

# P&T 101: Demystifying the Process

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## General Reminders

- Suspend your normal or typical concept of productivity – there is nothing normal or typical about how we're living and working right now!
- Take care of yourself – have start and stop times for work

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## Question

- What general concerns or fears do you have about the promotion and tenure process?

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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://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
    - 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 Leading Up To Mandatory Review

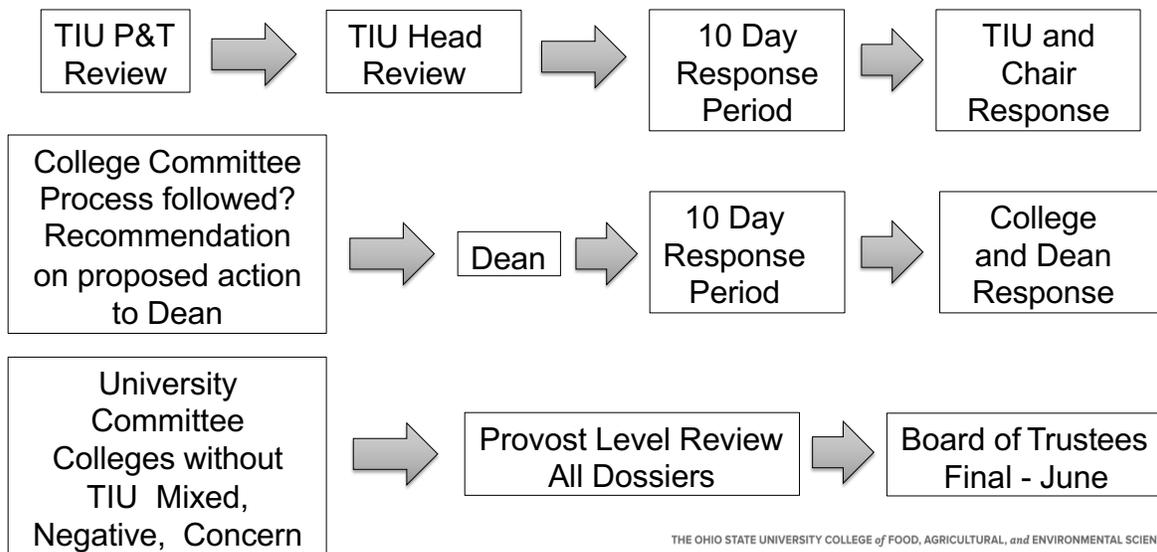
- **Annual Reviews**
  - All by TIU Head
    - Can provide comments, which permanently “travel” with your file and dossier
    - The TIU head is not compelled to change the annual letter
  - TIU Eligible Faculty or Mentoring Committee
    - Depends based upon TIU (see TIU APT)
- **Fourth-Year Review**
  - Required of probationary tenure-track faculty
  - 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

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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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## 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>**

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## What About VITA?

- “In 2019–2020, fourth year reviews, mandatory reviews, or reviews for promotion may use either VITA or a Word document that exactly matches the VITA format. All faculty hires beginning August 2018 must use VITA. Exceptions must be approved by the Office of Academic Affairs.”
- For CFAES, VITA will not be required in 2020-2021, but will likely be required starting in 2021-2022.
- After 2021-2022, you will still be permitted to download the Word document from VITA (unless we receive contradictory guidance, but that is not anticipated).
  - Keep in mind that if you make changes in the Word document, it will not be captured in VITA for further reviews

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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 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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**CFAES****Narrative Considerations: Distribution of Effort**

- Issue unique to CFAES because we have federal and state funding for research (OARDC) and Extension
- Definitions
  - Distribution of Effort (DOE): Describes the expectation of how time 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
  - Salary Distribution: Indicates the sources of money from where the candidate's salary is paid
    - It may OR may not align with the Distribution of Effort
- Take note that different TIUs will report percentages differently!
  - Regardless of how your TIU handles this, clarity of expectations across mission 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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**CFAES****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
- **Trajectory**
  - Is there clarity in regard to 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

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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 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 impact of the program; they 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 of X. Under the first focus area of Y, 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 of Z, 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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## Recent COVID-19 Extension from OAA: Tenure-Track

1. Candidates scheduled for promotion and tenure review in fall 2020 have until May 1, 2020 to request extension of their tenure clock by one year, and approval will be automatic.
2. Candidates scheduled for fourth year review in Spring 2021 have until May 1, 2020 to request extension of their tenure clock by one year, and approval will be automatic.
3. All other probationary faculty are also eligible for the extension of the tenure clock.
4. All probationary faculty may exclude up to three years total, of all types: (childbirth/adoption [form 111, automatic approval]; other circumstances [form 112, requires TIU, college and OAA approval]; and COVID-19 [form 116, automatic approval]).

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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
- Seek mentoring, even if your TIU does not have a formal structure
- Seek clarity around P&T from your TIU Head and/or your P&T committee chair/members
- Ask other faculty to read your dossier narratives
  - Sometimes the annual review process does not allow for a detailed dive into your dossier
  - Consider someone outside of your TIU to review your dossier narratives (make sure it makes sense to someone outside your discipline as your dossier moves outside your TIU)
- If you have questions about your rights in the process, do not hesitate to reach out to your TIU Head or the Associate Dean for Faculty and Staff Affairs

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