PT 1: Schedule and Overview for Candidates

EECS P&T ACTION ITEMS
Tenure Track Faculty and Professors of Practice
Approximate deadlines

Submission Deadlines:
April 1st-A, B, C
May 1st h-MENTORS TO BE ANNOUNCED
June 1st- D,
June 15th- Reviewed and updated, D, E & F

Submit to:
Tom.Weller@oregonstate.edu and Janet.Amador@oregonstate.edu

Instructions:
Review the OSU promotion and tenure guidelines:
https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines

Visit this site for current dossier template: http://engineering.oregonstate.edu/promotion-tenure

A – SUBMIT EIGHT STUDENT REFERENCES who can write supporting letters for you. **April 1st**

- *Submit your full advisee list.*
- *Include undergraduate students, graduate students-students you have taught. You may use the spreadsheet on the next page or submit via Excel.*

B – SUBMIT EXTERNAL REFERENCES –**Deadline is April 1st**

- *6-8 external references from tenure/tenure track faculty.*
- *Your list should include reference name, email and phone number. See page 2.*
- *Please provide a short bio for each reviewer, example is on page 2.*
- *Be certain that there are no **clear conflicts of interest**, as they will be disqualified. For example, "doctoral supervisors, post-doctoral supervisors and collaborators all have a potential conflict of interest." – Source: Faculty Status Committee Guidelines and Procedures*

C – SIGN YOUR WAIVER FORM for the external and student letters (OPTIONAL)

- *It is up to you to waive or not to waive your rights for access to letters.*
- *If you waive your right to access, you still receive the student summary letter which summarizes the individual letters from students. None of the committees or evaluators are provided the individual student letters and they are not included in your dossier.*
- *Students are notified if you have not waived your rights to access, at the time letters are requested from them.*

D – PRELIMINARY DOSSIER –**June 1st**

- *Preliminary dossier is due to the mentor by June 1st.*
- *For courses in Spring 2020 through Spring 2021 that do not have eSET scores, you may use the phrase, "Course eSET scores omitted per COVID-19 accommodations/recommendations" in Section B2.*

E - COMPLETE YOUR DOSSIER – June 15th

- *Reviewed and updated dossiers are due to the school by **June 15th.***
- *Visit this site for current template: http://engineering.oregonstate.edu/promotion-tenure*

F – SUBMIT YOUR TOP 3 PAPERS- June 15th.

- *Send in each paper as a separate pdf.*
- *These papers will be sent to the references.*

This worksheet contains information protected by the Privacy Act of 1974

Name:

SIX to EIGHT EXTERNAL REFERENCES

NAME	EMAIL	PHONE NUMBER-if readily available

BIO INFORMATION for each reference:
Example of short bio requested for each external reviewer. (Submit separately to Tom and Janet)
Name of reviewer:
Phone number:
Email addresses: as many email addresses that are possible for contact
Place of Employment:

The short bio should include: John/Jane Doe, is a Professor at University of___ in the college/school of____.
He/She received Ph.D. from_____ in (subject)_____in the year ____. Research includes:

If the external reviewer is from industry, please provide as much detail as possible;
Name of company
Location of company
Position (title)
Length of time in role, and industry specialty.

EIGHT STUDENT REFERENCES

NAME	EMAIL

Note: Janet Amador is available if you would appreciate a review for formatting or other documentation concerns.

EECS Promotion ACTION ITEMS:
Instructors, SRI, FRA

Updated dates for 2024

Submission Deadlines:
April 1st-A, B
May 1st -MENTORS TO BE ANNOUNCED
June 1st- C
June 15th-D, Reviewed and updated

Submit to:
Tom.Weller@oregonstate.edu and Janet.Amador@oregonstate.edu

Instructions:
Review the OSU promotion guidelines:
https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines

Visit this site for current dossier template: http://engineering.oregonstate.edu/promotion-tenure

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A – SUBMIT EIGHT STUDENT REFERENCES who can write supporting letters for you. **April 1st**

- *Include a mix of undergraduate students and graduate students, including those you have advised and/or taught in your courses.*
- *You may use the spreadsheet on next page for this or submit via Excel.*

B – SIGN YOUR WAIVER FORM for the external and student letters (OPTIONAL)

- *It is up to you to waive or not to waive your rights for access to letters.*
- *If you waive your right to access, you still receive the student summary letter which summarizes the individual letters from students. None of the committees or evaluators are provided the individual student letters and they are not included in your dossier.*
- *Students are notified if you have not waived your rights to access, at the time letters are requested from them.*

C – PRELIMINARY DOSSIER – June 1st

- *Preliminary dossier is due to the mentor by June 1st.*
- *For courses in Spring 2020 through Spring 2021 that do not have eSET scores, add an asterisk to the box, footnote it with the phrase, "Course eSET scores omitted per COVID-19 accommodations recommendations".*

D - COMPLETE YOUR DOSSIER – June 15th

- *Reviewed and updated dossier is due to the school by **June 15th**.*
- *Visit this site for current template: http://engineering.oregonstate.edu/promotion-tenure*

EIGHT STUDENT REFERENCES

NAME	EMAIL

Note: Janet Amador is available if you would appreciate a review for formatting or other documentation concerns.

EECS Mid Tenure P&T ACTION ITEMS

Submission Deadlines:
November 1st-Mentor assigned to faculty
November 15th, November 30th and January 31st- **A**
January 15th- **B & C**
January 31st- Reviewed and updated **A,B, C**-Finalization of dossier

Submit to:
Tom.Weller@oregonstate.edu and Janet.Amador@oregonstate.edu

Instructions:
Review the OSU promotion and tenure guidelines:
http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines

Visit this site for current dossier template: http://engineering.oregonstat.edu/promotion-tenure

A - COMPLETE YOUR DOSSIER – November 15th, November 30th and January 31st deadlines

- *Mentor to receive preliminary dossier by November 15th for review.*
- *Preliminary dossier is due to the dossier sub-committee by November 30.*
- *Reviewed and updated dossiers are due to the school by January 31st.*
- *Visit this site for current template: http://engineering.oregonstate.edu/promotion-tenure*

B – SUBMIT EIGHT STUDENT REFERENCES who can write supporting letters for you.- January 15th

- *Tenure track faculty should include a mix of undergraduate students, graduate students and advisees-students you have taught (totaling 8 names)*
- *Submit your full advisee list*

C – SIGN YOUR WAIVER FORM for the student letters-January 15th

- *It is up to you to waive or not to waive your rights for access to letters from external references and the individual student letters.*
- *If you waive your right to access, you still receive the student summary letter which summarizes the individual letters from students. None of the committees or evaluators are provided the individual student letters and they are not included in your dossier.*
- *The individual external letters are included with the dossier and all reviewers will see them; excerpts from those letters that are deemed important by the committees/reviewers are included in the letters provided to you. You will also have access to the individual letters if you do not waive your right to access.*
- *Students and external references are notified if you have not waived your rights to access, at the time letters are requested from them.*

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Name:_____

EIGHT STUDENT REFERENCES

NAME	EMAIL	PHONE NUMBER if readily available

PT 2: Process Summary for Candidates

PT2 Process Summary for Candidates

*Select areas of the information below will apply for professorial faculty (tenure track, tenured and professor of practice) candidates only.

Summary of the Promotion Process

1. *In the winter term, professorial faculty candidates seeking promotion are asked to provide a list of potential evaluators to the school (see PT1: Schedule and Overview for Candidates).
2. In the spring term, a Dossier Mentor is assigned to each candidate to assist with the preparation of the dossier.
3. *In the spring and summer terms, professorial faculty dossiers will be sent to (external) evaluators with a request for review letters that should be received by late summer or early fall.
4. The peer teaching evaluation is completed by members of the dossier subcommittee that are assigned to the candidate's case. Note: the peer teaching evaluation may take place in the winter or spring term preceding the submission of the dossier, although it is more often performed in the fall term following the dossier submission.
5. Submission of final dossiers occurs in the fall; prior to the dossier receiving its first formal review by the department P&T committee, the candidate must sign (Docusign is allowed) and date a certification that the open part of the dossier is complete.
6. *Professorial faculty candidates: a 10-minute presentation is given to the P&T committee in the fall term; all faculty are invited to attend. See below for additional details.
7. P&T committee evaluates the candidate's application for promotion and takes an anonymous vote of all eligible P&T committee members.
8. P&T committee writes its summary recommendation letter.
9. All dossier materials are forwarded to the unit chair.
10. Unit chair writes their summary recommendation letter.
11. Unit chair meets with candidate to review the student summary letter, unit recommendation letter and their own recommendation letter. The candidate has up to 7 days to rebut the findings of the committee and supervisors.
12. All dossier materials are forwarded to the college for review by the Faculty Status Committee.
13. Faculty Status Committee evaluates the candidate's dossier, writes its summary recommendation letter, and forwards all dossier materials to the dean's office.
14. Dean's office evaluates the candidate's dossier and writes its summary recommendation letter.
15. Dean meets with the candidate to discuss the Faculty Status Committee letter and their own recommendation letter. The candidate has up to 7 days to rebut the findings of the Dean and the Faculty Status Committee.
16. *For professorial faculty candidates: all dossier materials are forwarded to the university committee. The promotion process for non-professorial faculty ranks is concluded with the dean's review.

General Guidelines for Professorial Candidate Presentations to the P&T Committee

Presentations are strictly timed and limited to a 10-minute duration. Your presentation will be stopped at the 10-minute mark. Questions are addressed at the end of the 10-minute period.

The committee is looking for a presentation that clearly demonstrates the candidate's impact and potential impact. The suggested – but not required – format is to use the first five minutes on contributions and accomplishments in research and scholarship, and to use the rest of the time

discussing how the work has impacted science and technology and the technical community, society in general, OSU and EECS through research, teaching and service activities.

Note: lengthy and non-technical biographical sketches including all the places in the world a candidate has lived are generally not useful to the committee except when a candidate uses this information to make a direct connection to their contributions and impact.

Process for Peer Evaluation of Teaching in EECS

OSU provides formal guidance on the peer review of teaching in its Promotion and Tenure Guidelines (http://oregonstate.edu/facultystaff/handbook/dosguide.html). The most notable statements are pasted below (emphasis added).

When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. *Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role.*

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:
- contribution in curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning; and
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Peer evaluations should be based on a review of course syllabi, texts, assigned reading, examinations, class materials, and other assessments such as attendance at lectures as appropriate for the field and subject area. Peer teaching evaluations should be systematic and on-going, following unit guidelines for peer review of teaching.

PROCESS
1. Faculty with responsibilities in instruction will receive at least one peer teaching evaluation within the three years preceding any decision on promotion and/or tenure. [Note: *the frequency of peer teaching evaluations is under review as of August 2022*.]

2. Each peer teaching review will be conducted by a sub-committee of at least three members of the EECS P&T Dossier Committee as selected by the dossier committee chair.

3. The sub-committee responsible for conducting a peer teaching review will meet with the candidate as early in that process as possible, in order to:
   - gain awareness of the candidate's (i) background in relation to teaching in general as well as teaching the particular course associated with the review, (ii) approach to organization and delivery of the material (e.g., use of teaching and learning strategies, incorporation of new and existing technologies, etc.), (iii) approach to assessment of student learning, and (iv) contribution to development of the course, among others;
   - make a plan for adequate access to course materials such as syllabi, text(s), assigned reading, examinations, class materials, etc. for committee review; and

- identify (i) two dates for visiting the class, (ii) who will visit on each date, and (iii) what elements will be evaluated during each visit.

4. The committee responsible for conducting a peer teaching review will write a peer teaching evaluation. The peer teaching evaluation will consist of a letter to the Head of the School of EECS, containing a summary evaluation of course materials and observations made during classroom visits. This letter should at a minimum relate directly to intellectual content, course delivery, approach used for assessment of student learning.

Split Appointments or FTE's.
A faculty member with split appointments between two units will be evaluated by the unit committee and chair in each unit, and by the college committees and deans if the appointment is split across colleges. In each case, the corresponding entity of the minority unit prepares first a letter that is then used by the entity in the majority unit to inform their decision. The candidate will prepare their dossier following the guidelines of the major unit. A peer teaching evaluation may be performed independently by each unit, or jointly by both. Both units request and process student letters according to their respective procedures.

The letters in the dossier are filed in the following order:
- Majority unit P&T committee letter
- Minority unit department's P&T letter
- Majority School Head letter
- Minority School Head letter

University Review and Recommendation (for Professorial Faculty)
Each dossier will be reviewed for completeness by the Senior Vice Provost for Faculty Affairs. Where additional information is needed, the candidate's supervisor or dean will be contacted.

Completed dossiers that have received uniformly positive recommendations at the previous levels of review will be forwarded to the Provost and Executive Vice President, who will assure that University-wide standards have been met. In reaching a final decision, the Provost and Executive Vice President may confer with others as appropriate. All dossiers that have received mixed recommendations at the unit or college level will be reviewed by the University Administrative Promotion and Tenure Committee, which is chaired by the Provost and Executive Vice President and consists of the Senior Vice Provost for Faculty Affairs, the Vice President for Research, the Vice Provost for Outreach and Engagement, the Vice Provost for Undergraduate Education and the Vice Provost and Dean of the Graduate School.

The purpose of the University review is to ensure that all faculty are held to common standards, and to resolve disagreements in previous recommendations. In cases in which the members of the University Administrative Promotion and Tenure Committee are divided over the final recommendation, or in which their recommendation differs from those of the college or unit, the candidate's dean and supervisor will both be invited for discussion.

The Faculty Senate Promotion and Tenure Committee will have access to all dossiers under consideration, and representatives of the committee will observe the deliberations of the University

Administrative Promotion and Tenure Committee on cases where clarification or discussion with deans and/or supervisors takes place, to ensure an equitable process for all faculty.

Decisions and Appeals
When all necessary reviews and discussions have been completed, the Provost and Executive Vice President will make the final decision. Candidates will be informed of the decision in writing. In the case of a negative decision, the basis for the denial will be stated, along with information on the right to appeal.

Faculty not approved for promotion or tenure by the Provost and Executive Vice President may appeal to the President within two weeks of receipt of the letter announcing the decision. Extenuating circumstances, procedural irregularities that were not considered by the Provost and Executive Vice President, and factual errors in the evaluations are grounds for appeal. When appealing, the candidate should write a letter to the President stating which of the above criteria for appeal applies, and stating the facts that support the appeal. No other supporting letters will be considered. The President has the right to request additional information.

Mid-Term Reviews – Tenure Track Faculty (adapted from Faculty Handbook)
Mid-term reviews for faculty on annual tenure-track appointments are usually conducted during the winter quarter of the third year of the initial appointment.   These reviews are in addition to the regular annual review.
Process includes:
- Review is discussed with eligible faculty by the school head during the winter or spring of the academic year prior to the planned review.
- Faculty member prepares a dossier which is similar in format to the final promotion and tenure process which includes:
  - Student letters
  - A peer teaching review
  - A presentation by the candidate during a promotion and tenure committee meeting.
- No external letters are utilized in the mid-term review process.
- The dossier is reviewed by the school's promotion and tenure committee, after which a committee letter is generated and sent to the school head. No votes are taken for the mid-term review.
- The school head schedules a meeting with the faculty member to discuss the outcome of the review and the initial recommendations.
- The school head forwards the dossier to the dean for review.
- At the discretion of the dean, the review is either signed and returned, or a meeting is scheduled with the faculty member and the school head.
- In the event of a meeting at the college level, the dean will send written comments to the faculty member on their performance relative to the P&T guidelines. The dean's letter including any modifications, is sent through the school head for signature and response if desired.
- The school head reviews the final results of the mid-term review with the faculty member and discusses issues or concerns raised during the review. A copy of the review and the recommendations, signed by the faculty member, the school head and the dean is placed in the individual's personnel file.

Professor of Practice

Promotion for the Assistant/Associate Professor of Practice rank requires that at least 6 years have elapsed since their initial hire date or last promotion, AND, that the candidate has accumulated a minimum of 4.5 FTE years in services since their initial hire date or last promotion. These requirements are included in the CBA (Collective Bargaining Association) guidelines.

- Promotion for this rank can vary from after the 6-year mark to any year after that point. Thus, mid-term reviews will depend upon the faculty member's timeline.
- During the 3rd year, the school head or supervisor will discuss with the faculty member the timeline for the promotion process and their plan to move forward.
- The faculty member will follow the tenure track promotion and tenure process.

Faculty Research Assistant/Senior Faculty Research Assistant rank

Faculty Research Assistants are eligible for promotion after they have completed 4 years of service since the initial hire date or last promotion and 3.0 FTE. This rank does not require a mid-term review for promotion purposes. Annual reviews with the school head or supervisor are required.

Article XV. Periodic Review of Faculty: Procedures, policies, and criteria for Periodic Review of Faculty (PROF) are developed and modified by each academic unit, with faculty input, and will be made available to the bargaining unit members.

- Fixed-term bargaining unit members who have not achieved promotion will receive an annual PROF consistent with unit, college, campus, and university policies and procedures.
- Fixed-term bargaining unit members who have achieved promotion will receive a PROF consistent with unit, college, and university procedures at least once every three years.
- Tenure-track bargaining unit members will receive an annual PROF consistent with unit, college, campus, and university policies and procedures until they have achieved promotion.
- Tenure-track and tenured bargaining unit members who have achieved promotion will receive a PROF consistent with unit, college, and university procedures at least once every three years. Bargaining unit members are entitled to a PROF in any year upon request by the bargaining unit member.

The initiation of the PROF is the responsibility of the supervisor, academic unit head, review committee chair, or the appropriate administrative officers. In each instance, the PROF shall include:

a. written assessment of the bargaining unit member's progress in fulfilling the duties described in their position description;
b. the sources of information used as the basis for evaluation; and
c. an assessment as to whether the bargaining unit member exceeded, met, or failed to meet expectations for satisfactory performance.

The PROF shall be based only on material that is appropriate to the bargaining unit member's position description and performance of assigned responsibilities.
The bargaining unit member must be provided the opportunity to read and initial the PROF and furnish written comments, explanations, and/or rebuttal materials. The PROF will be placed in the bargaining unit member's personnel record.

PT 3: Committees and Evaluation Letters

PT3 Committees and Evaluation Letters

Resources:
1. OSU Faculty Handbook https://facultyaffairs.oregonstate.edu/faculty-handbook
2. Dossier templates and example – https://engineering.oregonstate.edu/promotion-tenure
3. Timeline for P&T process - https://engineering.oregonstate.edu/promotion-tenure
4. EECS P&T Action Items – distributed to P&T candidates by the EECS administrative assistant several months before the dossier submission deadline.
5. Dossier Mentor – the School of EECS will assign a faculty member to serve as a dossier mentor for each candidate, helping to review the dossier prior to its distribution to external letter writers (tenure track and tenured faculty) during the summer term.

In the following, the candidate is the faculty member who is undergoing a mid-tenure review or is being considered for promotion and/or tenure.

Committee Description and Composition:
The **Dossier Committee** is responsible for carrying out activities for tenure track and non-tenure track faculty that relate to dossier preparation, to assist the evaluation by the **P&T Committee**. The Dossier Committee is essentially a subset of the P&T committee. There are several 3-person **sub-committees of the Dossier Committee**, each being responsible for handling matters pertaining to a specific candidate; one person is responsible for the Student Letter, one the Teaching Letter, one the overall Committee Letter, and the fourth person helps also with the Committee Letter. A faculty member may serve on multiple sub-committees of the Dossier Committee. A faculty member who serves on the dossier sub-committee for a given candidate should also meet the eligibility rules for serving on the P&T Committee for that candidate, as detailed immediately below. One faculty member is typically selected to oversee the student letter process for all candidates.

The **P&T Committee** is responsible for reviewing and evaluating candidate dossiers and voting on the promotion and/or tenure promotion cases. Since the faculty members who are eligible to serve on the P&T committee vary depending on the rank and position of the candidate, it is convenient to define a unique P&T Committee for each individual candidate.

Composition of a P&T Committee: As ratified in the school vote on 9/26/20, and as amended on 10/26/22, the rules for P&T committee eligibility and thereby voting authority are as follows:
- Tenured faculty vote on promotion cases for
    - tenure stream candidates currently at ranks below them
    - all instructor candidates
    - all professor of practice candidates
    - all faculty research assistant candidates
    - research faculty candidates currently at ranks below them
- Instructors vote on promotion cases for
    - instructor candidates currently at ranks below them
    - professor of practice candidates currently two ranks below them (i.e. senior instructor II votes on promotions to associate professor of practice)
- Professors of practice vote on promotion cases for
    - professors of practice currently at ranks below them
    - all instructor candidates
- Research faculty vote on research faculty candidates currently at ranks below them.

- Faculty Research Assistants vote on Faculty Research Assistant candidates currently at ranks below them.
- Those with a conflict of interest with a candidate are not eligible to vote on that case.
- If a person is not voting-eligible, they do not participate in the discussion. "Discussion" can include dossier committee meetings, peer evaluations, etc.

Faculty candidates whose supervisor is <u>not</u> the school head: in this situation, the candidate's supervisor will write an independent evaluation letter of the candidate based on their knowledge of the candidate's performance and with the aid of the candidate's promotion dossier. The supervisor will not be given access to student letters, P&T committee letters, or external letters in preparing their evaluation. The supervisor letter is included along with the materials from the P&T committee that are provided to the school head. The letter from the supervisor is not among the materials shared with the candidate during the meeting with the school head.
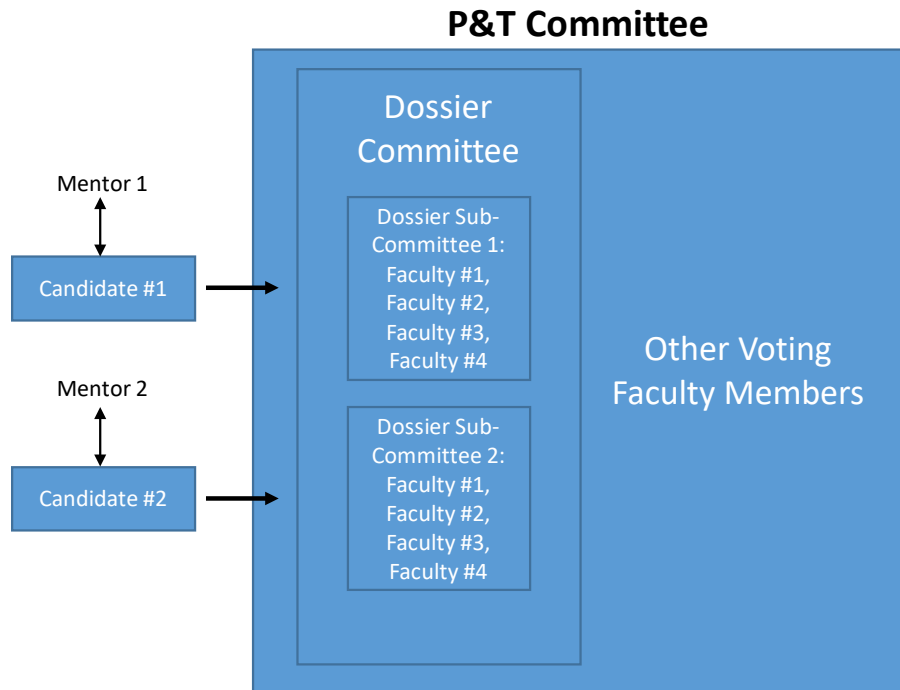
Faculty members in the School of EECS may be asked to write letters of evaluation for EECS faculty promotion candidates who are in the instructional ranks. These letter writers will be informed that they should only provide letters when they do not have a conflict of interest. While these letter writers will not participate in the P&T committee discussions or voting, they may be consulted by the P&T committee at the request of a P&T committee member, should this be deemed helpful at any point during the discussion about the candidate. This policy was ratified by the school in June 2021.

There will be one faculty member who serves as chair of both the Dossier Committee and the P&T Committee(s). The chair will hold the rank of Full Professor that will serve for a nominal period of two years, with reappointment possible. It is preferred that there be one Vice Chair, who would normally be expected to become Chair once the position is vacated; the Vice Chair will hold the rank of Full Professor. The main things the chair of the committee does are: (1) present a summary of the candidate's accomplishments to the P&T committee (the school has a template for the presentations, and the Dossier Committee vets the presentations before the meeting); and (2) write the draft of the P&T committee letter for the candidate. The school has templates for letters for each case, and the letter is vetted before it goes to the P&T committee by Dossier Committee members. The draft letters sent to the P&T committee are also edited by the P&T committee members.

The school head is not a member of the P&T Committee. Associate school heads may serve as members of the P&T committee but should recuse themselves from participation for any given candidate when he/she assists the school head with writing the unit head letter.

All members must have at least a 0.5 FTE appointment at the time of service on the committee. Faculty members who are on sabbatical leave are not eligible to serve on the P&T committee.

A mentor will be assigned to assist a candidate in preparation of the dossier, especially if there is strong alignment between the research interests or teaching experiences of the mentor and candidate.

P&T Committee

Mentor 1

Candidate #1

Mentor 2

Candidate #2

Dossier Committee

Dossier Sub-Committee 1: Faculty #1, Faculty #2, Faculty #3, Faculty #4

Dossier Sub-Committee 2: Faculty #1, Faculty #2, Faculty #3, Faculty #4

Other Voting Faculty Members

External Letters:

- o Professorial faculty provide a list of 6-8 external references (candidate list) by **June 1**, and the school will identify an additional 3-4 external references (school list). An initial inquiry will be sent to 3-4 people on the candidate list and 3-4 people on the school list, asking if the references will agree to provide letters. The minimum number of letters required is 6, and the maximum allowed is 8. There must be at least as many letters received from the school list as from the candidate list. The process for managing external letters is included below in the section titled "*Process for Obtaining External Letters of Evaluation for Professorial Faculty.*"

- o A representative form letter can be found at: https://engineering.oregonstate.edu/promotion-tenure SAMPLE REPRESENTATIVE FORM (doc). Each reviewer is sent a copy of the candidate's position description, candidate's statement, and current vita.

- o Candidates are advised that no references with conflicts of interest are allowed. Details can be found here https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines by searching on "conflict".

Evaluations by Students (to begin in Summer Term):

   Phase I. Individual Student Letter: For each candidate, 6 students are asked to provide individual letters, and those students are chosen by the student-letter lead on the candidate's dossier sub-committee. Half of those 6 students are chosen randomly from class lists, and half are chosen from a list of 8-10 students provided by the candidate. The students chosen by the dossier sub-committee member are students that have taken classes with the candidate. The students chosen from the candidate's list have taken classes with the candidate, and some were advised by the candidate.

   Phase II. Summary Student Letters: For each candidate, a committee of two students are chosen to write a summary letter. The committee may be from the list of students who write letters in Phase I, but may also be outside of that list if the Phase I list becomes exhausted. The committee students are not

advisees of any candidate. The student-letter lead on the candidate's dossier sub-committee chooses one student from the candidate's list and one student from outside the list.

Supervisor's Letter:
According to OSU guidelines, in addition to the information available in the candidate's dossier, the supervisor may also consult the candidate's personnel file maintained in the unit. The supervisor's letter of evaluation will include a fair and balanced summary of performance relative to tenure and/or promotion considerations and is expected to include a summary of all solicited evaluations, confidential and non-confidential, received as part of a promotion and tenure review. The supervisor may include comments on any information in the candidate's file that is relevant to the evaluation of assigned duties, scholarship, collegiality, professional integrity, or willingness to accept and cooperate in assignments.

Document Storage:
Dossier Committee – Documents will be stored on a Box directory called *EECS.P&TBox-DossierComm*. External reference letters are stored separately in order to avoid unintended disclosure to the candidates.

Access to these folders will be given according to the voting eligibility described previously in this document.

P&T Committee – Documents will be stored on a Box directory called *Promotion & Tenure 20xx P&T*. The directory structure used above will be replicated here.

Conflict of Interest:
The P&T process at OSU requires that all conflicts be declared, and there be a note in the folders about how the conflicts were managed. A member of a candidate's P&T committee is in conflict and will be recused if (1) the relationship is personal; (2) the conflict involves an advisor-advisee relationship; and/or (3) the conflicted committee member asked to be recused. The recused member will not have access to the candidate's dossier, will not take part in the P&T committee's deliberations, and will not have a vote on the P&T action under consideration.

Other:
1. Once the dossier is certified, the only materials to be added subsequently will be the letters of committee and administrative review, and in some cases the candidate's response to an evaluation (the rebuttal). If manuscripts are accepted for publication, grant funding is received, or students graduate after the dossier is certified, it is the faculty member's responsibility to inform his or her supervisor in the form of a signed letter. That information will then be added to Section X and considered in the review.
2. The letter to external reviewers for tenure track faculty should NOT ask the reviewer to comment on whether or not the candidate would be promoted and receive permanent tenure at his/her institution.
3. The school head or the appropriate associate school head will advise faculty members of the expectations for receiving tenure and/or promotion upon hire, and should advise each faculty member annually as to whether they are on track for meeting those expectations. At P&T decision time, the P&T Committee will also evaluate the candidate, so the candidate is encouraged to seek the advice of the P&T committee members in the years before the candidate's P&T case is reviewed. However, the candidate should be aware that P&T committee membership might change from year to year.
4. Procedures for the mid-term review are similar to those for tenure except:

a. No external letters are requested
b. No vote of the eligible voting faculty is held

Process for Obtaining External Letters of Evaluation for Professorial Faculty
College of Engineering
Oregon State University
Approved Winter 2021

From the OSU Faculty Handbook: For professorial faculty, letters should generally be from leaders in the candidate's field, chosen for their ability to evaluate the parts of the dossier for which they have specific expertise. Letters should not be solicited from co-authors or co-principal investigators who collaborated with the candidate in the last five years. In general, letters should not be solicited from former post-doctoral advisers, professors, former students or others who may have a conflict of interest. If letters from any of these generally excluded evaluators are critical to candidate assessment, a detailed explanation of why their participation is essential and of why there is expectation for objectivity must be provided by the unit leader who requested their letter. Letters should generally be from tenured professors or individuals of equivalent stature outside of academe who are widely recognized in the field. External letters for professorial faculty should never be solicited from clients or others whom the candidate has directly served in his/her work.

In the final dossier, no more than half of the letters of evaluation can be from the list suggested by the candidate.

The process to be used by academic units within the College of Engineering is as follows:

1. According to the **OSU Faculty Handbook**, professorial candidates must submit a list of 6-8 evaluators who meet the criteria stated above and from this list at least three letters will be obtained for the final dossier. If additional names are needed, these will be obtained from the candidate by the unit head. The other evaluators are to be selected by the chair, head, dean, or faculty committee according to practices determined within the unit.

2. To assist with the identification of external evaluators, the candidate must provide a NSF Collaborative and Other Affiliations form (https://www.nsf.gov/bfa/dias/policy/coa.jsp and https://www.nsf.gov/pubs/policydocs/pappg18_1/pappg_2.jsp#IIC1e) or equivalent to the unit's faculty status (or promotion and tenure) committee and school head when the dossier is submitted or upon request, according to practices determined within the unit. Information related to conflicts of interest can be found at NIH Collaborator/Conflict of interest rules (https://grants.nih.gov/grants/peer/coi_information.pdf).

3. All letters must be requested by the unit school head or school head designee. The requester will determine the order in which potential evaluators are contacted.

4. Letters will be solicited from potential external evaluators contained in the list provided by the faculty candidate and the list generated by the academic unit. Potential evaluators should be contacted to ask their willingness to provide a letter. Only upon receiving a positive reply should the dossier and supporting documents be provided to the evaluator.

5. The university guidelines are that 6-8 letters should be included in the candidate's dossier, and that no more than half of the letters can be from the candidate's list. Accordingly, the academic unit will endeavor to obtain a *complete letter collection* comprised of 3 letters from the candidate's list and 3 or 4 letters from the academic unit list, or 4 letters from both lists.

6. No external letters will be included in the dossier materials available to the unit promotion and tenure committee until the complete letter collection is finalized. The unit chair, head, dean, and/or the unit's promotion and tenure committee chair should refrain from reviewing letters until the complete letter collection is finalized. A cursory review may be done to ensure letters

are of acceptable length, for example, but detailed review should not be done in order to avoid perception of bias in case a given letter is excluded from the complete letter collection (see below).

7. On occasion, the academic unit may be in possession of 4 letters from the candidate's list and only 3 letters from the academic unit's list; this can occur unintentionally and for a variety of reasons. When this occurs, the academic unit should attempt to secure an additional letter from the academic unit's list. When the situation is such that there is concern about the quality of the letter and/or potential bias that may be introduced by, for example, a 'last minute' request made relatively close to unit's P&T process deadline, the academic unit may choose to exclude a randomly-selected letter received from an external evaluator on the candidate's list from the complete letter collection. Decisions made to exclude a letter from the complete letter collection must be noted in the records with an explanation for the removal decision.

8. The dates on which all potential and actual external evaluators were contacted and the dates on which letters were received must be recorded.

9. The dossier must clearly indicate which outside reviewers were chosen by the candidate. If an evaluator was suggested by both the candidate and others, that evaluator will be considered among the candidate's pool of evaluators unless there is clear indication in the description of that evaluator why he/she should be included in the "other evaluator" pool.

10. The dossier must contain a brief (paragraph) description of each outside evaluator, which could be in biographical form. If an evaluator would generally be excluded due to conflict of interest concerns, per the above, the detail must be provided that makes it clear that they meet the conflict of interest criteria.

PT 4: Dossier Recommendations

Dossier Recommendations

School of Electrical Engineering and Computer Science

Summary: This document is meant to **serve as a guide** for faculty members who are preparing a dossier for promotion and/or tenure purposes, and for faculty who are assisting others in this process, e.g., as a mentor or as a member of the P&T Dossier Committee. The recommendations pertain primarily to the Candidate Statement (Section V of the dossier template). Other sections of the dossier template are prescriptive and require a strict format for material presentation. Section VIII, the Promotion and Tenure Vita, is one such section with a strict format that does not accommodate significant elaboration.

The intended outcome is to help a faculty member in preparing a dossier that does not leave it completely to the evaluator, i.e., the committee and external reviewers, to determine how effective one has been and how significant the achievements are. The evaluator's opinion and perspective will always be a part of the process, but it is best to present the evaluator with an appropriately structured document rather than a jig-saw puzzle as a starting point.

It should be noted that evaluations will be based on one's performance in responsibilities described in the position description (PD), and responses are only required on items related to those responsibilities. Responding to items related to responsibilities not in the PD is optional. Please contact the school's executive administrative assistant for assistance if you need a copy of your latest PD.

It is important to view this document in its proper context. The document is part of an effort to improve the effectiveness of the dossier prepared by a faculty candidate, and the suggestions that follow are only **recommendations on how to present the dossier material**.

Additional recommendations extracted from the OSU Faculty Handbook, which are useful for faculty in all tracks (instruction, tenure stream, research) are included near the end of the document.

Resources:
1. https://facultyaffairs.oregonstate.edu/faculty-handbook

2. https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines

3. https://facultyaffairs.oregonstate.edu/sites/facultyaffairs.oregonstate.edu/files/uaosu_and_osu _collective_bargaining_agreement_june_1_2020_to_june_30_2024_signed_0.pdf

General Recommendations:
Any faculty member who is preparing a dossier for application to promotion and/or tenure should **read the relevant portions of the OSU faculty handbook and Collective Bargaining Agreement** (see the Resources section above) and become familiar with guidelines established by the Faculty Senate for determining what is considered evidence of meeting the requirements for promotion and/or tenure. For Instructional and Tenure Stream Faculty, the categories in which a dossier will be evaluated are listed below, while those things that constitute evidence in each category are excluded for brevity (refer to the Faculty Handbook); the categories for Research Faculty can be found in the Faculty Handbook. You are encouraged to refer to the Faculty Handbook to confirm the current statements on P&T expectations.

Expectations for Promotion to Senior Instructor I:
- Have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience;
- have special skills or experience needed in the unit;
- have an exceptional record of achievement in the assigned duties.

Expectations for Promotion to Senior Instructor II:
Time in rank and sustained strong performance are minimum expectations for promotion to Senior Instructor II. It is expected that there will be committee members who look for evidence of professional growth and innovation in teaching and learning. Examples of professional growth include but are not limited to the attainment of new job-related skills, expansion in the number and/or scope of leadership responsibilities in the school or elsewhere on campus, and new mentoring roles of junior faculty or others. Innovation pertains to things that are new to an organization or community, and that provide value. It is especially useful in the candidate's dossier to include and discuss the process and metrics that one uses to measure value.

Expectations for Granting of Tenure:
Granted to faculty members whose character, achievements in serving the University's missions, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The tenure decision is based primarily on the candidate's performance of teaching, advising, service, and other assignments and achievements in scholarship.

Expectations for Promotion to Associate Professor:
- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- appropriate balance of institutional and professional service.

Expectations for Promotion to Full Professor:
- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- distinction in scholarship, as evident in the candidate's wide recognition and significant contributions to the field or profession;
- exemplary institutional and professional service, and an appropriate balance between the two.

The faculty handbook, in the Criteria for Promotion and Tenure section, points out that "outputs and impacts of faculty efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers." These 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.

While there are specific expectations in the P&T process, evaluating a candidate for promotion and tenure does not consist of referencing the candidate's dossier to some fixed checklist of required accomplishments. I.e., while the criteria for promotion and tenure are presented in the Faculty Handbook, the ways that a candidate can satisfy those criteria can vary widely. The Unit and the College view dossiers holistically, evaluating the contributions of the candidate to the School, the College, and the University within the framework established by the candidate's position description and the Faculty Handbook. Thus,

there is no single "correct" way for a faculty member to assemble a body of work worthy of promotion and tenure. Each year at your annual review (and more often as necessary) you will work with your unit head to assess whether the progression of your unique dossier is moving adequately along the path towards promotion and tenure.

How Letters Are Written – More often than not, the evaluation letter prepared by committees (school and college level) and administrators (school head and dean) will be organized according to those categories listed above. So, while writing a letter for a faculty member applying for promotion to associate professor, the first thing the committee may look for is evidence that the candidate has demonstrated effectiveness in teaching. There will be relevant information in the student summary letter and in the peer teaching evaluation letter. There will also be information about courses that were taught, the number of students enrolled, courses that were developed, and eSET evaluations; with the exception of the eSET evaluations, and that exception is even questionable sometimes, **none of this information is direct evidence of effectiveness – it is only evidence that those things occurred**.

Recommendations for Describing Your Teaching Record:
Depending on the particular case, a candidate's dossier needs to contain and should properly explain evidence of either effectiveness, distinction or an exceptional record of achievement in teaching. In the following, these attributes are referred to as the quality of teaching record for simplicity.

While it is important to summarize one's teaching philosophy and teaching-related activities in the Candidate Statement, neither of these is evidence of a particular level of quality. Evidence of quality should be based on results showing that something other than just the act itself occurred, and preferably some of the results are quantitative. It should not be surprising that it requires effort to measure and analyze the quality of our teaching. Some examples of evidence of quality that would enhance the candidate's case include:

- Efforts to Improve Curriculum Content and Delivery: Efforts to improve course material and/or the use and delivery of the material, especially when self-initiated, is evidence of quality teaching. Importantly, the steps taken to ensure the quality of the course/material should be explained, e.g., One should be able to complete a statement such as the following "In order to ensure that the curriculum need was effectively met, the following was done: …"
- Efforts to Understand Student Learning: An effort to gather information that the applicant has made a positive impact on student learning is evidence of quality teaching.
- Impact Outside of the Classroom: One example of broader impact is the adoption of one's teaching methods or curricular content by colleagues within or beyond OSU.
- Financial Support for Innovative Ideas: Education grants, especially those from competitive federal agency programs, provide strong evidence that one's ideas are evidence-based and often require some form of external evaluation of their effectiveness. As with publications, one should explain these grants in Section V even if they are listed in Section VIII.
- Vetting in the Academic Community: Publications and/or presentations in peer-reviewed education conferences or archival journal publications. If these papers are listed in Section VIII of the dossier, without some discussion in Section V, this is a lost opportunity for the applicant to support his or her claim of teaching quality.

To aid those who review your dossier, you may consider including information such as "The weighted average of eSet scores for questions 1 and 2 for CSXXX 400 and CSXXX 001 are 4.3/4.5 and 4.2/4.0." Or if appropriate, a statement such as "The weighted average scores for CSXXX 400 have improved to 4.3/4.5 since these teaching innovations were introduced in 2017."

Demonstrating distinction in teaching, which is one of the possible factors in considering cases of promotion to full professor, implies a level of excellence that sets the candidate apart from others. This may be achieved based on the evaluation (e.g., teaching evaluations) and/or volume (e.g., number of new courses developed) of work that is compiled. However, more often it requires work of such quality or innovativeness that it receives recognition and has impact beyond the institution. In many instances, textbooks, peer-reviewed publications and education grants provide platforms and support for distinctive teaching-related accomplishments. Section V of the dossier should argue the case for distinction directly, whether on the basis of volume, visibility or other.

Demonstrating an exceptional record of achievement in teaching is a requirement for promotion from instructor to senior instructor. As with distinction, an exceptional record implies a level of teaching quality that sets the candidate apart from others. Evidence of this accomplishment may be in areas that include but are not limited to the same example areas listed above (curriculum content and delivery, understanding student learning, etc.).

Recommendations for Describing Your Advising Record:
As with teaching, engaging in the advising process does not ensure that one has demonstrated effectiveness in advising. However, there are things that can paint a convincing picture of advising effectiveness that relate to the success of the advisees. These include: publications, especially in competitive venues as first-author; student paper and poster awards; competitive fellowships and scholarships; collaborative research opportunities abroad; and the quality of the first professional position upon graduation. Whenever possible, the candidate's statement should highlight these advising accomplishments. Better still, as fitting, the dossier should explain steps taken by the applicant to improve his or her advising practices, and how these have contributed to the success of the advisee.

As with teaching, evidence for distinction in advising implies a level of excellence that sets the candidate apart from others. One characteristic that an evaluator may look for is an increasing trend in the effectiveness of the advisor – this may mean an increase in volume (e.g., more PhD students graduating per year) or the prestige of the student successes (e.g., student paper awards at more competitive conferences). It certainly benefits the applicant to describe and defend the case for positive trajectories in their advising record.

Recommendations for Describing Your Research Record:
There is a tendency for applicants to describe their research interests, possibly provide an explanation as to why the research is important, and then summarize their grant funding and publication records. In some cases, the funding and/or publication record is such that the achievements in scholarship are self-evident. Most often, however, this approach requires that an evaluator analyze and interpret the data to draw his or her own conclusion. While any quality review will still entail this analysis and interpretation step, there are several things that a candidate can explain to aid in the process. These include but are not limited to:

- How the Research Has Advanced the State of the Art: To put the work in proper context, it is often helpful to summarize the intellectual merit of the work and explain how the technical community arrived at the current state of the art or state of practice, and what was missing. This is precisely the justification that is expected in the introduction of a peer-reviewed article, and the applicant should not assume that the evaluator knows what he or she is truly contributing to the field that is original and important.

- The Quality of the Publication Venues: This seems obvious, but simply knowing the acceptance rate of a conference or that a journal is published by IEEE doesn't necessarily mean that the evaluator will know where the publication venues fit into the hierarchy of a given field. The candidate should state which conferences or journals are the best in the field, and even indicate the percentage of publications that are appearing in those top venues. The evaluator is going to do the math anyway, so it doesn't hurt to try to make sure it is done accurately.
- The Competitiveness of the External Grants: Evaluators generally take the competitiveness of federal awards for granted; however, some funding opportunities are known to be more competitive than others. Similarly, evaluators may assume that industry-sponsored grants are not competitive and that all/most of them are based on relationships. However, there are definitely cases where this is very far from the truth, including those involving internal R&D competitions at large companies when a faculty member may partner with an engineer from the company and compete against many other groups. Even when the awards are less competitive, getting to the point of receiving funding from a company can require a significant effort in relationship building and, of course, solid new ideas – a candidate deserves credit for these accomplishments. Even more so when the funding is sustained over a number of years, and/or the amount of funding increases.
- Measurable/Quantitative Impact of the Research: Did the research lead to a patent, a technology license, and/or a new company? What is the applicant's citation history and what are the trends in publications/year and citations/year?
- Qualitative Impact of the Research: Is the applicant participating in conference workshops, giving invited talks, or being asked to serve on panels that are related to the research? Have new lines of research inquiry and/or multi-disciplinary collaborations emerged from the initial research? Workshops and talks may be listed in Section VIII, but tying them to the research studies in the narrative statement helps the evaluator to connect the dots properly.

One effective way to show evidence of distinction in scholarship is for the candidate to build the case that his or her group is recognized as being among the leaders in the respective field. As in all other areas of the statement, evidence of positive trends in productivity and impact is important.

Recommendations for Describing Your Service Record:
Properly interpreting a candidate's service record may be one of the most difficult duties of a typical evaluator. Without institutional knowledge, an external evaluator cannot be expected to understand the effort involved or contributions made by looking down a list of institutional service activities. The same holds true for external and internal evaluators alike, when it comes to service to the profession because there is such a wide diversity of societal and organization practices when it comes to editorial positions, organizational committees, etc.

The recommendation for the candidate is to review their service record, determine the important take-aways, and explain those in the dossier. An effective way to summarize a service activity is to add a parenthetical statement after the entry, e.g. "(The Technical Coordinating Committee, or TCC, is an 8-member board-level council that oversees the 20 technical committees of the institutes). This brief explanation is especially important when the name of a committee may not clearly indicate the functional role: e.g., the Promotion and Tenure Committee has a fairly widely understood purpose, whereas the Student Success Committee does not. The take-aways could include such things as:
- Selectivity of the Organizations – it is best for the recognition of the candidate, and of the school, if the service record includes activities with the top technical venues in the field.

- Recognition by Peers – many committees or positions are voted upon or at least have some form of selective process.
- Time Commitment – some service activities require 2 hours each year, and some require 2 hours each week.
- Impact – a committee might coordinate a one-time workshop, which is a nice service to the community but it doesn't have the same impact, perhaps, as a new society journal or scholarship program.
- Leadership – evidence of leadership, especially when that leadership leads to innovation and forward progress for an organization, makes a strong case. This applies for leadership both in university and professional society activities.

Formulating these take-aways from a professional service record is important whether the requirement is appropriate service or exemplary service. Naturally, the bar is higher if the expectation is for exemplary service, and so it could be argued that the dialogue on this topic in the dossier takes on an even greater importance. Ultimately, the evaluator needs to determine that the candidate has performed professional service that sets a high watermark that others in the current rank should aspire to.

Recommendations for Describing Your Contributions to the University's DEI Goals:
As stated in the COE P&T dossier template: *The OSU Faculty Handbook states that, "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." Contributions in this area may arise through the Candidate's research, teaching, advising, and service activities. Candidates should also indicate any professional development activities to this end*.

As in the categories of research, teaching and service, contributions toward achieving the University's DEI goals are more readily evaluated by the P&T committees when there are distinct plans, activities and outcomes described in the dossier. It is helpful to describe one's philosophy with respect to diversity, equity and inclusion but also important to include evidence of contributions. As noted above, an individual's DEI contributions can occur in conjunction with research, teaching, advising, service and/or professional development. Candidates are encouraged to consider this in their long term planning, and seek guidance from mentors and supervisors along the way.

Additional Recommendations: The following content is drawn primarily from the **OSU Faculty Handbook** to supplement the recommendations provided above.

Teaching: The teaching of students is central to the mission of Oregon State University. Most faculty have significant responsibilities in instruction:
- in presenting resident credit courses, international programs, for-credit distance learning programs;
- in directing undergraduate and graduate research or projects, internships, and theses, and serving on master and doctoral committees;
- in collaborating with and mentoring undergraduate and graduate students, and postdoctoral associates.

When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role.

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- contribution in curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, if available, following unit guidelines for peer review of teaching; tabulated responses from learners or participants of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

[If specified in the PD] **Advising**: All faculty members must also be committed to the well-being of students, both inside and outside the classroom. Effective advising helps create an environment which fosters student learning and student retention. The formal and informal advising and mentoring of undergraduate and graduate students is an indispensable component of the broader educational experience at the University.

Faculty advising may take the form of assisting students in the selection of courses or careers, serving as faculty adviser with student groups, assisting learners in educational programs both on and off campus, and mentoring students. For promotion and tenure, performance in such activities must be documented and evaluated. Documentation should include the number of students served and the advising or mentoring services provided. Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services, when signed by the students.

[If specified in the PD] **Research**: Research is the active pursuit of new ideas and knowledge. Research may add to our theoretical understanding of an area or may focus on the improved application of existing knowledge or methods. Scholarship related research results are demonstrated by characteristics such as peer review affirmation (see below). However, there are other outcomes of research activities that should be accommodated accurately in our system.

Many faculty members in technical fields are expected to participate actively in research. The exact definition of research for the purposes of promotion and tenure decisions, however, is discipline-specific. Thus, research may also include interpretation and application of new ideas or new methods that may have outcomes that are not peer reviewed but are consistent with the goals of the research project. Expectations and outcomes should be clearly understood by faculty within their specific discipline and delineated in faculty position descriptions, including the proportion of their research activities that are expected to have (or not to have) scholarship as outcomes.

[If specified in the PD] **Service**: Faculty service is essential to the University's success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions.

As with other duties, the FTE ascribed to service in the position description should be an accurate representation of the time assigned to the activity.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs (institutional service), and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which OSU is a part. The part of faculty members' service duties that draw upon their professional expertise and/or are relevant to their assignment, may be considered as a component of a faculty member's scholarship or creative activity, if the work meets the standard criteria of peer validation and dissemination. The appropriate designation of each service duty should be discussed with the individual's supervisor prior to taking on the duty.

Many faculty members make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University.

[If specified in the PD] **Other Assignments**:
These may include but are not restricted to the following: Counseling, Academic Administration, International Assignments, Information Services, Libraries, Diagnostic and Analytical Facilitation, and Student Services. Generally, these assignments:
- Involve discipline specific work for which the faculty member was hired
- Requires expertise and training at the faculty level
- Are done at the behest of others
- Will vary, depending on the specific assignment, in the degree to which they produce scholarly or creative outcomes directly attributable to the faculty member.

The specific expectations (e.g. for scholarship) of these assignments must be described in the individualized position description.

Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty member's success in achieving them. Documentation should include the number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and may be based on systematic surveys of, and assessments by, those who received the services, when signed by the evaluators.