

**Ashland University**  
**Schar College of Education**  
**Promotion and Tenure Guidelines**

Revised 2017 (v5 from 4-10-17)

**Introduction**

Promotion and tenure are hallmarks of academe, and they are the highest recognition given to a colleague. Because the honor is so great and the implications of the decision of immense gravity for both the institution and the faculty member, the Promotion and Tenure Committee conducts its business in the most professional manner possible. To ensure a thorough and fair examination of the candidate's materials, the college has prepared the following guidelines for presenting the required information. Deadlines and additional details can be found in the Faculty Rules and Regulations.

There are three categories considered in deciding matters of promotion and tenure. They are teaching, scholarship, and service. The committee regards each as important, and together they represent the faculty member's contribution to the profession, the institution, the college, and the department. The Promotion and Tenure Committee considers the totality of the faculty member's work in all three areas when deciding matters of promotion and tenure. The committee assesses the faculty member's pattern of continuous accomplishment as a professional.

The successful faculty member demonstrates commitment and ability in all three areas. Nevertheless, each faculty member finds his or her areas of strength. One successful person may present an outstanding publication portfolio and significant quality in teaching and service. Another person may have outstanding accomplishments in the areas of service and teaching and fewer, but significant, publications and also be successful. Each faculty member must explain how his or her work significantly contributes to the education profession and to Ashland University. Over time, a candidate's emphasis may change from one area to another. The professional portfolio presented to the Promotion and Tenure Committee is a vital document that is used to assess the faculty member's contribution to teaching, scholarship, and service. It should be assembled with care and demonstrate the faculty member's commitment to his or her work at Ashland University.

**Membership in the Committee**

The College Promotion and Tenure Committee shall consist of five members: two tenured associate or full professors elected from each department and one tenured associate or full professor "at large" member elected by the entire college. All members shall serve a two-year term with a staggered term designated for one member of each department for 2017-2018. College members of the University's Institutional Promotion and Tenure Committee and Department Chairs are ineligible to serve on the College Promotion and Tenure Committee. The Committee shall elect a chair from its membership.

The College Promotion and Tenure Committee shall review portfolios using each candidate's established departmental guidelines and then meet face-to-face to discuss each candidate's

qualifications for promotion and/or tenure. These meetings will adhere to the timeline provided by the university. Voting will occur by secret ballot. Once a letter is approved by all members of the committee, a copy of the letter, signed by all committee members and the chair, will be submitted to the candidate's chair or co-chairs. (If co-chairs are involved, a single letter will be written and copied to both individuals.)

### **Third Year Review Process**

Each department shall form a team of at least three tenured faculty members to conduct Third Year Reviews. If three tenured faculty members are unavailable in the department, outside faculty may be used. These reviews will use the departmental guidelines and are designed to assist new faculty to move successfully through the promotion and tenure process. The Third Year Review should be viewed by the candidate as a mentoring opportunity. The department will determine the specific make-up of the Third Year Review Committee. The committee will follow the guidelines of the department.

As outlined in the Ashland University Faculty Rules and Regulations, the department promotion and tenure committee and the department chair shall review the Third Year Review Portfolio separately. The instructional faculty member shall meet with the department promotion and tenure Committee and with the department chair together or separately according to department guidelines. The guidelines shall also state whether the promotion and tenure committee and the department chair shall write individual letters or a combined letter to the instructional faculty member. The same procedure, however, shall be followed for all faculty members in a department having third year reviews in the same year. The department chair shall review the Third Year Portfolio with the dean of the college. Upon completion of the third year review process, the dean reports the findings to the Provost in writing. A copy of the letter(s), the action plan, and any additional response from the instructional faculty member shall be placed in the instructional member's departmental file.

### **Portfolio Guidelines**

A candidate for promotion and/or tenure shall prepare a portfolio in accordance with the Promotion and Tenure Documents provided by the Office of the Provost. Faculty members have the option of submitting their portfolio in a three-ring binder or in an electronic portfolio. Supporting materials, such as journals, conference programs etc. should be submitted online or in a separate container and referenced in an index in the primary portfolio. Books that are being submitted as part of the "supporting materials" may be submitted in electronic (.pdf) or physical form. Physical is preferred.

### **Promotion and Tenure Process**

The College Promotion and Tenure Committee shall write a letter indicating its support or nonsupport for the candidate's request. The letter will be placed in the portfolio and submitted to the Chair of the candidate's department. The Chair shall write a letter indicating support or nonsupport for the candidate's request. If there are Co-Chairs, the letter may be written by one Chair and reviewed and signed by the other so the final letter carries both signatures.

The letter is placed in the portfolio and submitted to the Dean. The Dean shall write a letter indicating support or nonsupport. The letter is placed in the portfolio, and the portfolio is

submitted to the Provost's Office. The portfolio is reviewed, in turn, by the Institutional Promotion and Tenure Committee, the Provost, the President, and the Board of Trustees. Deadlines for completion of reviews and additional details are stated in the Faculty Rules and Regulations.

### **Granting of Tenure**

Tenure may be granted only to an instructional faculty member with the rank of assistant professor, associate professor or professor. The instructional faculty member hired under the tenure track system shall be subject to and shall be employed for a probationary period which shall not exceed seven (7) years. Specific details and exceptions to this seven-year period are listed in the Faculty Rules and Regulations.

### **Promotion to Assistant Professor**

Application for promotion to the rank of assistant professor shall require the possession of a graduate degree appropriate to the discipline, and a minimum of one year at the rank of instructor at Ashland University.

### **Promotion to Associate Professor**

Application for promotion to the rank of associate professor may be made following the completion of a minimum of two years of service at the rank of assistant professor. Such application shall require possession of the terminal or highest degree recognized by the discipline.

### **Promotion to Professor**

Application for promotion to the rank of professor may be made following the completion of a minimum of five years of service at the rank of associate professor. Such application shall require possession of the terminal or highest degree recognized by the discipline. Promotion to the rank of professor must be accompanied by the granting of tenure. Faculty members hired before May 31, 1993 may choose to follow the two-year minimum service requirement for promotion to the rank of professor as stated in the 1991 "Rules and Regulations of the Ashland University Faculty."

### **Promotion and Tenure Matrix**

This matrix is designed to provide a standard for excellence and some indication of the criteria needed to be a successful candidate for promotion and tenure. While this matrix is intended to assist the candidate, it is impossible to guarantee that any particular item(s) will affect the decisions of committee members, administrators, or the Board of Trustees. It is the responsibility of the candidate to make his or her case how any particular items falls into the categories of Teaching, Scholarship or Service. Bulleted suggestions are to be used to guide the candidate. The candidate does not need to complete all the bullets in a section to be successful.

## Introductory Information/Evidence

<u>TAB</u>	<u>SECTION</u>	<u>CONTENT</u>
I. Vitae		
II. College P & T Guidelines		
III. General Evals.	A. Reflections	<ul style="list-style-type: none"> <li>• <b>Teaching reflections:</b> Address any pattern of poor student evaluations on individual items or as a whole. Also address your strengths and weaknesses and changes you have made to courses. Evidence should indicate how you have grown in teaching and should outline goals for continued improvement.</li> <li>• <b>Scholarship reflections:</b> Provide a reflection of your contribution to scholarship in your field. This should include a discussion of all categories which you have addressed in the scholarship section. You should also include a discussion of how your scholarship has contributed to your growth as a person and as a professional.</li> <li>• <b>Service reflections:</b> Provide a reflection of how your service has contributed to the categories which you have addressed in the service section. In addition, reflect on how your service has contributed to your growth professionally and personally</li> </ul>
	B. Annual chair evaluations	<ul style="list-style-type: none"> <li>• Include all evaluations since hire (candidates for tenure)</li> <li>• Include all evaluations since last P &amp; T submission (all other candidates)</li> </ul>
	C. Review Letters	<ul style="list-style-type: none"> <li>• Third-year review letter from Chair</li> <li>• Tenure Letters from P &amp; T, Dean and Univ. (candidates applying for promotion)</li> <li>• Last Promotion Letters from P &amp; T, Dean and Univ. (candidates for promotion to full professor only)</li> </ul>

## Teaching Evidence

Promotion or tenure requires evidence of consistently competent teaching. Teaching is defined as responsibilities directly related to the instruction of students, including classroom instruction, supervision, and facilitation of capstone experiences. Evidence of the level of quality of instruction includes student evaluations, peer evaluations, curriculum/program/course/materials development, and personal reflections about teaching.

<u>TAB</u>	<u>SECTION</u>	<u>CONTENT</u>
IV. Teaching	A. Student Evals.	<ul style="list-style-type: none"> <li>• Student evaluations for each course or supervisory assignment (both ratings and comments)</li> <li>• A summary/reflection for each course taught or supervisory assignments</li> <li>• Explanation concerning any missing data</li> </ul>
	B. Peer Evals.	<ul style="list-style-type: none"> <li>• Two peer evaluations for each academic year prior to a satisfactory third-year review.</li> <li>• One peer evaluation per academic year after third-year review</li> <li>• Reflection on actions taken in relation to peer reviews</li> </ul>
	C. Courses Taught	<ul style="list-style-type: none"> <li>• List of courses taught by semester over time (recent first)</li> <li>• Additional details as appropriate (i.e. off-campus teaching, co-teaching, load reduction, etc.)</li> <li>• Representative course syllabi for each course taught</li> </ul>
	D. Curric. / Prog. Development	<ul style="list-style-type: none"> <li>• Description of participation in curriculum and program development, individually or as part of a program team. Only include evidence that goes beyond typical course adjustments. Provide details and examples.</li> </ul>
	E. Evidence of Creative Instruction	<ul style="list-style-type: none"> <li>• Description and examples of original activities developed for instruction and how these improved instruction and enriched course content. Only provide evidence that is truly exceptional and unique.</li> </ul>
	F. Other Evidence	<ul style="list-style-type: none"> <li>• Teaching awards or other recognitions</li> </ul>
	G. Additional Section for Promotion to Professor Only	<ul style="list-style-type: none"> <li>• Summarize teaching activities that exemplify excellence at a very high level.</li> </ul>
	H. Reflection	<ul style="list-style-type: none"> <li>• Copy of Teaching Reflection from Tab III</li> </ul>

## Scholarship Evidence

Promotion or tenure requires evidence of an established pattern of scholarly effort. A pattern of scholarship would be evident through ongoing publications and presentations. A flurry of scholarship immediately prior to application for promotion and tenure, without previous evidence, is not considered an established pattern.

While scholarship may be viewed broadly, traditional categories, such as juried presentations and publication, must be included. It should be noted that scholarly involvement contributes to one's profession on a state, regional, national or international level, and advances the mission and goals of the college and university. Blind peer review, juried presentations and publications are generally regarded more highly than others.

*Publications that directly solicit contributors and/or payment to complete the publication process should be thoroughly investigated, and if deemed predatory, avoided, as the quality of the review process may be suspect and may impact the acceptance of the work as meeting criteria as scholarly.* Invited works may also be of significance and should be described. State and local presentations and publications are also of value, but unless representative of significant contribution over time, they would not be weighed as heavily as regional, national, and international scholarship. While it is important to make a case that the individual is a scholar, the College of Education does value collaborative scholarship. Promotion to full professor requires *sustained University or professional service contribution of a significant or distinctive nature*

This section should include an annotation for each publication and presentation. Explain the nature of the publication/organization, including difficulty of acceptance and intended audience. A copy of your publications or submitted manuscripts should be included. Books are preferred in hard copy form.

<u>TAB</u>	<u>SECTION</u>	<u>CONTENT</u>
V. Scholarship	A. Juried Publications	<ul style="list-style-type: none"> <li>• Books</li> <li>• Book chapters</li> <li>• Journal articles at the state or national level</li> </ul>
	B. Solicited Publications	<ul style="list-style-type: none"> <li>• Invited journal articles at the state or national level</li> </ul>
	C. Non-Juried Publications	<ul style="list-style-type: none"> <li>• Non-juried articles at the state or national level</li> </ul>
	D. Juried Conferences	<ul style="list-style-type: none"> <li>• Paper and description of juried conference presentations given at the state or national level (include program as evidence of acceptance)</li> </ul>
	E. Non-Juried Presentations	<ul style="list-style-type: none"> <li>• Paper and description of non-juried conference presentations given at the state or national level (include program as evidence of acceptance)</li> </ul>
	F. Competitive Grants	<ul style="list-style-type: none"> <li>• Description and copy of successful grant submissions with supporting detail and evidence of associated work</li> <li>• Description and copy of submitted (but pending) grants</li> </ul>

## Scholarship Evidence (Cont.)

<u>TAB</u>	<u>SECTION</u>	<u>CONTENT</u>
	G. Research	<ul style="list-style-type: none"> <li>• Description of research and the supporting detail, data and other evidence associated with the project</li> </ul>
	H. Position Papers or Commission Reports	<ul style="list-style-type: none"> <li>• Description of state or national papers or reports</li> <li>• Copy of item produced</li> <li>• Explanation of why this project/assignment meets criteria for “Scholarship Evidence”</li> </ul>
	I. Consultations	<ul style="list-style-type: none"> <li>• Description of consultation work with supporting products</li> <li>• Explanation of why this project/assignment meets criteria for “Scholarship Evidence”</li> </ul>
	J. Testimony	<ul style="list-style-type: none"> <li>• Description of the testimony/situation</li> <li>• Explanation of why this project/assignment meets criteria for “Scholarship Evidence”</li> </ul>
	K. Additional Section for Promotion to Professor Only	<ul style="list-style-type: none"> <li>• Summarize significant or distinctive scholarship contributions that further the recognition of the candidate and university on a state and national level.</li> </ul>
	L. Reflection	<ul style="list-style-type: none"> <li>• Copy of Scholarship Reflection from Tab III</li> </ul>

## Service Evidence

Service is defined as contributions to the profession, institution, college, department, students, and the community. An additional requirement for promotion to Professor is demonstrated institutional leadership. Include evidence of leadership roles that have directly benefited the university. The candidate should take care to collect evidence or artifacts to include in the portfolio to document service.

<u>TAB</u>	<u>SECTION</u>	<u>CONTENT</u>
	A. Professional Membership	<ul style="list-style-type: none"> <li>• Listing of membership in professional organizations</li> <li>• Listing of service to professional organizations with supporting evidence as appropriate</li> </ul>
	B. Service to the Institution	<ul style="list-style-type: none"> <li>• Description of state or national papers or reports</li> <li>• Copy of item produced</li> <li>• Explanation of why this project/assignment meets criteria for “Service Evidence”</li> </ul>
	C. Service to the College	<ul style="list-style-type: none"> <li>• Description of consultation work with supporting products</li> <li>• Explanation of why this project/assignment meets criteria for “Service Evidence”</li> </ul>
	D. Service to the Department	<ul style="list-style-type: none"> <li>• Description of the testimony/situation</li> <li>• Explanation of why this project/assignment meets criteria for “Service Evidence”</li> </ul>
	D. Service to the Community	<ul style="list-style-type: none"> <li>• Description of the testimony/situation</li> <li>• Explanation of why this project/assignment meets criteria for “Service Evidence”</li> </ul>
	E. Additional Section for Promotion to Professor Only	<ul style="list-style-type: none"> <li>• Summarize significant or distinctive scholarship contributions that further the recognition of the candidate and university on a state and national level.</li> </ul>
	F. Reflection	<ul style="list-style-type: none"> <li>• Copy of Service Reflection from Tab III</li> </ul>