms so that impact and trajectory are clear?
 - Examples: authorship, what is considered top tier journal(s) in my discipline, time commitment on a lab- or experiential-heavy course, prestige of an award
 - Clarity also includes economy of language (you want colleagues to read your narratives!)

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Does this communicate impact?

- For ASE 5230, my average SEI score is 4.5 out of 5.0.
- Based on changes I made in my class, I was able to increase my SEI score for ASE 5230 from a 4.1 to 4.5.
- The first time I taught ASE 5230, I had a SEI average of 4.1. After reviewing my comments and peer review, it was clear that I needed to streamline my assignments and focus them more clearly around the course goals. After those improvements, my SEI score increased to a 4.5 and students were are using the new final assignment as a portfolio piece for job interviews.

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Does this communicate trajectory?

- I developed the ___ Extension program to meet the needs of producers in northwest Ohio. Over the last 4 years, I presented to 351 producers across 8 counties.
- I developed the ___ Extension program to meet the needs of producers in northwest Ohio based off of _____ (a needs assessment, community focus groups, etc.). Over the last 4 years, I presented to 351 producers across 8 counties.
- I developed the ___ Extension program to meet the needs of producers in northwest Ohio based off of _____ (a needs assessment, community focus groups, etc.). When I first presented the program, I presented to 53 producers across 7 counties. From participant and peer feedback, I improved the program to include _____. This last year, I presented to 193 producers across 8 counties for a total of 351 producers over 4 years. Producers in ___ County heard of the program and requested to be included.

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Does this communicate impact?

- Since my hire, I've been able to publish 14 peer-reviewed journal articles.
- Since my hire, I've published 14 peer-reviewed journal articles, three of which are published in journals with impact factors greater than 4.0.
- Since my hire, I've published 14 peer-reviewed journal articles, three of which are published in journals with impact factors greater than 4.0. Ten of the 14 articles focus on my work in teacher mentoring, which led to an invited professional development presentations regarding improving teacher mentoring.

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Does this communicate clarity?

- I received the Mad Scientist Award for Excellence in Research from ____ in 2020.
- I received the Mad Scientist Award for Excellence in Research from ____ in 2020. This award is given to faculty who have a novel discovery based on their research.
- I received the Mad Scientist Award for Excellence in Research from ____ in 2020. This award is given to faculty who have a novel discovery based on their research. It is atypical for an Assistant Professor to receive this award. The last time this occurred was in 2012.

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Does this communicate trajectory?

- Since my hire, I've published 14 peer-reviewed journal articles.
- Since my hire, I've published 14 peer-reviewed journal articles, with 5 articles under review and have secured \$463,000 in grants to support my work.
- Since my hire, I've been able to develop two focus areas under my research agenda. Under the first focus area, I have published 6 articles and have 3 additional articles under review. I have secured \$121,000 in grants to support my work in this area. Under the second focus area, I have published 8 articles, with 2 articles under review and 2 project in progress. I have secured \$342,000 to support my work in this area.

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Deliberation Advice for Eligible Faculty

- Focus on the criteria of the TIU for that particular review
 - Avoid adding criteria that's not clearly codified
- Focus on the distribution of effort and expectations
- Focus discussion on “readiness” of the candidate
 - Avoid talking about “early” if prior to the mandatory year
 - Avoid discussing leaves or extensions to the tenure clock
 - e.g. “they got more time so we should expect more...”
 - Avoid talking about time in rank unless it is used to help understand trajectory
- Focus on what the candidate has control over
 - For example, do not hold the candidate responsible for a lack of peer reviews or annual performance review letters
- If you are considering voting no, make sure you vocalize your concerns
 - The P&T committee needs to provide that context in the letter or the vote gets discounted

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How Do I Capture COVID-19 Related Issues?

1. SEI's language coming from OAA
2. Consider bracketing SEI scores from SP20 if the difference is “significant”
 1. For example: “My SEI score average is 4.2. When reviewing averages from Spring 2020 during the COVID-19 pandemic, my 2 courses averaged 3.8. When removing the Spring 2020 SEI scores as an outlier, my average is 4.4.
3. For presentations affected by COVID-19
 1. Denote in annotated section of the entry
 1. Be clear about the nature of the situation: “due to a cancellation of the conference” or “due to a significant delay in the conference” or “due to university travel restrictions”
 2. Denote in your narrative summaries using parenthetical phrases
 1. “I have 18 conference presentations (2 were accepted, but we cancelled due to the COVID-19 pandemic)

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Final Thoughts

- **The candidate** owns the presentation of the core dossier, not your TIU head, senior faculty or staff supporting P&T
- Reach out if you need help or support – we want you and the candidate to feel successful
- Candidates should seek clarity around P&T from your TIU Head and/or your P&T committee chair/members
- If candidates have questions about their rights in the process, they should not hesitate to reach out to their TIU Head or the Senior Associate Dean

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