

PROPOSED PROMOTION CRITERIA FOR NEW FACULTY RANKS

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.

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

A candidate is eligible for promotion to the rank of Senior Instructor II, Senior Instructor II-ALS, Senior Instructor II-ESL, Senior Instructor II-PAC when both of the following conditions are met: at least four years have elapsed since the initial hire date or last promotion, and the candidate has accumulated a minimum of 3.0 FTE years in service since their initial hire date or last promotion (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 second promotion in rank are eligible for a multi-year fixed-term contract. Promotions cannot be made from non-professorial to professorial ranks.

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 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.

Criteria for Promotion of Lecturer to Senior Lecturer I

A candidate is eligible for promotion to the rank of Senior Lecturer I when both of the following conditions are met: at least four years have elapsed since their 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 Lecturer I can be made at the end of the accumulated minimum of 3.0 FTE years in service (see Fixed-term eligibility calculators for [Academic Year \(9-month\)](#) faculty or [Fiscal Year \(12-month\)](#) faculty). Fixed-term Lecturers 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.

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 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.

Criteria for Promotion of Senior Lecturer I to Senior Lecturer II

A candidate is eligible for promotion to the rank of Senior Lecturer II when both of the following conditions are met: at least four years have elapsed since the initial hire date or last promotion, and the candidate has accumulated a minimum of 3.0 FTE years in service since their initial hire date or last promotion (see Fixed-term eligibility calculators for [Academic Year \(9-month\)](#) faculty or [Fiscal Year \(12-month\)](#) faculty). Fixed-term Senior Lecturer I faculty that have passed the second promotion in rank are eligible for a 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.”

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- **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.
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 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.

Criteria for Promotion of Research Associate to Senior Research Associate I

A candidate is eligible for promotion to the rank of Senior Research Associate I 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 Research Associate I can be made at the end of the accumulated minimum of 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 Research faculty that have passed the first promotion in rank are eligible for a two-year multi-year fixed-term contract.

When research is part of the candidate's assignment, effectiveness in conducting and disseminating research are essential criteria for appointment or advancement. In all cases, promotion is granted for achievement, not for years in rank. To be promoted, a candidate must have a record of exceptional professional growth and achievement in assigned duties. Candidates with primary responsibilities in research can be promoted only when there is clear documentation of exceptional performance in the conduct of research.

Some elements that could be emphasized in the candidate's dossier to assist reviewers in assessing exceptional conduct of research include:

1. Conducts individual and/or collaborative research projects. Participates effectively in the implementation and execution of research projects.
2. Writes up results of research and contributes to publication of results in high-quality peer-reviewed journals and/or clientele-oriented publications.
3. Contributes to communicating results of research as appropriate to the discipline e.g. by presentations at conferences.
4. Assists with the supervision of graduate and/or undergraduate research projects.
5. Continuous updating of knowledge and understanding in field or specialization to advance research activity.
6. Contributes to securing of funds for research by identifying sources of funding and assisting with preparation of bids to funding bodies.
7. Develops research objectives and proposals for own or joint research, with assistance of a mentor if required.

(Minimum Qualifications): Typically, a doctoral degree (or an advanced or professional degree in the field, typically the terminal degree) within an allied field.

Promotion Criteria for Senior Research Associate I to Senior Research Associate II

A candidate is eligible for promotion to the rank of Senior Research Associate II when both of the following conditions are met: at least four years have elapsed since the initial hire date or last promotion, and the candidate has accumulated a minimum of 3.0 FTE years in service since their

initial hire date or last promotion (see Fixed-term eligibility calculators for [Academic Year \(9-month\)](#) faculty or [Fiscal Year \(12-month\)](#) faculty). Fixed-term Research faculty that have passed the second promotion in rank are eligible for a multi-year fixed-term contract.

When research is part of the candidate's assignment, effectiveness in conducting and disseminating research are essential criteria for appointment or advancement. In all cases, promotion is granted for achievement, not for years in rank. To be promoted, a candidate must have a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties. Candidates with primary responsibilities in research can be promoted only when there is clear documentation of exceptional performance in the conduct of research.

Some elements that could be emphasized in the candidate's dossier to assist reviewers in assessing exceptional conduct of research include:

1. Plans, organizes and conducts highly independent individual and/or collaborative research projects with approval of PI or group head. Takes a lead in the effective implementation and execution of research projects.
2. Writes up results of research and contributes to publication of results in high-quality peer-reviewed journals and/or clientele-oriented publications sometimes as an author.
3. Communicates results of research as appropriate to the discipline e.g. by presentations at conferences.
4. Largely autonomous supervision of graduate and/or undergraduate research projects.
5. Continuous updating of knowledge and understanding in field or specialization to advance and lead in certain research activities.
6. Contributes to, and demonstrates leadership in securing funds for research by identifying sources of funding and assisting with preparation of bids to funding bodies.
7. Develops collaborative relationships with staff at other institutions for own or joint research.

Criteria for Promotion of Faculty Research Assistant to Senior Faculty Research Assistant I

A candidate is eligible for promotion to the rank of Senior Faculty Research Assistant I 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 Faculty Research Assistant I can be made at the end of the accumulated minimum of 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 Research faculty that have passed the first promotion in rank are eligible for a two-year multi-year fixed-term contract.

When research is part of the candidate's assignment, effectiveness in conducting and disseminating research are essential criteria for appointment or advancement. In all cases, promotion is granted for achievement, not for years in rank. To be promoted, a candidate must have a record of exceptional professional growth and achievement in assigned duties. Candidates with primary responsibilities in research can be promoted only when there is clear documentation of exceptional performance in the conduct of research.

Some elements that could be emphasized in the candidate's dossier to assist reviewers in assessing exceptional conduct of research include:

1. Assists with and conducts research effectively on projects within well-defined guidelines.
2. Maintains and enhances the efficient operation of the laboratory or research group.
3. Keeps current on scholarly work relative to methods, techniques, and developments within areas of research.
4. Collects, prepares, and analyzes data and assists principal investigator and other lab personnel with summarization, analysis, and organization of data for presentation and publication.
5. Provides supervision and guidance to undergraduates' research projects.

(Minimum Qualifications): Typically, a bachelor's or master's degree within an allied field.

Criteria for Promotion of Senior Faculty Research Assistant I to Senior Faculty Research Assistant II

A candidate is eligible for promotion to the rank of Senior Faculty Research Assistant II when both of the following conditions are met: at least four years have elapsed since the initial hire date or last promotion, and the candidate has accumulated a minimum of 3.0 FTE years in

service since their initial hire date or last promotion (see [Fixed-term eligibility calculators for Academic Year \(9-month\)](#) faculty or [Fiscal Year \(12-month\)](#) faculty). Fixed-term Research faculty that have passed the second promotion in rank are eligible for a multi-year fixed-term contract.

When research is part of the candidate's assignment, effectiveness in conducting and disseminating research are essential criteria for appointment or advancement. In all cases, promotion is granted for achievement, not for years in rank. To be promoted, a candidate must have a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties. Candidates with primary responsibilities in research can be promoted only when there is clear documentation of exceptional performance in the conduct of research.

Some elements that could be emphasized in the candidate's dossier to assist reviewers in assessing exceptional conduct of research include:

1. Assists with and conducts laboratory experiments on research projects with considerable independence.
2. Manages laboratory activity or significant operations overseeing routine activity including usage of equipment, supplies, and/or instrumentation.
3. Keeps current on scholarly work relative to methods, techniques, and developments within areas of research and introduces these to the research group.
4. Leads on some areas or sections of research projects in the collection, preparation, and analyses of data for presentation and publication. Assists principal investigator and other lab personnel with summarization, analysis, and organization of data for presentation and publication.
5. Provides supervision and guidance to undergraduates' and/or graduate students' research projects.