

The slide features a dark grey background with a repeating pattern of various icons representing different fields of study, such as a sun with a face, a globe, a deer, a skull, a book, and a brain. The title "OSU Faculty Handbook Revisions" is written in a large, bold, orange font across the center. The date "April 14, 2022" is written in a smaller, white font below the title. The left side of the slide has a vertical orange bar.

OSU Faculty Handbook Revisions

April 14, 2022

Faculty Handbook Review Committee and Process

- Charged by Vice Provost for Faculty Affairs, Rick Settersten
- Membership
 - Erika McAlpine - Faculty Senate President
 - Selina Heppell - Faculty Senate Past-President
 - ❖ Ron Reuter - Chair, Faculty Senate Promotion & Tenure Committee
 - Vickie Nunnemaker - Faculty Senate Archives
 - Rick Settersten - Vice Provost for Faculty Affairs
 - Sara Daly - Office of Faculty Affairs
 - Bob Mason - FHRC Chair

Faculty Handbook Review Committee and Process

- Other Committees that have contributed to the review process
 - Advancement of Teaching (FS-AOT)
 - new Student Learning Experience (SLE)
 - peer-review of teaching
 - Promotion and Tenure (FS-P&T)
 - Promotion & Tenure Innovation and Entrepreneurship (PTIE)
 - Faculty Senate Executive Committee
- Extensive review of many peer university Faculty Handbooks

Updates needed to comply with the Collective Bargaining Agreement

- New Fixed-term Instructional positions - promotion criteria
 - Instructor ranks
 - Instructor-ALS, Instructor-ESL, Instructor-PAC
- New Fixed-term Research positions - promotion criteria
 - Research Associate
 - Faculty Research Assistant
- Length of service eligibility requirements - already changed and in effect

Research ranks

- Research Associate is a newly defined rank after removal of Postdoctoral ranks
- New language developed
- Faculty Research Assistant language changed to accommodate the new rank of Research Associate

Instructor ranks

- New language
- Removed 2 of 3 criteria for promotion that are really hiring criteria
 - “To be promoted, a candidate must:
 - 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.”
- Provided suggestions for elements of teaching that can demonstrate excellence and distinction
- Provided language to more closely align with the new Quality Teaching Framework

Criteria for Promotion of Instructor, Instructor-ALS, Instructor-ESL, Instructor-PAC to Senior Instructor I, Senior Instructor I-ALS, Senior Instructor I-ESL, Senior Instructor I-PAC

A candidate is eligible for promotion to the rank of Senior Instructor I, Senior Instructor I-ALS, Senior Instructor I-ESL, Senior Instructor I-PAC when both of the following conditions are met: at least four years have elapsed since the initial hire date, and the candidate has accumulated a minimum of 3.0 FTE years in service since their initial hire date. If the candidate has been granted credit for prior service, promotion to the rank of Senior Instructor I, Senior Instructor I-ALS, Senior Instructor I-ESL, Senior Instructor I-PAC, can be made at the end of the accumulated 3.0 FTE years in service since the initial hire date (see Fixed-term eligibility calculators for [Academic Year \(9-month\)](#) faculty or [Fiscal Year \(12-month\)](#) faculty). Fixed-term Instructional faculty that have passed the first promotion in rank are eligible for a two-year multi-year fixed-term contract. Promotions cannot be made from non-professorial to professorial ranks.

The Faculty Senate endorsed the Quality Teaching Framework which states “As a land grant institution, a commitment to teaching and the goal of transformative education accessible to all learners, is part of our mission. The following criteria constitute the Quality Teaching (QT) Framework, which articulates principles of teaching excellence at OSU. The QT Framework is aligned to OSU’s mission, supported by research, and provides the OSU community with a foundation for a multifaceted evaluation of teaching which includes learner experience surveys, peer review processes, and teaching portfolios. This work is informed by an acknowledgment that the diversity of our learners and ourselves is an asset, and that our capacity to deliver excellent instruction arises from our shared commitment and rigorous creativity in supporting learners and their learning.”

At OSU, a Quality Teacher is understood to:

- a) Contribute to an inclusive and meaningful learning community;
- b) Practice teaching as a discipline, and
- c) Mentor and advise students.

To be promoted, a candidate must have a record of continued and substantial professional growth and exceptional performance in assigned duties. Faculty with responsibilities in instruction can be promoted only when there is clear documentation of exceptional performance in the teaching role. At OSU, faculty are committed to quality teaching and student success. In assessing teaching performance, an instructional faculty member engaged in quality teaching is one who:

- **Champions a culture of Diverse, Equitable, and Inclusive Learning.**
 1. Recognizes how their own identity influences the learning environment and intersects with broader cultural, social, and political contexts.
 2. Mitigates barriers and provides pathways for learners to achieve full participation.
 3. Builds a sense of belonging and enables collaboration across difference.
 4. Ensures each learner has the resources and experiences needed to achieve shared goals.
- **Practices teaching as a discipline.**
 1. Demonstrates intentional and effective course design.
 2. Demonstrates evidence-based and disciplinary facilitation.
 3. Demonstrates intentional and effective assessment.
 4. Learns from and contributes to the professional development of teaching.
 5. Maintains currency in disciplinary practices and content.
- **Mentors and advises learners.**
 1. Supports learners in their personal growth.
 2. Supports learners in their professional growth.
 3. Supports learners in their academic growth.

Evaluation of teaching is based on a combination of:

- a) Tabulated responses from learners or participants of courses taught by the candidate (eSET and SLE responses); and
- b) Systematic and on-going peer evaluations, following unit guidelines for peer review of teaching, Peer evaluations should be based both on classroom observations and on review of course materials. Whenever possible, the evaluation materials should be supported by evidence of student learning since this evidence is most compelling; and
- c) Evaluation, by student representatives, of materials that pertain to teaching.

Opportunities for feedback

Qualtrics Link: <https://beav.es/w9b>

All comments will be reviewed and considered by the Committee. Please provide feedback by May 6, 2022

Faculty Handbook Revision Committee: masonr@oregonstate.edu

Faculty Senate: FS.President@oregonstate.edu

Next steps

- Each month we aim to roll-out new revisions and seek feedback
- Coming up:
 - PTIE - Innovation and Entrepreneurship - expansion of research and scholarship, teaching, and service to include I&E work
 - DEI work
 - Gendered titles - professors emerit
- Working on:
 - Professor of Teaching
 - Professional Advisors