

Administrative Memo #4  
College of Forestry  
Revised January 2001

## **COLLEGE OF FORESTRY FACULTY PROMOTION AND TENURE GUIDELINES**

### **PURPOSE**

This memo contains guidelines for faculty promotion and tenure in the College of Forestry. They supplement the current Oregon State University guidelines for faculty promotion and tenure and Administrative Memo 28 which outlines the processes to be used for faculty reviews. College of Forestry Administrative Memo No. 4 is intended to help faculty understand and meet the promotion and tenure criteria and to help those preparing or evaluating the documentation of faculty accomplishments. These guidelines in no way supersede the University Promotion and Tenure Guidelines.

### **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 must be engaged in scholarly activity relevant to their position. Each faculty member will have a position description describing their major duties and responsibilities. This document will include performance and scholarship expectations related to the University and College missions in resident 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 of Forestry. Position descriptions for these faculty will reflect expected scholarly activity. The position description and annual professional review will identify performance expectations.

### **POSITION DESCRIPTION**

Each faculty member shall have a position description describing major duties and responsibilities. This position description will include performance and scholarship expectations related to the University, College and Departmental missions in resident 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;  
need for effectively documenting scholarship and program development.

The position description is developed from the position announcement for new faculty, and mutually affirmed soon after the appointment. When the PROF review is conducted the position description is used as a basis for evaluating a faculty member's progress and performance. It will be reviewed at this time and modified if changes are needed. As faculty develop professionally it is reasonable to expect that the position description will be modified accordingly. Both supervisor and faculty signatures are required on any position description.

### **SCHOLARSHIP IN THE COLLEGE OF FORESTRY**

Scholarship provides the foundation for, and expands on, the three missions of the University: resident instruction, research, and extended education. Literally, as defined by Webster's Dictionary, scholarship refers to the character, qualities, activity or attainments of a scholar. It involves continued learning and achievement by the individual faculty member and living by high professional, academic and scientific ideals. From the contemporary perspective of a land-grant university, and, in particular that of the College of Forestry, scholarship is demonstrated in resident instruction, extended education, and research.

The definition of scholarship and creative activity found in the ***OSU Faculty Handbook*** is affirmed as the norm for the College of Forestry. 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.

### **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.

Promotion for non-professorial faculty in the College of Forestry is based on demonstrated competence, initiative, integrity, leadership and potential for professional growth. Specific promotion criteria for non-professorial faculty are found in the ***OSU Faculty Handbook***.

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.

### ***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. Specifically, this includes the following, in measures commensurate with the position description:

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 resident 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 resident 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.

### ***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.

### ***Resident Instruction and Advising***

Resident 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.

For Promotion to Associate Professor, faculty with resident 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, a faculty member 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; quality evaluation by appropriate peers;

significantly influencing the curriculum through major revision of existing courses, developing new courses, 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, 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.

### **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.

For Promotion to Associate Professor, a faculty member 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, there should be continued research productivity and quality, and a clear sign of growth and maturity in research achievements. Example 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 Anormal@ 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.

### ***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.

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, there should be 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.

## **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.

Examples include:

- leadership or participation in Departmental, College, University and local extended education committees (ad hoc or standing), faculty governance, 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, editorships;

- expert witness or testimony services.