



FLEXIBLE PATHWAYS TO PROMOTION TO PROFESSOR

SNAPSHOTS FROM ACROSS THE COLLEGE

BARRY SHANK, ASC WORKSHOP, MARCH 7, 2019

ASSOC DEAN HENKIN'S WORKSHOP WITH ASSOCIATE PROFESSORS

October 5, 2018

Strong interest and attendance from across college

Successful cases from all three divisions

Report on that workshop available here:

https://ascintranet.osu.edu/sites/default/files/flexible_pathways_to_promotion_to_prof_10-5-2018.pdf

FACULTY RULE 3335-6-02

- In evaluating the candidate's qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as the university enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, **instances will arise in which the proper work of faculty members may depart from established academic patterns.** In such cases care must be taken to apply the criteria with sufficient flexibility. In all instances **superior intellectual attainment**, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions. Clearly, insistence upon this standard for continuing members of the faculty is necessary for maintenance and enhancement of the quality of the university as an institution dedicated to the discovery and transmission of knowledge.”

ASC APT

- Promotion to professor in the College of Arts and Sciences takes the pursuit of scholarly and creative excellence as our core value. The College also recognizes that a career may consist of various phases in which a concentration on scholarly and/or creative activity, teaching, or administrative/professional service creates a composite professional life. Promotion to full professor typically requires excellence in scholarship and/or creative activity. **Where a candidate has made truly extraordinary contributions in the areas of teaching or service, that record may warrant promotion in combination with a less extensive, though excellent record of continued productivity in scholarship and/or creative activity.**

ALL WELL AND GOOD, BUT...

- Fundamentally a unit level decision.
- Not automatic, not for putting in time, not for just doing the job
- Superior Intellectual Achievement
- Truly Extraordinary Contributions
- Still Excellent Record of Scholarship
- How can this work? How has this worked?
- College does support this.

WHERE TO START 1? (GETTING AHEAD OF THE REQUEST)

- Examine your unit's faculty and their achievements
- Dedicated to unit's mission
- Superior intellectual achievement not captured by traditional pathway
- Extraordinary contributions in teaching or service
- Perhaps stuck at assoc level for considerable amount of time

WHERE TO START 2? (GETTING AHEAD OF THE REQUESTS)

- Examine APT
 - In line with College?
 - Matches the work done in your unit?
 - Anticipates possible cases in your unit?
 - General or specific description of alternative pathways?
- Present possible changes to faculty for discussion
- Encourage faculty mentors and senior faculty to act in accordance with agreed upon changes

BEGINNING A PARTICULAR CASE—AT LEAST 1 OR 2 YEARS IN ADVANCE

- Frank and frequent conversations
 - What will be necessary to succeed in your unit
 - What are the faculty member's achievements?
 - What are the best ways of documenting and evaluating those achievements
 - What are the relevant (inter)national networks of scholarship, creative expression, curriculum development, community engagement where this work is shared
- Begin to refer to and consider this work in annual review letters and conversations

ISSUES TO CONSIDER, 1

- Getting beyond scholarship of discovery
 - Pedagogy—scholarly publishing about teaching
 - curriculum development, textbooks, novel methods and efficacy
 - Engagement—working with communities, different publishing venues (Imagining America, Specifying the Scholarship of Engagement)
- Creative Expression as model for alternative forms of knowledge distribution
 - Established, well known, prestigious venues beyond scholarly journals
- Every case—need for qualified external evaluators

ISSUES, 2—EXTERNAL EVALUATORS

- Appropriate, Qualified
- Full Professors at peer institutions
- Nationally recognized artists, performers
- More specialized nationally recognized experts—in the area of that particular faculty member's significant contribution
 - Requires special effort on part of candidate and chair to identify appropriate networks

ISSUES 3— “OTHER” LETTERS

- Collaborators—on campus, locally, nationally, internationally
- Representatives of communities that benefit from the work
 - From businesses who hire your graduates to local school teachers to community leaders and beyond
- These matter. Division level panels take these seriously.
- NOT evaluators, however.

APT EXAMPLES--AAEP

- To **meet expectations for Research** for consideration to Professor, a candidate may choose to focus on traditional, public, creative scholarship, and/or leadership. At this level of promotion, a combination with traditional scholarship is not necessary. However, a candidate focused on public and/or creative scholarship or leadership must still present evidence of exceptionalism as described above in the section on promotion to Associate Professor. Different from the previous promotion to Associate Professor, a candidate for promotion to Professor may instead opt for a combination of any of these areas of research (traditional, public, creative, and/or leadership). Evidence of scholarly leadership includes positions such as editorships, journal review board membership, book reviews, academic press leadership, keynote presentations, research awards, and fellowships. For candidates who have made significant contributions to the field, university, and/or public through scholarly leadership activities will be considered for promotion to Professor due to the strength and significance of these important contributions. Leadership in the fields of study in the department is important to our work as educators, policy makers, and administrators, and should therefore be considered as inherent to our expertise as scholars.

APT—DANCE

- The department views the three areas as being interrelated, collectively all of equal importance, but weighted differently in individual cases. It is recognized that a longer career consists of various phases in which a concentration on teaching, scholarly or creative investigation, or administration and service, succeed each other, thereby creating through stages a composite professional life encompassing all three areas. **This professional life may play itself out in various arenas ranging from the local to the international.** It is further recognized that the focus and nature of scholarly and/or artistic investigations may also shift over time. All this is not only acceptable, but even desirable, given the nature of the discipline.

APT—ENGLISH

- While acknowledging that a typical case for promotion to Professor will emphasize a candidate's scholarly or creative achievements, especially as measured through publication and/or (inter)national reputation, the College of Arts and Sciences also recognizes that, “[w]here a candidate has made truly extraordinary contributions in the areas of **teaching** or **service**, that record may warrant promotion in combination with a less extensive, though excellent record of continued productivity in **scholarship**.” In screening candidates for promotion, the Department of English honors this principle of exception as described in the College's APT document, *with an understanding that such contributions—whether within or beyond the university—must be documentable in ways that can be reviewed by external evaluators as well as by the eligible faculty.* [my italics]

APT DETAILS--ENGLISH

- In addition, breadth and promise in scholarship can be demonstrated through the following activities when they are substantially informed by one's research:
- the development of pedagogical resources or learning tools (print or digital);
- the direction of institutes that have documentable impact on teaching and/or **scholarship** in a given field, and which may have been supported by competitive external grants;
- the creation of major new **scholarly** tools (print or digital);
- the performance of extra-departmental administrative roles that relate directly to a candidate's field of **scholarly** expertise and produce new knowledge or other kinds of impact that can be assessed by peer review.

APT EXAMPLES-ASTRONOMY

- In reviewing promotion from associate professor to professor, the department will be receptive to cases in which the faculty member has demonstrated excellence in teaching or in areas of scholarship outside traditional original research. Correspondingly less weight will be placed on original research. For a faculty member to be promoted under such conditions, the **contributions in other areas must be substantial, sustained, and of high quality, as demonstrated, for example, by recognitions at the university or national levels.** For promotion based on excellence in teaching, development and implementation of innovative and more effective approaches to instruction would be helpful in making the case, as well as evidence for above average contributions to the department's teaching mission. Positive contributions in original research will play a more limited, but not negligible, role in the evaluation.

APT—MATH

- Normally, the primary criterion for promotion to the rank of professor in the Mathematics Department is a distinguished record of scholarly activity and promise that such activity shall continue. However, the Department also recognizes that a career may have various stages and may shift in focus from scholarly activity to teaching or administrative service, while still combining to form a very productive and distinguished career. A faculty member who has made truly extraordinary contributions in the areas of teaching or service may warrant a less extensive, though excellent, record of continued productivity in research.

APT-POLITICAL SCIENCE

- Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service. Excellence in teaching and scholarship and leadership in service since promotion to associate professor must be demonstrated. Although the department considers publications across the faculty member's career, for promotion it focuses on publications since promotion to associate professor and sends these to external reviewers. For promotion, the candidate must be recognized as a scholarly leader in her or his field based on high-quality original research in refereed journals and/or books.

APT—COMMUNICATION

- Promotion from associate professor to professor, then, is recognition of distinguished research, teaching and service. To be promoted to professor, during the years of associate professor the candidate must have consistently continued to meet the criteria applicable to his or her promotion to associate professor and the awarding of tenure. The candidate must have made or clearly demonstrated the ability to make a significant contribution to the stature of the University. He or she must have achieved a distinguished reputation as an outstanding and productive scholar in the field. There should be evidence of momentum such that it leads the University to expect such productivity and intellectual impact will continue for many years to come. Because the title of associate professor is itself an indication of distinction; promotion to professor is neither automatic nor to be expected in all cases.

APT DETAILS—COMMUNICATION

- The importance of research in any form is a function of its intellectual originality and merit, as well as its reception by peers. A scholar's citation impact and trajectory also are important measures of scholarly influence and standing, and therefore have particular utility in assessing a candidate's readiness for promotion to professor.
- Textbook writing is considered a contribution to teaching, not to scholarship. Editing books is an acceptable and appropriate activity for a tenured faculty member, but this activity should not be considered a substitute for publication of original research and are not considered an important indicator of scholarly productivity; rather, they may help serve as a marker of role or reputation in the field, when the collection is an intellectually significant one.

EVALUATOR QUERY TEMPLATE—AVAILABLE IN HENKIN WORKSHOP DOCUMENT AND [HTTPS://ASCINETNET.OSU.EDU/PROMOTION-TENURE/MATERIALS](https://ascinetnet.osu.edu/promotion-tenure/materials)

- In Professor X's case, we are asking that you consider that research record in the context of his/her significant commitments to service and teaching and also comment on the importance and impact of those activities from your perspective. This request is in line with a provision in the Ohio State College of Arts & Sciences Appointments, Promotion and Tenure document, which states that...
- Should you agree to help us, we will send you a selection of Professor XXX's scholarship along with publications and documents that represent his/her contributions in teaching and service. We will ask you to comment, from the perspective of your scholarly and professional expertise, on the significance of his/her overall contributions in research, teaching and service, as well as on the particulars of those contributions...

SUCCESSFUL RECENT CASES

- Math—special curricular development, actuarial program
- Chemistry—special pedagogy development, Center for Life Science Education
- Astronomy—significant textbook authorship
- Comparative Studies—significant contribution to diversity and inclusion

WHAT NOT TO DO--CASE FROM COMPARATIVE STUDIES

- Fail to lay the groundwork
 - No effort to identify means of evaluation by externals
 - Insufficient attention to documentation of efforts outside traditional scholarship
 - No effort to identify in advance appropriate networks of evaluators
 - Minimal effort to explain the alternative nature of the promotion case in requests to serve
- Case still succeeded, after 23 requests for review.

TAKEAWAYS—FROM HENKIN DOCUMENT

- **Evaluation relative to ASSIGNED DUTIES** - applies to all P&T reviews
- Develop a culture in unit that recognizes and supports all assigned duties
- **Establish assigned duties in annual review letters**
- **EXTRAORDINARY contributions to teaching/service**
- **IMPACT** of those contributions - how measured/documented?
- **Ability of EXTERNAL EVALUATORS to recognize that impact** - selection is crucial
- **Information provided to external evaluators** - pathway, specific to contributions
- **Informational letters that describe impact** - extra in "Other Letters" section of dossier
- **Scholarship still required** - maintain quality, reduced quantity