**College of Forestry Dean's Office**
Oregon State University
109 Richardson Hall
Corvallis, Oregon 97331

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**Forestry Executive Committee Meeting**
**Agenda for June 6, 2018**
9:00 – 11:00 a.m.
Richardson Hall 115

9:00 am        **Opening Remarks & Updates from the Dean's Office** – Anthony S. Davis
                   **Pressing Issues/Important Updates**

                   **Safety –** All
                   **Outreach and Engagement** – Jim Johnson
                   **Foundation Development** – Zak Hansen, Brian Pecor
                   **WSE Department** – Eric Hansen, Rakesh Gupta
                   **FOBC** – Roger Admiral
                   **Diversity, Equity, and Inclusion** – Heather Roberts
                   **International Programs** – Michele Justice
                   **FERM Department** – Jim Johnson
                   **Computing Resources** – Terralyn Vandetta
                   **FES Department** – Troy Hall, Steve Strauss
                   **Research** – Melora Park
                   **Research Support Faculty** – Michelle Day
                   **Forest Service, PNW Research Station** – Paul Anderson
                   **Student Services** – Randy Rosenberger
                   **Strategic Initiatives** – Geoff Huntington
                   **TallWood Design Institute** – Iain Macdonald
                   **Marketing and Communications** – Michael Collins
                   **Research Forests** – Steve Fitzgerald

                   **Open Discussion after Updates**
                   *Revision of Administrative Memo's:
                           1) Continuing and Professional Education Program - Memo #219
                           2) Space Allocation Policy - Memo #100
                           3) Promotion and Tenure Guidelines – Memo#3

9:30 am        **Special Topic of the Month: Anthony S. Davis**
                   Review of initiatives on the "to do" list (see Action Item Tracking next page)
                   What we are looking forward to in the next year…

11:00 am       **Adjourn**

*Attachments Included*

| ACTION ITEM TRACKING | |
|---|---|
| 12/11/17 | Predatory Journals and Academic Ranking Metrics Discussion |
| 2/7/18 | Digital Measures Assessment on Usage Re-evaluation – Department Heads |
| 2/7/18 | Engagement w/Outside Organizations – Department Heads |
| 4/4/18 | Annual Reviews of College Leadership Process – Anthony S. Davis |
| Continuous | Opportunities for continuing education and engagement on diversity, equity, and inclusion issues |
| Continuous | Professional development opportunities for administrative and leadership positions in the college |

| IMPORTANT DATES | | | |
|---|---|---|---|
| **Date** | **Event** | **Time** | **Location** |
| 06/15/18 | Commencement Dinner | 5:00 – 8:30 PM | Forestry Club Cabin |
| 06/16/18 | Commencement Breakfast | 8:00 -8:30 AM | Hatfield Courtyard |

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5/31/2018

**SUMMARY OF ADMINISTRATIVE MEMO REVISIONS**

**#219 – Continuing & Professional Education Program**
This memo was reviewed when the new staff member was hired to manage the CPE Program. Minor revisions were made, as well as additions related to risk in the case of activities that do not meet revenue estimations. All revisions are noted in the document.

**#100 – Space Allocation Policy**
This memo was reviewed by the Space Committee when they began to meet this Spring in preparation for New Peavy opening. Minor revisions include a requirement to gain approval before modifying a standard office, and moving a note on FERPA to the end of the document. All revisions are noted in the document.

**#3 – Promotion & Tenure Guidelines**
This memo was reviewed by the College P&T Committee after the completion of the P&T reviews, as is recommended. Upon reviewing the terms of the members, it was discovered that the terms were not staggered to allow for a consistent membership, and that more members were to be replaced than was ideal. Accordingly, the section on terms (page 13/25) was amended to specify staggering and terms for current and new members will be adjusted. All revisions are noted in the document.

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College of Forestry

## Administrative Memo #219
## Continuing & Professional Education Program
Revised January 2018 (prev. June 2015)

Continuing & Professional Education (CPE) for forestry and natural resource professionals is among the "Keys to Success" outlined in the Dean's 2012 Strategic Vision. Accordingly, CPE is part of the evaluation criteria in promotion, tenure, and annual performance of faculty and staff.  The College has a strong history of professional forest stewardship through research, education, and outreach. The CPE Program operationalizes the College's ability to relay timely and relevant science, appropriate environmental conservation, and cost-effective management techniques to natural resource professionals, scientists, policy-makers, mill managers, forest workers, and others.

CPE Event Leaders are responsible for delivering programs that meet the mission, values, and quality standards expected by the College and set forth in this memo.

### Mission of the CPE Program (CPEP)

CPEP provides high-quality programs to working professionals in forestry, natural resources, and forest products to stay abreast of rapid technological changes, breaking research, shifting public awareness, and changing environmental standards. Professionals who engage in our CPE programs should expect to receive professional training pertinent to their field that enhances their professional competency, provides networking opportunities, and benefits their organization via the infusion of new ideas and best practices based on the current research.

### CPEP Values

- Lifelong learning for forestry, natural resource, and forest products professionals.
- The use of vetted science to inform policy and decision-making.
- A commitment to scientific discovery through sound research techniques.
- Proper management and sustainable use of natural resources for social, economic, and ecological value.
- Diverse and inclusive educational opportunities that provide professionals with the tools they need to be culturally respectful, professionally competent, and civically responsible.

### Event Proposals

CPE activities can be developed individually by faculty, in collaboration with other faculty members, as a Department or College Unit, or in collaboration with other University colleges, faculty members, or outside entities. The use of the CPE Program and Coordinator is not mandatory - it is an optional service provided by the CoF for faculty who wish to be supported in CPE efforts and events.

**Commented [WA1]:** This memo was reformatted to current branding with minor grammatical revisions. Additions to the memo are noted with comments below.

**Commented [WA2]:** Added

When using the CPE Program, each event requires an Event Leader who will work directly with the CPE Coordinator to identify budgetary needs, event logistics, and who will take responsibility for providing metrics about the event. Reporting that the event will take place and reporting metrics for the event, however, is required by the Event Leader.

**CPEP Structure**

The CPEP delivers programming via a professional faculty Coordinator. The Coordinator is funded at the discretion of the Dean with support from the Forestry and Natural Resources Extension program. The Coordinator is supervised by the Dean's delegate, usually the Associate Dean for Outreach and Engagement.

Responsibilities of the Coordinator include initiating comprehensive CPE activities in collaboration with faculty and relevant professional organizations in support of the mission of the program. The Coordinator is responsible for the quality of the programming, from logistics, to content delivered, to post-activity evaluation. The Coordinator is also responsible for developing realistic budgets for activities with collaborators and ensuring all activities are delivered within those established budgets. On an annual basis, the Coordinator will provide a report to the Dean outlining the activities, professionals served, and expenses of all CPE activities.

The Coordinator will work collaboratively with the Event Leader (the designated faculty or professional organization member) to deliver programming.

**Shared responsibilities include:**
- Activity Forecasting: determining concept, demand, and timing.
- Development of an Activity Proposal.
- Development of an Activity Budget.
- Development of an Evaluation Plan.

**Responsibilities of the Event Leader are:**
- Identification of funds that support the activity.
- Developing the educational and training materials and content required for the activity.
- Presenting the course content.
- Communicating with the Coordinator in a timely manner to ensure deadlines are met for activity planning.
- Identification of possible participants and recruitment of participants for the activity.

**The Coordinator will:**
- Provide event planning assistance: identify facilities and providers; develop a comprehensive budget and ensure funds are committed to ensure a quality activity; promotion of the activity through all venues to which Coordinator has access.
- Liaise with Conference Services and/or other service providers to book space, catering, registration management, marketing, vendor payments, printing/delivery of materials for activities, and other logistical management needs.
- Liaise with the Professional & Continuing Education Office (PACE) for course development, when appropriate.
- Manage the Professional Certification and Continuing Education Credit Allocation.
- Ensure appropriate College branding is present in all materials, websites, and registration pages for all activities.

**CPE Activity Budgeting**

The Coordinator will provide assistance in developing a comprehensive, and realistic, activity budget. The CPE Program does not provide funding to put on CPE activities, but works with Event Leaders to identify and/or apply for funding. Participant Fees will be set at a level that affords the organizers full cost-recovery. This includes recovery of costs associated with:

- Faculty and Staff time and effort
- Access and costs of facilities, venues, and equipment
- Direct costs such as food, lodging, coffee breaks, etc.
- Transportation (to and from field sites, where applicable)
- Program Development
- Publications or other education materials
- Event website development, registration, and maintenance
- Administrative Overhead payable to the University
- CPE Program Fee (10% of registration fee)
- Any promotional materials provided to participants
- Other costs applicable to the activity

Faculty compensation options are event-dependent and are subject to all CoF and University rules. Examples of ways in which the compensation can be handled include: FTE charge, part of an individual's annual instructional/research FTE, funds transfer to a faculty account, summer salary, or Overload Compensation (all subject to University Policy). Examples of program types that meet the selective criteria to receive overload compensation include major new ongoing programs, programs that address a particularly timely issue, programs that are outside of expected normal faculty job performance, and programs that represent a significant increase in faculty workload. The compensation will be derived from all or part of the instructional salary (FTE) charged against a CPE event. This method of compensation is handled at the discretion of the Department Head and such arrangements will comply with all University policies.

**Quality Control and Event Evaluation**

The Coordinator is responsible for ensuring CPE activities are professionally managed. For those activities in which faculty and staff of the College do not engage the Coordinator, the Event Leaders are directly responsible for developing and delivering a high-quality educational experience for their audience. The CPE Program requires that CPE events be evaluated by the participants. A sample evaluation form, which can be used as-is or customized to the liking of the Event Leader, can be found on the CPE website.

**Event Cancellation**

A source of funding separate from Participant Fees must be identified to cover costs associated with event cancellation as some fees cannot be refunded after contracts have been signed. Each activity must also have a posted Event Cancellation Policy posted for participants to view; the policy should include:
- Refund Policy: Date by which a participant must cancel to receive a refund (if refunds will be given). There can be multiple dates for refunds at 100%, 50%, etc.
- Minimum Enrollment: What the minimum enrollment of the program must be (and by what date) for it to be offered and what will happen if the minimum enrollment is not met.
- Substitutions: Whether or not substitutions are allowed (if someone is unable to make it to the event but they have secured a substitute that can attend in their place).

**Commented [WA3]:** added

**Use of College Facilities for CPEP Activities**

All CPEP activities must adhere to the following:
- Any College facility used for CPE activities (on campus, in our research forests, or any field site) **must be scheduled by the Coordinator and at the request of a member of the College who will be present at the activity**. Use of College facilities may be subject to charges for use, including reservation fees, equipment, IT assistance, room set-up/break-down, and cleaning fees.
- If the Event Leader is not a faculty or staff of the College, a relevant College representative must be given the opportunity to introduce the College and its work to participants as part of the agenda.
- An Event Report Form must be submitted to the Coordinator after any CPE event in order to maintain accurate metrics on all CPE activities (even those not directly supported by the CPEP or Coordinator).

**Financial Administration**

By law, program billings and fee collections must be done through bonded financial offices. The CPEP cooperates with the College Business Office and OSU Finance and Administration for programs that are initiated by current OSU faculty or staff to ensure that the registration fees are handled appropriately. Collected fees are deposited in the OSU financial system and become State of Oregon funds, subject to all applicable fiscal rules and procedures. A unique OSU index number will typically be assigned to each individual event and will be closed out once the event accounts are reconciled. Please note that all OSU index accounts will be subject to a fee determined jointly by the University and the College.

Although continuing education budgeting is based on full cost-recovery, there are instances when the program revenue does not cover the costs associated with the activity. Most commonly these instances are a result of under-enrollment or course cancellation. Occasionally, it can be a result of expenditures that exceeded an agreed upon budget. Net losses are the responsibility of the department home of the individual faculty member who identifies him/herself as the Event Leader, or another funding source identified at the onset of program planning phase. The CPEP, with the approval of the Associate Dean or Dean, may agree to assume the risk for losses at the onset of the program planning phase.

> **Commented [WA4]:** added

OSU, the College, or any department in the College shall not be responsible for losses incurred if the Event Leader is not employed by the University.

There may be instances in which a program has a net revenue gain. Most commonly, these instances result from higher enrollment than originally forecast, or expenditures below those initially budgeted. Excess program revenue from CPE activities will be deposited into Department Special Project Accounts (SPA's) to be used at the individual faculty's ("Event Leader") discretion (within the limits set by the Department and/or OSU), in cases where the Department and/or Event Leader assume the risk for a loss. In cases where the CPEP has assumed the risk for a loss, any excess program revenue will accrue to the CPEP.

> **Commented [WA5]:** added

**Approval:**

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Anthony S. Davis, Acting Dean                                         Date

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## Administrative Memo #100
## SPACE ALLOCATION POLICY
May 2, 2018 (rev. 7/1/2015)

### Purpose

This document establishes a policy for allocating space in the College of Forestry[1]. It is intended to convey principles and criteria that will:

1.  Provide strategic, consistent, transparent and optimal space allocations in the college,
2.  Provide the ability to respond effectively to meet current and future space needs, and
3.  Ensure the safety and well-being of faculty, staff and students in the college.

### Background

Space is an essential resource.  The college has many functions that all require space in order to achieve their highest potentials and to maintain them over time.  Space allocation decisions will be strategic, consistent and transparent in order to optimize the productive use of this resource; to advance the missions and priorities of the college, departments, and support units; and to enable faculty, staff, and students to efficiently and effectively meet their goals and duties.  Space may require reallocation based on fairness and need, and when priorities of the college, departments or support units change.  This policy helps guide difficult choices when allocating space among the various functions of the college. This policy also establishes a Space Committee responsible for assessing space needs in the college and making allocation recommendations to the Dean.  The Dean is the final authority on all space allocation decisions for the college; however, she or he may delegate all or part of this authority to the Space Committee.

### Space Committee and Process

The Space Committee will be established with the primary purposes of recommending space allocations to the Dean and conducting annual inventories and assessments of all space allocations, uses and needs.  The Space Committee is appointed by the Dean and typically will be composed of two administrators in in the Dean's Office (e.g., Associate Dean or Director), and each of the Department Heads.  The Dean will appoint the Chair of the Space Committee on an annual basis.  There is no term limit to serving on the Space Committee. The Space Committee may establish an ad hoc advisory group composed of representatives from various employee and student groups within the college.

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[1] This Space Allocation Policy only governs facilities in and around Peavy Hall, Richardson Hall, and the Oak Creek Building facility.  Off-campus resources are not necessarily subject to this policy.

The Space Committee's duties include:

1. Inventorying allocations and use of space on an annual basis, or as needed;
2. Recommending space allocations to the Dean;
3. Reviewing and making recommendations to the Dean regarding requests for space allocations or appeals of space allocation decisions; and
4. Arbitrating space conflicts.

*Initial Space Allocations and Policy Implementation*: Existing space allocations at the adoption of this policy will form the initial or baseline allocation of space in the college. Implementation of this policy will require an inventory of space including how it is allocated and used, and an evaluation of this allocation with respect to the principles and criteria set forth in this policy. This policy may be revised as additional information and criteria emerge through its implementation. The Space Committee will recommend space reallocations to the Dean in order to bring the college into compliance with this policy.

*Appeals Process*: Any individual directly affected by space allocation or reallocation decisions will be notified in writing. The affected individual will have the opportunity to submit a written appeal within 30 days of notification. The written appeal, including all supporting documentation, will be submitted to her or his supervisor, who has discretion in forwarding the request to the Space Committee for evaluation and consideration. Decisions will be documented and conveyed in writing by the Space Committee to all affected parties within 30 days of receipt of an appeal. Some situations may dictate a degree of urgency in which the 30-day grace period may not be observed.

*Space Requests Process*: Any individual with anticipated changes in space needs will submit, in writing, a detailed request for space allocations including all supporting documentation to her or his supervisor, who has discretion in forwarding the request to the Space Committee for evaluation and consideration. Decisions will be documented and conveyed in writing by the Space Committee to all affected parties within 30 days of a space allocation request.

## Guiding Principles

Space allocations are guided by the following principles:

1. Space is a limited resource that is owned by the college and administered by the Dean.
2. Space is allocated based on fairness and need, and according to the strategic academic, research, and outreach priorities established by the college, departments, and supporting units.
3. Clustering departmental spaces is desirable, although alternative clusters by functions or interests are appropriate.
4. Current and anticipated needs, not historical allocations, are the primary weights in space allocation decisions. Consequently, all interior and exterior spaces, regardless of their current use, occupants, or the period of time the spaces have been occupied or used by the incumbent, may be subject to reallocation by this policy. However, space allocations will seek a balance between flexibility to meet changing demands and stability to meet long-term needs.
5. Space allocation and reallocation decisions will be transparent with procedures in place that enable affected programs and individuals participation in allocation decisions. However, the Dean has the final authority on allocating space in the college.

**Space Allocation Criteria**

Space allocations are based on the following criteria:

*General criteria*

1. The Dean assigns space to the Department Heads, Unit Directors / Managers, and Associate Deans, who are responsible for allocating spaces according to the principles and criteria of this policy.
2. Current faculty, staff, and students of the college have priority in space allocations (e.g., office, desk or work station, lab bench, etc.). All other individuals that are directly contributing to the strategic goals of the college (e.g., retired faculty, visiting professionals) may be allocated space on a temporary, space available basis.
3. There may be costs (e.g., physical moves, remodeling, specialized equipment handling and set-up, lost productivity) associated with space reallocations. These costs are the responsibility of the College, Department, or Unit that is initiating the move in response to this policy.
4. Qualified individuals with special space needs will be accommodated as feasible in accordance with *OSU Policy of Nondiscrimination on the Basis of Disability* (revised 04/01/2013).
5. All vacated space is subject to reassignment by the Dean.
6. All requests for exceptions to this policy will be submitted in writing to the appropriate supervisor, who has discretion in forwarding the request to the Space Committee for evaluation and consideration. The Space Committee will make a recommendation to the Dean on each case within a reasonable time frame.

*Office / workspace criteria*

7. Individual space allocations will meet *OSU Space Standards* (revised 06/01/2012) contingent on limits to available space.
8. Office spaces are assigned to and allocated by the person responsible for their management (i.e., Dean, Department Head, Associate Dean, Director / Manager).
9. No individual person will be allocated more than one office or workstation within the college.
10. Allocation of single-occupancy offices and access to private meeting space for full-time employees (i.e., 1.0 FTE 12-month, 0.75 FTE 12-month, and 1.0 FTE 9-month) will be made in accordance with the following criteria:
    First, the allocation of single-occupancy offices or access to a private meeting space for faculty and staff will be guided by their need to maintain requirements for FERPA (Family Educational Rights and Privacy Act) protected communications with students. The daily volume of FERPA protected communications will be used in justifying single-occupancy office allocations.
    a. Second, tTenured / tenure-track professorial faculty, senior researchor other professorial faculty, and instructors with a minimum 0.75 FTE appointment in the college will be the second highest priority in single occupancy office allocations.
    b. Third, aAll other full-time employees' needs for single-occupancy offices (e.g., confidential communications, daily in-person conversations, quiet or noisy work environments) will be considered and allocated accordingly on a space available basis.
11. Faculty and staff with part-time (i.e., <0.75 FTE) appointments will be housed in shared offices or open landscape (i.e., cubicles, workstations) settings with at least one other person.

12. Emeritus faculty office space will be allocated on a space available basis and in accordance with CoF *Administrative Memo #103 College of Forestry Policy Governing Space Assignment for Emeritus Faculty.*
13. Graduate students will be allocated no more than one workspace in a shared or open landscape setting in order to meet their learning and research needs.
14. Faculty with primary offices not located on the Corvallis Campus (e.g., Cascades campus, extension, College Forests' and other research forests' faculty) may be allocated shared office space while working on the Corvallis Campus.
15. Visiting professionals who are directly contributing to the research, teaching, or outreach goals of the college may be allocated a private or shared office on a space available basis.

### Classroom criteria

16. Classrooms and other teaching facilities will not be depleted as a result of space reallocations in accordance with *OSU Policy to Maintain Sufficient Instructional Space* (08/21/2012).

### Research / laboratory criteria

17. Reductions in the college's research/laboratory space capacity will be avoided whenever possible.
18. Department Heads are responsible for ensuring appropriate use of research/laboratory space assigned to their departments, including lab safety, accessibility, cleanliness, and the care and maintenance of equipment. Department Heads may delegate managerial oversight for laboratory spaces to lead faculty members.
19. All research/laboratory space, including cold rooms, dark rooms, equipment facilities, etc., will be defined by its primary function(s) and made available to any faculty member with a justifiable and documented need of such space and so long as capacity is available. Department Heads will set the criteria and process for permitting access to laboratory space for which they have managerial responsibility.
20. Laboratory space is allocated to individuals in the college who have a defined need for it, and on a space available basis. Tenure-track faculty will be given priority access to research and laboratory space in order to help them establish their research programs.
21. Emeritus faculty laboratory space will be allocated on a space available basis and in accordance with CoF *Administrative Memo #103 College of Forestry Policy Governing Space Assignment for Emeritus Faculty.*
22. The amount of space Department Heads may allocate to any research-active faculty is not fixed and may be reduced or expanded as needed over time. The absolute amount of space allocated to any faculty member must be carefully justified on the basis of current and future needs, not on the historical amounts of space that have been commonly allocated to them.
23. Storage, whether short-term, long-term, or archiving of samples, equipment, or materials will be in designated spaces. The College has an aspirational goal to provide adequate, designated facilities for long-term storage and archiving purposes. Storage is permitted within a laboratory insofar as it does not interfere with the functioning and safety of the lab. Individuals responsible for managing and monitoring lab use will be responsible for designating and monitoring storage within them. All other designated storage spaces will be managed and monitored by the individual assigned this responsibility by the Dean or Department Heads.

**Notes and Additional Requirements**

- This policy supersedes all prior space-related CoF policies.  All individual agreements, written or verbal, associated with space allocations will be reviewed for consistency with this policy.
- Additional criteria that define consistent allocations across and within departments and support units will be added to this policy as they emerge in space allocation decisions.
- Users may not make modifications to standard offices, such as paint and flooring, or remove items such as blinds or furniture without approval by the College Operations Manager or Dean's Office.
- The allocation of single-occupancy offices or access to a private meeting space for faculty and staff may be guided by their need to maintain requirements for FERPA (Family Educational Rights and Privacy Act) protected communications with students.
- This policy will be reviewed and revised by the Space Committee, as needed in 2017 and at least every three years thereafter.


**Approval:**


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Anthony S. Davis, Acting Dean                           Date     May 2, 2018

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**Administrative Memo #3** *(formerly 3,3a,4)*
**Promotion and Tenure Guidelines**
Revised: ~~August 2016~~May 2018

**Purpose**: This memo outlines the promotion and tenure process and expectations for the College. These guidelines supplement the Faculty Handbook section on Promotion and Tenure published by Academic Affairs and the Senate, which supersedes any discrepancies between the two documents. This memo is intended to assist faculty in understanding and meeting the criteria, assist reviewers in evaluation the documentation of faculty accomplishments, and establish rules for the College Promotion and Tenure Committee.

# PART I: Faculty Promotion and Tenure Guidelines

A. **General Expectations for College Faculty**
All professorial faculty in the College of Forestry, including those on either fixed term or tenure track appointments, are considered scholars and teachers and must be engaged in both scholarly and instructional activities relevant to their position. These guidelines include performance and scholarship expectations related to the University and College missions in instruction, research, extended education, and institutional service. It is reasonable to expect that the position description will change with concomitant faculty development; therefore, the specific expectations of faculty will change over time. However, to be successful, each faculty member will meet or exceed acceptable levels of productivity and quality in their job. Successful faculty should develop interpersonal and communications skills that facilitate their positive interaction with colleagues, co-workers, students and a diverse public audience.

Non-professorial faculty have special skills or experience needed for the instructional, research, extended education, and service programs in the College. Position descriptions for these faculty will reflect expected scholarly activity, and annual professional review will identify performance expectations.

And finally, Oregon State University is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved.

B. **Position Description**
Each faculty member will have a signed position description describing their major duties and responsibilities. This position description will include performance and scholarship expectations related to the University, College and Departmental missions in instruction, research, extended education and service. The position description will specifically identify the:
- major areas where focus and distinction are expected;
- type and nature of scholarly activity relevant to the position;
- expected contributions to institutional service and expectation to effectively document scholarship and program development.

The initial position description is developed from the position announcement for new faculty, and mutually affirmed by the faculty member and supervisor at the time of appointment. When the PROF review is conducted, the position description is used as a basis for evaluating a faculty member's progress and performance; the position description will be reviewed at this time to assess whether it should be modified/updated. As faculty develop professionally it is reasonable to expect that the position description will be modified accordingly and both supervisor and faculty signatures are required on any position description.

Additionally, stipulated contributions to equity, inclusion, and diversity should be clearly identified in the position description so that they can be evaluated in promotion and tenure decisions. Such contributions can be part of teaching, advising, research, extension, and/or service. They can be, but do not have to be, part of scholarly work. Outputs and impacts of these faculty members' efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers.

## C. Criteria for Promotion, Tenure and Scholarship

The Faculty Senate have established criteria for promotion and tenure, as noted in the [Faculty Handbook](#). From the contemporary perspective of a land-grant university, and, in particular that of the College of Forestry, scholarship is demonstrated in instruction, extended education, and research.

The definition of scholarship found the Faculty Handbook is affirmed as the norm for the College of Forestry:

> *All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work in its diverse forms must be based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself. Intellectual work in research, teaching, extension, service, or other assignments is scholarship if it is shared with peers in journals, in formal peer-reviewed presentations at professional meetings, or in comparable peer-evaluated forums.*

There are three key elements of scholarship common to all faculty assignments: scholarship should create something that is new or innovative; be acknowledged by appropriate peers; and be effectively communicated to appropriate audiences. For promotion and tenure, clear documentation of these three elements is required to demonstrate scholarly activity. If applicable, contributions to equity, inclusion, and diversity via scholarly activity should also be documented.

## D. Performance Expectations and Evidence

The following sections identify general expectations for all fixed term and annual tenure professorial faculty seeking promotion or tenure. Faculty are evaluated in light of the general missions of the Department, College and University, and of their collegial citizenship, professional growth and service contributions. Not all faculty have equal levels of responsibility with each mission. Specific faculty activities are evaluated within the context of the position description and the criteria in this document. In general, faculty members are expected to be highly competent in all areas of responsibility. Beyond that foundation of competence, genuine excellence is expected in the major assignment area or areas.

Some professorial rank faculty may have special assignments with administration, research management, international activities or other duties that serve the College mission. These faculty are evaluated by standards that appropriately consider the unique characteristics of the position. Normally, these standards are specified in the position description.

### 1. Granting of Indefinite Tenure

Indefinite tenure is a linchpin of academic freedom. It also signals a long-term commitment to excellence and program development by both institution and faculty. To be granted indefinite tenure, a faculty member must demonstrate achievement

and show potential for long term productivity and value to the University and College. Outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity should also be considered when indefinite tenure is granted.

In measures commensurate with the position description, excellence is demonstrated in the following:

- Effectiveness as a teacher of appropriate subject material as recognized by appropriate peers. Demonstrated potential for growth and adaptability to changing educational needs. Effectiveness may be shown by student or alumni evaluation using regular surveys, correspondence or informal interviews, or through quality and proficiency evaluation by appropriate peers.

- Active interest in and assistance to, students documented through regular surveys, correspondence, or informal interviews of students and recent alumni. Effective service as a formal or informal faculty advisor or graduate student mentor must be evident if appropriate to the position.

- Likelihood for continued research and educational accomplishments demonstrated by publication in disciplinary journals and periodicals, contributions to books, journals or conferences, the development of products such as models, computer software, patents and licenses, equipment, tools or techniques, and success in acquiring extramural funding.

- A potential to enhance knowledge by the ability to maintain a research or educational direction over time, or to address and integrate questions of scale or processes beyond a strict disciplinary or regional focus.

- A promise for continued accomplishment in instruction or extended education demonstrated by documented educational program development and outcomes, development of educational processes, tools and methods, and contributions to educational courses, conferences, workshops and seminars.

- A potential for increased professional growth and improved instruction or extended education program quality as shown by courses, programs or curricula that adapt over time to changing issues in the faculty member's area of expertise.

2. **Promotion**
Promotion of professorial faculty in the College of Forestry is based on merit and recognizes effective contributions of faculty to the institutional missions. Promotion decisions are never based on time in rank. Some criteria for promotion are described below for each of the distinct elements that may be present in the faculty job description. Promotion, however, is based upon the aggregate record of a faculty member in all professional activities.

a. **Instruction and Advising**
Instruction and advising are central to the mission of the College of Forestry and the University. Excellent teachers develop educational materials and contribute to curricula that are relevant and timely with respect to the profession. Course presentation must stimulate learning and effectively convey knowledge to students. Faculty have an important role in recruiting, advising, and mentoring students. It is a faculty obligation to objectively evaluate the knowledge gained by students so that they are prepared to meet the future challenges of society. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity in instruction and advising should be documented.

For Promotion to Associate Professor:
Faculty with instruction and advising responsibilities will normally have met the requirements for granting of indefinite tenure (if tenure-track) and will demonstrate continued growth and development as a teacher and advisor.

Example evidence includes:
- The development and use of original teaching aids, materials, approaches and techniques in courses.
- Active participation in a continuing process of curriculum and individual course assessment, revision, and development.
- Self-improvement in the approaches and techniques of instruction, command of subject matter and other curricular issues.
- Active involvement in student recruitment, advising, and retention activities that expand and enhance the student learning opportunities and environment.
- Mentoring or advising graduate students to become effective professionals with critical thinking and communications skills; helping students develop writing abilities through joint publications or similar activities.

For Promotion to Professor:
Faculty must have a consistent record of effective teaching, advising, and teaching service. Examples of demonstrating this are:
- Quality evaluation by students or alumni through regular surveys, correspondence, or informal interviews; and quality evaluation by appropriate peers.
- Significantly influencing the curriculum through major revision of existing courses, developing new courses, and minors or programs.
- Continued active involvement in undergraduate student advising, recruitment and retention activities that ensure delivery of effective support and timely information for students and training and assistance for new advisors.
- The development, use and dissemination of original course materials and teaching methods that may be adopted by other faculty or institutions.
- A leadership role in curriculum assessment, revision, and development, service on college or university curriculum committees, and service to regional or national accreditation bodies in curricular accreditation.
- Continued mentoring or guiding graduate students, especially at the doctoral level, with evidence of joint publications or presentations as well as career placement of advisees.
- A greater teaching role shown by a wide array of courses taught either within or beyond the department, and by guiding graduate students in other disciplines.

**b. Research**
Excellence in research is demonstrated by scholarly activities and outcomes commensurate with assigned research responsibilities and with a high level of productivity and quality.  Scholarly research is expected to:  a) discover new knowledge or develop new technologies, materials or methods; b) be acknowledged by appropriate peers; and c) be effectively communicated to appropriate audiences.  Successful researchers identify and prioritize research

issues, are able practitioners of scientific methods with appropriate research tools, are skillful gatherers and managers of research assets, and are effective communicators of research findings. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity in research should be documented.

For Promotion to Associate Professor:
Faculty will normally have met the requirements for granting of indefinite tenure (if tenure-track) and should have developed innovative or new research opportunities.  Example expectations are:

- A demonstrated ability to design, implement, complete, and report research results in a timely manner. Evidence of meeting this expectation includes scholarly publications, contributions to workshops and conferences, success with obtaining extramural funding, and the development of products such as models, computer software, patents, licenses, equipment, techniques or tools.
- Achievement of recognition for research accomplishments. This can be demonstrated by the acquisition of additional resources for program development, invited contributions to programs, awards, public acknowledgment of program excellence, and letters of positive evaluation from other scientists and researchers.
- Be seen as a distinct and significant contributor to their discipline or research field. This may be shown by appropriate peer review, by a clear explanation and justification of the research emphasis and by documenting focus in the research program. Contributors to team or interdisciplinary research programs should identify their individual contributions and those resulting from their integrative role.

For Promotion to Professor:
Faculty will have evidence of continued research productivity and quality, and a clear sign of growth and maturity in research achievements. Examples of success include:

- Broad, contemplative or integrated research activities as demonstrated by publishing in disciplinary or other scholarly journals and periodicals, invited contributions, multi-authored contributions or papers, and by securing significant extramural funding.
- Communications through scholarly syntheses about interpretations and implications of research including publications of scholarly works that integrate, summarize or interpret research and through presentation of such work at conferences or workshops.  Evidence may also include acknowledgment by others of the importance, significance or relevance of research or of its implementation by users.
- An acknowledged stature and leadership role in the discipline, profession or geographic sphere.  Evidence of stature includes a regional, national or international reputation for research achievements beyond the normal geographic sphere.  Leadership roles in professional or scientific societies, journal or book editorship, selection to serve on competitive review or development panels, or awards for research accomplishments are also important types of evidence.

- The promotion or facilitation of research opportunities for others in the Department, College or University. This can be demonstrated by making significant contributions as a member of a productive disciplinary or interdisciplinary research group that has produced publications or products. Successful administration of a disciplinary or interdisciplinary research group may also demonstrate fulfillment of this expectation.

c. **Extended Education**

All faculty who have formal or informal responsibilities in extended education will demonstrate levels of activity commensurate with their appointment. Outstanding practitioners of extended education identify and prioritize issues, develop, deliver and evaluate the impacts of programs. They work closely with clientele, interpret and integrate research into program content, and relate further research needs to appropriate faculty.

Excellence in extended education is evidenced by scholarly activities and outcomes. In this respect, extended educational work will: 1) create something original, often through integration and application of information or knowledge; 2) be acknowledged by appropriate peers; and 3) be effectively shared with appropriate audiences. To be successful, the information provided in extended education programs must be contemporary, accurate, balanced and objective. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity in extended education should be documented.

For Promotion to Associate Professor:
Faculty with extended education responsibilities will normally have met the requirements for granting of indefinite tenure (if tenure track) and should have developed innovative or new extended educational programs.  Examples of evidence include:
- A demonstrated ability to design, implement and evaluate effective educational strategies. Evidence in meeting this expectation includes use of educational principles in program design, development and use of original teaching aids, materials and techniques in programs, selection of appropriate educational methods, production of peer reviewed educational products, and documented changes in client knowledge, skills and behavior leading to problem solution, education of the public, or creation of new opportunities.
- Programs that enhance the understanding and application of principles of informal education to extended education practitioners. A satisfactory review by appropriate peers is critical evidence of meeting this expectation.
- Recognized achievements for extended education accomplishments.  This can be shown through the acquisition of additional resources for program development, invited contributions to programs, awards, public acknowledgment of program excellence, and surveys or letters of positive evaluation from clientele or others who have been influenced by these programs.

For Promotion to Professor:
Faculty should demonstrate continued productivity and a clear sign of growth and

evolution in extended education achievements. Examples of demonstrating this are:

- A broad and integrative application of knowledge demonstrated by the involvement of other disciplines in program design, implementation and evaluation and by securing significant extramural resources over a broad spectrum of support.
- Innovations in program design adopted by other educators. This is evidenced by widespread use of materials and methods, including citation and adaptation by others, and by invited contributions to significant educational programs.
- The promotion or facilitation of extended education opportunities for others in the department, college or university. Evidence of this includes interdisciplinary involvement in programs and contributions toward program leadership and administration.
- An acknowledged stature in extended education, the discipline, the profession or geographic sphere of assignment. Recognition of such stature includes an acknowledged reputation outside of the geographic assignment area, positive evaluation by outside reviewers, leadership roles in professional societies, membership and service that acknowledges the person's expertise and awards for extended education accomplishments and/or leadership.

**d. Service**
Faculty in the College of Forestry are expected to be collegial citizens and professionally support the quality and growth of Departmental, College, University and outreach education programs. Service and citizenship contributions to professional organizations and consultation to community, industry, government agencies, and non-governmental organizations are also expected. Professional service relevant to a faculty member's assignment that contributes to the University missions, and results in professional growth of the individual, team or unit is especially valued. Significant professional service contributions can strengthen a case for promotion or tenure. Service is expected at all professorial ranks at a level commensurate with maturity and experience. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity should be documented.

Examples include:
- Leadership or participation in Departmental, College, University and local extended education committees (ad hoc or standing), faculty governance, and mentoring other faculty and staff.
- Leading, administering or managing common facilities, interdisciplinary teams, centers, or programs.
- Active participation in disciplinary or other professional associations and societies at a regional, national or international level.
- Service to community, state, federal or citizens organizations, panels or committees that draw upon the faculty member's expertise.
- Peer review of proposals, manuscripts, and editorships.
- Expert witness or testimony services.

## PART II:  Preparation of the Dossier

The University guidelines provide basic direction on the content and format of dossiers. Dossiers must include these sections, in this order, with cover page for each section:

I.      DOSSIER COVER PAGE
II.     FORM A
III.    CONFIDENTIALITY WAIVER (or statement that waiver was not signed)
IV.     POSITION DESCRIPTION
V.      CANDIDATE'S STATEMENT
VI.     STUDENT LETTER OF EVALUATION (as appropriate)
VII.    ADMINISTRATIVE LETTERS OF EVALUATION
VIII.   PROMOTION AND TENURE VITAE
IX.     LETTERS OF EVALUATION
X.      OTHER LETTERS AND MATERIALS/AWARDS (optional)
XI.     CANDIDATE'S SIGNED STATEMENT

Information on the specific content required for each section can be found in the Faculty Handbook.

<u>College of Forestry Supplemental Preparation Guidelines</u>

In addition to the University requirements, the following College supplemental guidelines are intended to improve the utility of the dossiers to reviewers at all levels.

A. **Complete Dossier**
   The dossier presented to the College P&T Committee should be a final version with all mandated forms and components as specified in the University P&T preparation guidelines except for the College Committee Letter and the Dean's evaluation. The Cover Page should conform to University guidelines (name, department, college, promotion to ___, year). All included forms, especially Form A, should be completely filled out and signed. Only those boxes should be checked where there is content in the dossier. Form A will not have Dean or Department Head signatures until completion of all the letters at the end of the College process. A Table of Contents and section cover pages must be inserted and labeled according to the sections noted on Form A.

B. **Electronic Process**
   The process is entirely electronic. All sections of the dossiers are to be uploaded to the OSU Nolij information system for the review process. Hard copies do not need to be submitted. Instructions on how to upload dossiers have been shared with the appointed department level contacts. **Do not add your own pagination to documents or the table of contents.** The electronic system will add page numbers to the dossier at final submission.
   **Do not add your own pagination.**

C. The **Department Faculty Evaluation** must be signed by all members of the Committee. Electronic signatures are acceptable.

D. **Position Description**
   The candidate's current signed position description is required. If there have been significant changes to the position description these must be briefly described with a

table summarizing FTE distribution among primary activities over time. When significant changes have occurred, earlier position descriptions should be included. If significant changes in the PD have not occurred then this should be stated. Statements about position description are to be either included on the position description page separator or on a separate page placed ahead of the current PD. All candidates must have a PD.

E. **Period of Record**
The dossier should be a career document for all ranks and not just include information from the previous evaluation. Accomplishments made at other institutions must be clearly distinguished from those at OSU. For example, the list of refereed journal articles should be subdivided into sections associated with work at OSU and elsewhere.

F. **Peer Teaching Evaluation**
A letter from the candidate's peer teaching evaluation committee should be included in the dossier and be based on all peer teaching reviews over the evaluation timeframe. The items to be evaluated are listed in the P&T guidelines in the OSU Faculty Handbook (section VIII.B.3).

G. **SET Scores**
Use the matrix format illustrated in Appendix A for reporting SET scores for individual instructors.
- Report results only for Question 2 on SET form.
- Retain the "COF 5-YR AVE" line as a comparator for the instructor's scores.  To find the current average, see T:\COF\Reports\SET Reports\ and the appropriate SET 5-year Avg…doc file.  Note that the average is different for graduate and undergraduate courses.
- The instructor's scores by term and course fall beneath the "COF 5-YR AVE."
    - Results should be grouped by specific classes, and then arranged chronologically. (e.g. all the FE xxx together, followed by the FE zzz)
    - Insert your SET scores by course for instructor (see SET form).

H. **Reporting of Publications**

1. **Refereed publications** refer to journal or other articles in which the authors submit a manuscript to an editor who conducts a peer review (blind or not). The editor has full prerogative to accept or reject the submitted article. Peer-reviewed articles are those that are subject to review by others for the purpose of improving accuracy, quality, applicability, etc. Editors will only rarely reject these submissions.

2. **In Review Publications**
A candidate may include citations of refereed articles that have been submitted but not yet accepted. The full citation must be included with the notation "(in review, mss submitted xx/xx/xx)", where xx = date of submission. If a publication has not been submitted to a publisher then it cannot be included.

3. **Numbering**
All publications within a category (such as refereed, peer-reviewed, books and book chapters, trade and popular articles, reports, etc.) will be numbered from oldest to newest, in reverse order. That is, the newest publication, including those in review, shall be at the top of the list and carry the largest number. The numbering should be restarted in each publication category.

4. **Authorship**
   Citations will include all authors in the order as published. Names of candidates will not be put in bold, underlined or otherwise distinguished. Clarification of the candidate's role in joint efforts must be provided in the dossier. This can be done individually for each publication as in the example below or by other suitable means, as long as the candidate's role in each publication is clear.

   > Smythe, Mary and Emil Phunorkin. 2007. Consequences of failed land management experiments on small mammals. Journal of Irreproducible Results 35(21-32). [Paper written on Smythe's MS thesis for which I served as major advisor and PI on the grant that supported her]

I. **Journal Descriptions**
   The university guidelines mandate some description of the "…stature of the sources…" in which a candidate's scholarship appears. For CoF faculty, this should appear in a paragraph at the beginning of the section on refereed journal citations, or separately for any other type of scholarship. This should describe in whatever terms are most descriptive to lay readers why you chose to use specific outlets for your scholarship and something about the nature of the publications and principal audiences. All journals in your list need to be referred to, either by describing them individually, or by grouping their descriptions in some manner. A similar accounting should be included for other types of scholarship. The University definition of scholarship must be carefully consulted.

J. **Citations of Presentations**
   These are to be presented in two separate groups: invited and volunteered. The authors of the presentations are to be in the order as advertised in conference/program literature, abstracts or proceedings. An asterisk (*) shall be attached to end of the name of the person making the presentation. The name of the candidate will not be put in bold, underlined or otherwise distinguished. A foot note to the section will explain that the asterisk marks the presenter. A full citation for the presentation must be included. At the end of the citation the type of presentation (oral or poster) should be identified.

K. **Grant Reporting**
   In addition to a listing of grants, a summary of grant activity and success will be prepared. See Appendix B for example table format.

1. **Funded Grants**
   A full citation will include all PI's in the order they appear on grant application, year of initial grant award, title of grant, duration of grant, funding source, total amount received and amount attributed to the work of the candidate. All grants, competitive or non-competitive will be included. The competitive nature of all grants should be described. This can be done for each grant individually or by grouping them in some fashion, as appropriate.

   For grants where the faculty acts as an administrator more than as a typical PI, that role should be noted and funding total attributed appropriately. For example, a lead PI on a large grant of $500,000 is allocated $100,000 for her/his portion and the rest is allocated to a group of other PI's on the grant: the faculty should note their role and their portion ('My Share' on the example summary table). The role of administrator may require significant leadership and this should be considered when preparing the description and in evaluating effort.

2. **Pending or Denied Grant or Contract Proposals**
   Pending proposals may be included at the discretion of the candidate. Denied proposals may be included, if necessary, to show effort but must document the level of competitiveness (e.g., proportion funded) and the rating—consultation with the Department Head is imperative.

# PART III:  Operations of the College Promotion and Tenure Committee

The OSU Faculty Handbook on procedural guidelines for promotion and tenure requires each College to maintain a College Promotion and Tenure Committee, and also describes the role and responsibilities of the College and Department P&T Committees (see section "Tenure Unit Review and Recommendation Policy, approved by President Ray on July 7, 2010).

A. **Role of the Committee**
   The primary role of the College P&T Committee is to provide an independent evaluation of dossiers. This evaluation is intended to supplement the evaluations conducted by the Department or Unit Level P&T Committee and the Department Head. According to the Faculty Handbook, the College P&T Committee review should ensure that each dossier has been carefully and properly prepared. The reviewers at the college level are to determine whether the departmental-level letters of evaluation fairly assess the merits of the candidate's performance as documented in the dossier. The intent of the Faculty Handbook guidelines was clarified by the Faculty Senate President and the Vice Provost for Academic Affairs in a memo to faculty dated 10/27/10. The memo stated that "the expectation is that the College level committee will review the candidate's dossier, make an independent evaluation and recommend for or against promotion and/or tenure."

   Additionally, the College Committee is responsible for:
   - Reviewing the dossiers and recommend changes, if any, that could strengthen or clarify the presentation of the candidate's accomplishments.
   - Providing independent evaluations of candidates selected for CoF senior faculty and administrator positions that include awarding of indefinite tenure and/or appointment at the rank of Professor. These evaluations are likely to occur outside of the normal annual schedule for reviewing dossiers.
     - The exception is for the position of dean where the determination is made by the Provost.
   - Periodic review of the college-level promotion and tenure process and recommendation of clarifications and improvements to the Forestry Executive Committee (FEC).

B. **Composition of the Committee**
   The committee consists of two faculty elected from each department and one member elected from the Extension forestry faculty. Members must be tenured, associate or full professors with at least 0.5 FTE in the College to be eligible for election. College administrators (e.g. dean, assistant and associate deans, department heads) are not eligible to serve.

**Term**

~~Each member is appointed to a 2-year term that begins on July 1. The terms of the committee members shall be staggered so that 1/3 of the membership expires each year. Members are eligible to serve successive terms (per election by their department). For those members appointed to replace another member mid-term, they will be appointed for the term the original member was to serve; replacement members must be elected by their unit.~~ Members are appointed normally to two year terms beginning on July 1. The terms of the committee members will be staggered so that 3/7 of the membership will expire on odd years and 4/7 of the membership will expire on even years annually. Members are eligible to serve successive terms (per election by their department). For those members appointed to replace another member mid-term (per election by their department), they will be appointed for the term the original member was to serve.

**Elections**

During the spring term, the Dean's Office will notify those units whose representative's term will expire to initiate the process to elect a successor. Any faculty member with tenure and/or a promotion track appointment (e.g. instructors, faculty research assistants, and professorial rank faculty), on at least a 9-month contract, and with at least 0.5 FTE in the College are eligible to vote in their respective unit elections.

**Chair of the Committee**

On July 1, the continuing and incoming committee members shall elect the chairperson for the next academic year.

**Review of the Committee and its Operations**

Before the end of the academic year, the committee shall review the functions, procedures and composition of the committee and forward to the Forestry Executive Committee any recommendations for change.

**C. Process for Standard "In-cycle" P&T Reviews**

Departments initiate documentation and evaluation of materials through their respective committee process, including preparation of a faculty committee evaluation and recommendation letter, as well as a candidate rebuttal, if appropriate.

1. The letter of evaluation prepared by the **Departmental P&T Committee** must contain a statement that describes the process used to constitute the committee. While a general evaluation of the case should be included in the letter, this should be supported by specific statements that address whether University individual criteria for promotion and tenure have been met (found in the OSU Faculty Handbook on Promotion and Tenure). The letter should conclude with a statement indicating the total number of faculty voting on a case, the number of yes versus no votes, the number of abstaining faculty, and whether there were conflicts of interest and if there were how they were resolved.

2. The **Department Head** prepares an independent letter of evaluation and recommendation. The Department Head should include an explanation of any issues or exceptional circumstances that influence the interpretation of the case (e.g., undocumented but agreed upon changes in the position description, timing or completeness of peer teaching materials). The completed and signed dossiers, in the form that they would be submitted to the Provost, are forwarded to College P&T Committee.

3. The **College P&T Committee** independently evaluates the dossier – including all letters of evaluation and recommendation from the Department Head, the departmental committee, external reviewers, and the student or client representatives; together with any candidate's response to non-confidential evaluations to which they have access.

4. The **College P&T Committee** prepares a letter to the Dean conveying the outcome of their evaluation, including a recommendation for or against the proposed promotion and/or tenure action and a vote tally. The letter should reference this administrative memo to document the process used to constitute the committee. College P&T Committee members who have signed department level letters of evaluation shall recuse themselves from votes on these cases. The letter should conclude with a statement indicating the total number of faculty voting on a case, the number of yes versus no votes, the number of abstaining faculty, and whether there were conflicts of interest and if there were how they were resolved.

    **NOTE**:  If, in the process of reviewing the dossier, the College P&T Committee identifies concerns with the department-level statements, including if they believe that significant points for or against the candidate have been missed, the Committee writes an internal memo to the Department Head detailing the concerns and includes suggested changes that could strengthen or clarify the presentation of the candidate's accomplishments in the dossier. The Dean is copied on this memo as a record of the Committee's concerns and for purposes of transparency in the review process; this memo will not be retained in the dossier.

5. **The Department Head** or departmental committee responds by modifying and resubmitting the dossier or by rebutting College P&T Committee comments in writing. The College P&T Committee considers any revisions in the dossier and departmental response as they complete their evaluation.

6. **The Dean** conducts an executive review with Department Head and candidate, utilizing all letters as the basis for recommendation to the Provost. The Dean copies the Candidate and the Department Head in his/her communication to the Provost.

7. **The Provost** makes the final decision.

D. **Process for "Out-of-cycle" Reviews**
   These are reviews associated with searches for senior faculty and administrator positions that include awarding of indefinite tenure and/or appointment at the rank of Professor. Regarding the process and dossier, Academic Affairs has [established two processes](#) for hiring an academic faculty member with tenure: the first is for faculty who do not have tenure at their current institution, and the second is for faculty who do hold tenure at their current institution. The differences for each case are noted below.

1. The **Chair of the College P&T Committee** will assign a member(s) to be embedded with the Search and Screening Committee, at a minimum during the finalist selection process. The member(s) will represent the College P&T Committee in a review and evaluation of the application materials submitted by each finalist against the university standards for awarding of indefinite tenure and promotion to the rank of Professor. Typically, the Committee member(s) assigned will be the one(s) most familiar with the discipline of the finalists.

    If the judgment of the Committee member(s) is that a finalist's record of

accomplishment might not be sufficient to warrant awarding of indefinite tenure or the rank of Professor, the full College P&T Committee will be convened. If the Committee finds sufficient cause for concern, the Committee Chair shall write a letter expressing concern to the hiring authority, with a copy to the Chair of the Search and Screening Committee. The hiring authority shall review the concern and, in consultation with the Chairs of the College P&T Committee and the Search and Screening Committee, make a decision on whether or not to interview that finalist.

2. After a finalist is selected and offered the position:
    a. **The Dean** notifies the prospective Department Head of the appointment.
    b. **The Department Head** initiates an out-of-cycle review, and assists the new hire in preparing the dossier.

        For new hires who DO NOT have indefinite tenure at their current institution, the dossier does not need to follow the OSU dossier format, but it:
        - should contain a CV that demonstrates a record of scholarship;
        - should contain documented evidence of effective teaching/mentoring of students;
        - should contain documented record of university/professional service
        - should contain independent outside letters of evaluation (these may the same as those submitted as part of the application);
        - does not need to contain an OSU student letter of evaluation

        For new hires who DO have indefinite tenure at their current institution, compile a dossier as instructed by Academic Affairs.
    c. P&T Review from this point follows the same process as "In-cycle" Reviews noted above in section C, including final review and approval by the Provost.

## Appendix A

**UNDERGRADUATE COURSES TAUGHT (EXAMPLE):**
**Question 2: The instructor's contribution to the course was:**

| Year | # Students | Very Poor % | Poor % | Fair % | Good % | Very Good % | Excellent % | Unable to Rate % | Mean | Median |
|---|---|---|---|---|---|---|---|---|---|---|
| **COF 5-YR AVG. (03-08)** | | | | | | | | | | |
| **Instructor Term/Year Course** | | | | | | | | | | |
| S04    FE 3xx | | | | | | | | | | |
| W05    FE 3xx | | | | | | | | | | |
| W06    FE 4yz | | | | | | | | | | |
| W07    FE 4yz | | | | | | | | | | |
| W08    FE 4yz | | | | | | | | | | |
| SP08  FE 2zz | | | | | | | | | | |

**GRADUATE COURSES TAUGHT (EXAMPLE):**
Question 2: The instructor's contribution to the course was:

| Year | # Students | Very Poor % | Poor % | Fair % | Good % | Very Good % | Excellent % | Unable to Rate % | Mean | Median |
|---|---|---|---|---|---|---|---|---|---|---|
| **COF 5-YR AVG. (03-08)** | | | | | | | | | | |
| **Instructor Term/Year Course** | | | | | | | | | | |
| F04    FE 5xx | | | | | | | | | | |
| F05    FE 5xx | | | | | | | | | | |
| F06    FE 5xx | | | | | | | | | | |
| F07    FE 6yz | | | | | | | | | | |

## Appendix B

Summary of all grant and contract support.

| | # Attempts (as PI)** | # Funded (as PI) | Funding Rate (as PI) | Total $ | My Share $ |
|---|---|---|---|---|---|
| Competitive (total) | | | | | |
| Competitive, (External*) | | | | | |
| Competitive, (Internal*) | | | | | |
| Non-competitive | | | | | |
| Declined Pre-proposals | | | | | |
| Total (incl. pre-proposals) | | | | | |

*Internal or External to the institution that the PI was employed at time of submission
**White papers, pre-proposals, full proposals, memorandum of agreements, joint venture agreements, Agricultural Research Foundation gifts, etc.