INTRODUCTION

The promotion and tenure process for faculty in the College of Veterinary Medicine shall comply with currently approved policies and procedures of the University (see Faculty Handbook; Promotion and Tenure Guidelines: [http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines](http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines)). Membership and functions of the College Promotion and Tenure Committee are stipulated in the College Bylaws. Note that academic units must conduct mid-term intensive reviews for tenure track faculty, usually during the final quarter of the third year of the initial appointment (see Policy for Mid-term Reviews for Tenure-Track Faculty: [http://oregonstate.edu/admin/aa/faculty/pretenure.html](http://oregonstate.edu/admin/aa/faculty/pretenure.html)).

Performance criteria and standards employed in the promotion and tenure process shall be consistent with those formulated and applied during annual faculty evaluations, which will be tailored to suit the interests and expertise of the individual faculty member and the missions of the Department and College. The purpose of this policy document is to describe: procedures for peer and student evaluations of teaching; the composition and functions of the unit promotion and tenure review committee; and the procedures, criteria, and standards employed by the committees and department heads in the evaluation of promotion and tenure applications.

UNIT PROMOTION AND TENURE REVIEW COMMITTEE

Appropriate faculty review of an application shall be provided by a departmental promotion and tenure review committee, which shall consist of departmental professorial faculty (excluding the department head) with rank equal to or higher than the candidate being considered for reappointment, promotion, and/or tenure. The committee will be chaired by a tenured faculty member with rank equal to or higher than the candidate being reviewed and will be elected annually by tenured faculty, coincident with election of representatives to standing College committees. In addition, when requested by the department head or any faculty member being evaluated, the committee will provide counsel to the department head relating to assignments, annual evaluations, and position expectations.

PERFORMANCE CRITERIA AND STANDARDS

General Principles

Evaluation of candidates for promotion or tenure shall be consistent with their assignments to the missions of instruction, research, and service/outreach. These assignments and the specific expectations of each faculty position will be developed and documented at the time of initial appointment and subsequently updated during annual faculty evaluations. Depending on the relative balance of assigned responsibilities,
candidates must be able to demonstrate signs of excellence in one mission area and proficiency in one or more additional areas.

Irrespective of the assignment to instruction, research, and service, it is necessary that all professorial faculty, including tenured, tenure-track, and clinical appointments, contribute to the creative/scholarly work of the University. Such creative/scholarly work traditionally includes scholarship of discovery, integration, teaching, and application and usually involves the generation and analysis of novel data/ideas or the reevaluation and synthesis of existing data/ideas, followed by validation and communication of the work. However, the definition of scholarly work must be sufficiently flexible to provide for individual creative activity, but the onus is on the faculty member to demonstrate, to the satisfaction of the College and unit promotion and tenure review committees, department head, dean, and the OSU Promotion and Tenure Committee the existence and quality of such work. Such explanation should be included in the Candidate’s Statement, as required by University policy.

Contributions to the Instructional Mission

It is the responsibility of all professorial faculty to provide quality instruction to students, whether professional, graduate, or undergraduate. The quality of instruction should be determined by both student and peer review and, in the case of applications for promotion or tenure, must include the following:

Student letters of evaluation:

- Letters of evaluation will be solicited from individual veterinary and/or graduate students, depending on the instructional assignment of the faculty candidate. Department heads will compile a list of student evaluators, half of them nominated by the candidate and half of them nominated by department heads in consultation with the departmental promotion and tenure review committees.

- Individual letters of evaluation received from students will be maintained on file in the departmental offices and made available to a College student evaluation committee.

- When necessary, the College student evaluation committee will be appointed annually by the Dean and will consist of at least four students, half of the students nominated jointly by all candidates applying for promotion and/or tenure and half nominated jointly by the department heads.

- The College student evaluation committee will prepare a letter for each faculty candidate that summarizes the evaluations received from individual students. Names of the individual students providing letters of evaluation will be removed from the letters to retain confidentiality prior to the committee’s review.

Peer evaluation:

- Peer evaluation of teaching shall be systematic and on-going: Professorial faculty will be evaluated at least twice prior to application for tenure or promotion.
• Professorial faculty will be appointed by the department head to evaluate the instructional performance of individual faculty members progressing towards tenure or promotion. At the discretion of the department head and if requested by the faculty member being evaluated, evaluators may be from another OSU college.

• The faculty member being reviewed may nominate evaluators and will have the right to exclude someone from taking part in the evaluation.

• Evaluations should be based on a review of course syllabi, textbooks, assigned readings, examinations, class materials, and attendance at lectures as appropriate for the field and subject area.

• Classroom visits will be announced at least one day prior to the evaluation. Criteria used for evaluation of classroom teaching will include organization of instructional content, presentation skills, teaching strategies, content knowledge, and rapport with the students.

• A signed, written report will be prepared by each evaluator and maintained on file in the departmental office.

• All peer teaching reviews over the evaluation period will be summarized by the departmental promotion and tenure review committee or similarly constituted faculty committee and included in the candidate’s application dossier.

Contributions to the Research Mission

Faculty should recognize the importance of publishing their work in peer-reviewed journals and books. While the number of publications is not necessarily related to the quality of scholarly activity, consistent and repeated publication of scholarly work is necessary to confirm continued progression in the field. Faculty are encouraged to establish a particular area of research emphasis or line of inquiry that will serve as a basis for development of a national and international reputation for research excellence.

Criteria employed in the evaluation of research contribution shall include:

• Number and quality of peer-reviewed publications.

• Acquisition of intramural and/or extramural research funding necessary for development of the candidate’s research interest.

• Oral and poster presentations at national and international scientific meetings.

• Creation of intellectual property relating to inventions, discoveries, patents, patent applications, scientific or technological developments, improvements, trade secrets, trade and service marks, etc.

• The candidate’s self-assessment of research activities included in the Candidate Statement should provide an analysis of the quality and quantity of contributions, including how the work has influenced the work of others in the field, what
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recognition it has received, or how it has been translated into practical applications. The candidate may also wish to explain apparent deficiencies of scholarly work. A required element of the candidate’s dossier is a listing of the candidate’s contribution to each phase of a published study, including study design, carrying out experiments, evaluating the results, and writing the manuscripts.

Contributions to Service Missions

Formal, directed service assignments are reserved for faculty assigned to provide clinical, diagnostic, or administrative service to the College or University. Annual evaluations of such service will be conducted by the administrators of the units with primary responsibility for the particular service mission, such as the diagnostic laboratory or teaching hospital, and will be incorporated into annual evaluations prepared by department heads. Applications for promotion and tenure must include a letter of evaluation from the applicable service unit administrator and additional letters of evaluation from clients and/or referring veterinarians who use the diagnostic or clinical service. If necessary, the service unit administrator may appoint a service review committee to conduct a more in-depth review of the candidate’s performance.

Irrespective of whether it is reflected in the formal position assignment, service on departmental and college committees is considered a responsibility of academic citizenship and is necessary for tenure and promotion. Service that enhances the national and international reputation of the candidate and the University is encouraged, unless it detracts substantively from the performance of assigned duties. Such service may include the following:

- Service on review boards of journals.
- Service on review panels or as an ad hoc reviewer for extramural granting agencies.
- Service on the committees and as an officer of professional organizations and specialty boards.

This policy was proposed by Dr. Cyril Clarke and approved by the Faculty on September 19, 2011.

Approved: Cyril R. Clarke, Dean
September 19, 2011