

**Recommendations for Changes to the Oregon State University  
Promotion and Tenure Guidelines**

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

May 11, 2023 Faculty Senate Meeting

## I. Addition of Overarching Language & Linkage to University Priorities.

The addition of a paragraph in this section of the P&T guidelines to better recognize faculty contributions to university priorities. Suggested location for this text is shown below near the beginning of this [Criteria for Promotion and Tenure Section](#) (added text in red):

*Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties and in their scholarship or creative activity. Each of these responsibilities will be documented in the dossier. Evaluation of faculty for promotion and/or tenure may include their contributions to the [institution's mission](#) and stated priorities. Evidence of the broader societal significance of the work, either now or in the near future, may be included within their personal statement and/or other appropriate portions of their dossier.*

## II. Addition of Text for Capturing Evidence of Innovation & Entrepreneurship (I&E)-Related Impact within Scholarship, Teaching, Advising and Service categories.

This additional text provides specific examples of I&E-related evidence within the “Assigned Duties” portion of the [Criteria for Promotion and Tenure Section](#). Suggested location for this text is shown below near the “Teaching” portion of this section (added text in red):

*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 **may** 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;*
- *creation and/or incorporation of curricular content that connects the subject matter to societal impact through innovation,<sup>1</sup> and/or collaborative approaches to solving complex world problems.*

This additional text provides specific examples of I&E-related evidence within the “Assigned Duties” portion of the [Criteria for Promotion and Tenure Section](#). Suggested location for this text is shown below near the “Advising” portion of this section (added text in red):

*Faculty advising may take the form of assisting students in the selection of courses or careers, serving as faculty advisor with student groups, **facilitating experiential and internship opportunities**, assisting learners in educational programs both on and off campus, and mentoring students. For promotion and tenure, performance in such*

<sup>1</sup> “Innovation” has been defined by the National Science Foundation as “the introduction of new or significantly improved products (goods or services), processes, organizational methods, and marketing methods in internal business practices or the marketplace.” <https://www.nsf.gov/eng/iip/innovation.pdf>

*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; it may be based on systematic surveys of and assessments by students and former students who received these services, when signed by the students.*

This additional text provides specific examples of I&E-related evidence within the “Assigned Duties” portion of the [Criteria for Promotion and Tenure Section](#). Suggested location for this text is shown below near the “Service” portion of this section (added text in red):

*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; appropriate community and/or **industry engagement**; and on department, college, and university committees.*

This additional text provides specific examples of I&E-related evidence within the “Assigned Duties” portion of the [Criteria for Promotion and Tenure Section](#). Suggested location for this text is shown below near the “Scholarship and Creative Activity” portion of this section (added text in red):

*All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work in its diverse forms must be based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review, critique **or validation by evidence of societal or disciplinary usage/benefit**; and must be communicated in appropriate ways so as to have impact on or significance for **the public and/or for the discipline itself (including future impact as appropriate)**. Intellectual work in research, teaching, extension, service, or other assignments is scholarship if it is shared with peers in journals, in formal peer-reviewed presentations at professional meetings, or in comparable peer-evaluated forums.*

### **III. Explicit Description of Metrics.**

This additional text provides specific examples of metrics for evaluating I&E-related impact within “[VIII. Promotion and Tenure Vita Section](#)”. Suggested location for this text is shown below near the “B. Teaching, Advising and Other Assignments” portion of this section (added text in red):

- *Credit Courses – Present a chronological listing of course numbers, term, year, and number of students enrolled.*
- *Non-Credit Courses and Workshops – Present a chronological listing of noncredit courses, international training programs held in the U.S., workshops, seminars, Extension programs, and continuing education programs in which candidate has had*

a major responsibility. Indicate the candidate's role (program participant, program organizer, etc.).

- *Curriculum Development – List primary contributions in curriculum development and give dates (e.g., courses developed, curriculum committee service).*
- *Graduate and Undergraduate Students and Postdoctoral Trainees – List current and former graduate and undergraduate students and postdoctoral trainees for whom the candidate has had a major instructional or mentoring responsibility. Indicate instructional role (major professor, graduate committee member, thesis or project mentor, etc.) and year the degree was or will be completed.*
- *Team or Collaborative Efforts, If Any – Indicate special efforts undertaken to team or collaborate with another individual, group, or institution in the planning or delivery of instruction.*
- *International Teaching, If Any – Identify instructional activities (short and long-term) and/or curricular developments that have taken place in countries other than the United States. Indicate the location, time frame, and nature of the teaching experience (i.e., workshop, seminar, course).*
- *Innovation and Entrepreneurship (I&E) – Identify students and researchers trained/mentored as part of the work/curriculum, student-led innovations and startups under faculty mentorship, incorporation of I&E skills into classroom, and/or curricular development/enhancements based on I&E work.*

This additional text provides specific examples of metrics for evaluating I&E-related impact within "[VIII. Promotion and Tenure Vita Section](#)". Suggested location for this text is shown below near the "C. Scholarship and Creative Activity" portion of VIII. Promotion and Tenure Vita Section (added text in red, wordsmithing in green):

*Scholarship and creative activity are understood to be intellectual work whose significance is communicated to and validated by peers and external entities. As specified in the Promotion and Tenure Guidelines, such work in its diverse forms is based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review, critique **or validation by evidence of market acceptance (e.g., outside investments, sales, licensing fees)**; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself.*

**1. Publications** – *In identifying scholarly and creative activity, use appropriate headings (e.g., refereed publications, juried exhibits, non-refereed publications).*

- *Refereed papers or juried exhibitions or compositions should be listed separately from non-refereed papers or indicated with an asterisk.*
- *All authors should be given in the order they appear in the paper (not "with John Smith and Kathy Brown"). Date of publication, volume, and pages must be given. When work that is the product of a joint effort is presented as evidence of scholarship, **clarification of the candidate's role in the joint effort should be provided in the dossier.***
- *Where not obvious, the dossier should explain how the work was validated and communicated. It is also important to know the significance of the scholarship and creative activity and the stature of the sources in which they appear. These can be*

commented on after each listing, and discussed in letters of evaluation from the promotion and tenure committee, the Department Chair, Head, Director, or Dean.

**2. Presentations** – For professional meetings, symposia, and conferences, note the dates, location, and role of the faculty member (e.g., organizer, chair, invited speaker, discussant, presenter). Where these are presented as scholarship or creative activity, explain the validation process and the significance or stature of the event.

**3. Sponsored Research** – List grant and contract support (dollar amount) along with funding agency *or organization*, dates and name of principal investigator. *Grant and contract support may also include industry-sponsored activities (contracting and material transfer agreements, research, services and testing), non-profit and foundation support, or government commercialization programs (e.g., STTR and SBIR grants, NSF PFI, state and/or local funding opportunities).*

**4. Intellectual Property** – ~~List patent awards, cultivar releases, and inventions, with titles and dates.~~ *List patent applications, patents awarded, copyrights (including software), trademarks, tangible property (e.g., cell lines), trade secrets & know how, germplasm protection, invention disclosures, novel data products, novel processes & procedures, installation of creative works, or commissioned works. Include titles and dates as appropriate.*

**5. Use and Licensing** – *List licensed intellectual property and technologies (e.g., database access, cultivar and software releases, novel animal models for industrial use), royalty generated, usage of product/service/methods, discipline and/or unit-specific evidence of societal impact.*

**6. Entity Creation** – *List startup/spinout organizations (including for-profit, non-profits and foundations to allow for broad recognition of societal impact) founded on specific university intellectual property including funds raised/follow-on funding (e.g., private and public commercialization funds beyond SBIR/STTR, private equity investment), revenue/funds generated, people impacted & people employed.*

**5-7.** *List other information appropriate to one's discipline.*

This additional text provides specific examples of metrics for evaluating I&E-related impact within “[VIII. Promotion and Tenure Vita Section](#)”. Suggested location for this text is shown below near the “D. Service” portion of VIII. Promotion and Tenure Vita Section (added text in red):

*Faculty service is essential to the University's success in achieving its central mission. Service is an expectation for promotion for all ranks at Oregon State University.*

**1. University Service**

*List unit, college, and University committees (or other responsibilities), with dates.*

**2. Service to the Profession**

*List involvement with professional associations/societies, especially offices held, research advisory or review panels, and other evidence of regional, national, or international stature and service to the profession. Provide dates for all activities.*

**3. Service to the Public (professionally related)**

*List service provided to the public which is consistent with professional training and*

responsibilities. Provide dates. Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in promotion and tenure decisions. *This service can include examples of engaging with industry, government, non-profit, foundation, community and/or other entities/individuals that can be linked to the university mission.*

**4. Service to the Public (non-professionally related) (optional)**

Community service not directly related to the faculty member's appointment, though valuable in itself, and ideally a responsibility of all citizens, is considered in promotion and tenure decisions to the extent that it contributes to the University.

**5. If service is a significant percentage of FTE, outcomes or impact should be described.**