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Today's Workshop

- Identify where we receive guidance regarding the P&T process
- Describe the process for promotion and tenure
- Provide clarity of work and responsibility in the dossier
- Describe the general outline of the dossier
- Articulate dossier narrative statements that communicate impact, clarity and longevity

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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://faculty.osu.edu/faculty-support/equitable-policies/policies-and-procedures-handbook>
- **CFAES and TIU Appointment, Promotion and Tenure (APT) Documents**
 - <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>

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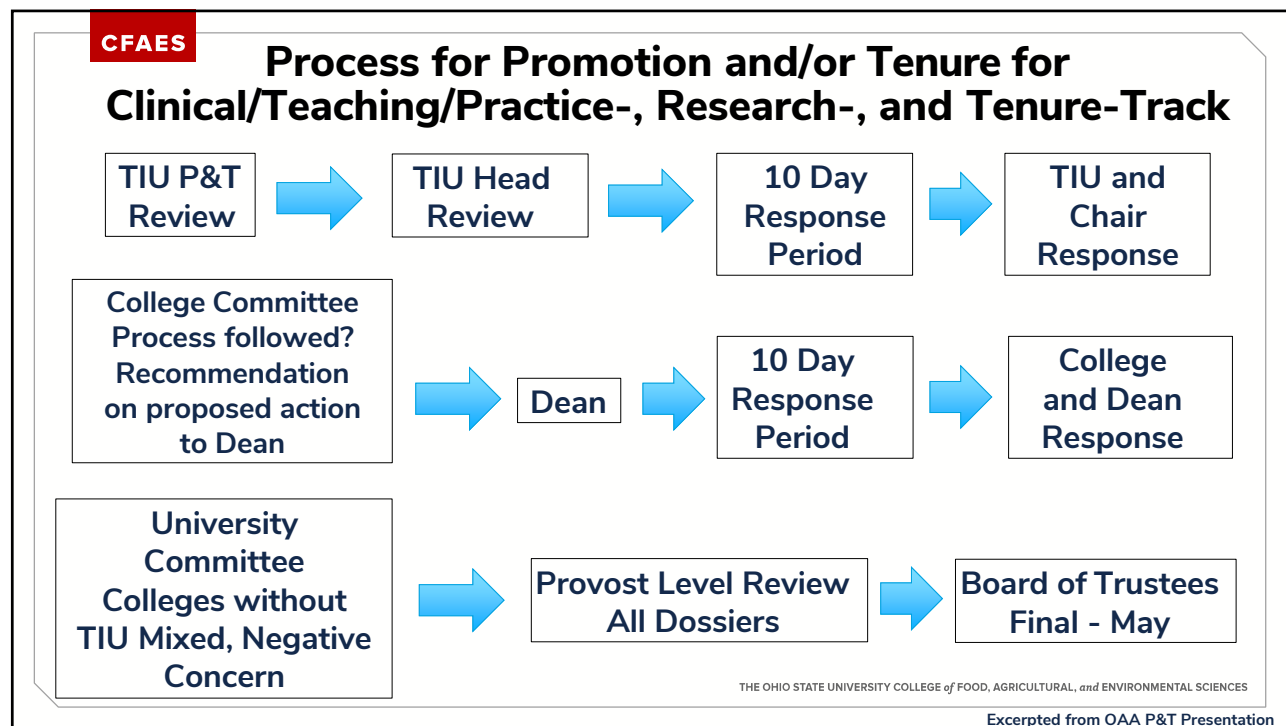
Reviews Related to Promotion and Tenure

- **Annual Performance Reviews (APRs)**
 - Led by the TIU Head
 - Can provide comments, which permanently "travel" with your HR file and also your P&T dossier
 - The TIU head is not compelled to change their APR letter
 - For probationary faculty of any track, you are reappointed annually by the TIU head except for the Fourth-Year Review or Penultimate Review (of which that reappointment is conducted by the Dean)
 - TIU Eligible Faculty or Mentoring Committee might be involved depending on your TIU's APT document
- **Fourth-Year Review**
 - For probationary tenure-track faculty
 - Review occurs during the fourth academic year of employment
 - Process mostly mimics mandatory review
 - no external review letters nor university level review unless it's a negative review
 - The Dean makes the final determination for reappointment
- **Penultimate Review**
 - For clinical/research/practice track faculty the year before their final year
- **Mandatory Review**
 - For tenure-track Assistant Professor
 - Review occurs during the sixth academic year of employment (unless there are tenure clock extensions)
- **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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Comment Period

- 5.4.1 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.
 - As kind as it is, a thank you note in your comments is not necessary
 - Comments can be directed to the eligible faculty, TIU head or Dean
 - The recipient of the comments should reply
 - A written reply letter should ensue (unless the comments are a thank you)
 - Most of the time, we see comments in cases that are positive, but there's an error in the letter
 - If it's an omission or error in the evaluation letter, but all is positive, then the written reply letter should simply acknowledge the error
 - If the letter outlines a procedural error, consult with the Senior Associate Dean

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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 Eligible Faculty and Head Reviews
- **November-December:** College Committee Reviews
- **December-January:** Dean Reviews
- **February-April:** University Reviews
- **May:** Board of Trustees Approval

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Excerpted from OAA P&T Presentation

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External Letters

- Need 5 letters
- No more than half recommended 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

- OAA Handbook, Volume 3, Section 6.1.2
 - Core Dossier Outline: 6.1.2.4
 - As of February 28, 2024, the new outline has not been updated in the OAA Handbook!
- Go to <https://faculty.osu.edu/faculty-support/faculty-development/promotion-and-tenure>, scroll down to Promotion and Tenure Documents and select Core Dossier Outline (PDF or Word) for most recent version
- New core dossier outline starting with 2024-2025 cycle
- TIU Heads were given a template to assist candidates for the 2024-2025 cycle

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Timeframe of Reviews (OAA Handbook, Volume 3)

6.1.2.2 Time frame

Revised: 07/14/17; 06/26/18; 06/18/19; 8/15/21; 8/15/22; 8/15/23

*For the teaching and service sections of the core dossier, use the start date for probationary faculty; for tenured/non-probationary faculty use the date of last promotion, reappointment, or the last five years, **whichever is most recent**. The eligible faculty may allow a candidate to include information from before the start date or last promotion or reappointment if they believe such information is 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 or reappointment, **whichever is most recent**, 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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Interfolio <https://go.osu.edu/interfolio>

- Two Parts: Review, Promotion and Tenure (RPT) and Faculty Activity Reporting (FAR)
 - RPT is the workflow – how your dossier will travel from level to level; all approvals and letters will be captured in this system
 - This was used in the 2023-2024 P&T cycle and will be moving forward
 - FAR is how your core dossier (lists and narratives) will be built and stored
 - Could be used for Annual Performance Reviews as early as Spring 2025 and for P&T in the 2025-2026 cycle
 - For 2024-2025 P&T cycle, use your Word version of your dossier as you had in the past

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Narrative Considerations

- Read the prompt and determine the parts needing to be addressed.
- Example: Item 2 of the Core Dossier: “Approach to and Goals in Teaching—Narrative”
 - *Briefly describe your approach to and goals in teaching and student mentoring, major accomplishments during the time period under review (including positive impact of your teaching and mentoring on students), and plans for the future in teaching and student mentoring. Do not quote student comments.*
 - There are three parts here: (consider using headers in this narrative)
 - Approach and Goals
 - Major Accomplishments
 - Plans for the Future

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Narrative Considerations: Biographical Statement

- A good biography helps tell your story by giving clarity at a big picture level
- A good, succinct narrative biographical statement is no more than 2 pages
- Start with your distribution of effort (or narrative of expectations if numeric DOE is not used)
- Follow-up with a succinct description of your scholarly agenda and the desired impact of your agenda
- Refer to your TIUs APT document regarding your criteria for promotion and then:
 - Break down your work by mission area (teaching, research and Extension) and in service
 - Synthesize numbers (e.g. articles, number of Extension clients, grants)
 - Break 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 (again, refer to APT for your TIU's promotion criteria and markers of excellence)

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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 and not skim them!)

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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 (new dossier outline refers to Workload) and expectations
- Focus discussion on "readiness" of the candidate as it relates to the criteria
 - Avoid talking about "early" if prior to the mandatory year
 - Avoid discussing leaves or extensions to the tenure clock in ways that expects more
 - 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
 - Time *in and of itself* is not a criteria
- 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, you must vocalize your concerns
 - The P&T committee needs to provide context in the letter for negative votes or the negative votes will get 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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