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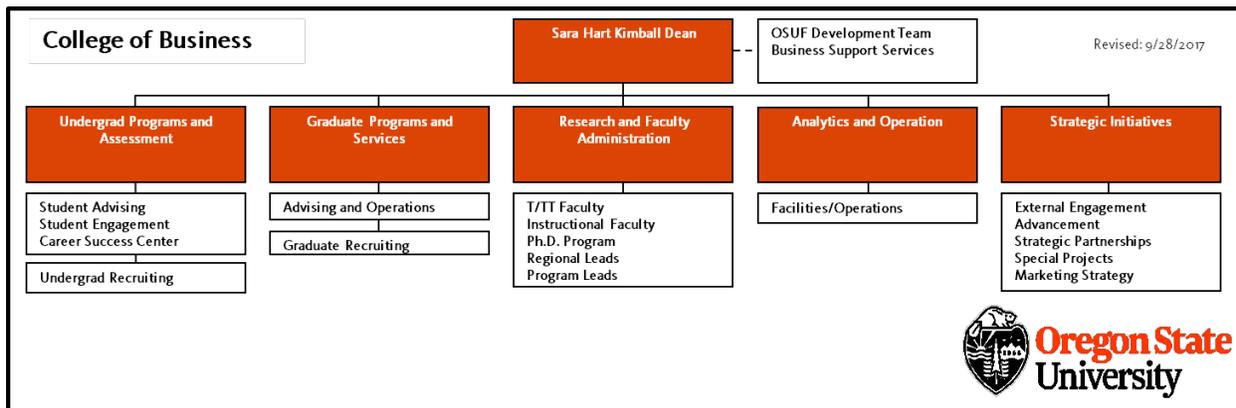
Section 1 An Overview

- 1.1 MISSION AND VISION
- 1.2 ADMINISTRATION AND ORGANIZATION
- 1.3 OSU ACADEMIC REGULATIONS

1.1 MISSION AND VISION

Refer to the [College Mission and Vision Statements](#).

1.2 ADMINISTRATION AND ORGANIZATION



Refer to the current [College of Business Organization Chart](#) for more details.

1.3 OSU ACADEMIC RESOURCES

Reference materials are available on the OSU web pages:

- [OSU Schedule of Classes](#)
- [OSU Faculty Handbook](#)
- [Resource Links for Faculty & Staff](#)

Section 2 Faculty Appointments

- 2.1 STRATEGIC CONSIDERATIONS FOR RECRUITING/SELECTING TENURE-TRACK FACULTY
- 2.2 APPOINTMENT OF FIXED-TERM INSTRUCTORS
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2.1 STRATEGIC CONSIDERATIONS FOR RECRUITING/SELECTING TENURE – TRACK FACULTY

Policy

The selection of new faculty is made with mission accomplishment and accreditation in mind. In order to ensure that each new faculty member makes the greatest possible contribution towards the achievement of the college vision and mission, the following considerations will apply in reviewing the potential contributions of each prospective faculty member.

Professional Attributes

Appropriate academic preparation:

- Evidence of excellent preparation in the required discipline.
- The ability to teach at least two existing courses in the college curriculum.

Ability to teach and mentor students effectively:

- Evidence of potential success as a teacher.
- Willingness to teach undergraduate and graduate students across all formats (face-to-face, online and hybrid).
- Strong personal concern for students and willingness to work with them in the classroom as well as outside the classroom.
- Sophistication and commitment to ongoing personal development regarding learning technologies and pedagogies.

Ability to develop a successful research program:

- Evidence of potential success as a scholar.
- Willingness to produce scholarly outputs that make meaningful and substantive contributions to the chosen field.
- Strong intellectual curiosity and commitment to ongoing learning and contribution to the advancement of the chosen field.
- Driven to share insights and applications from scholarly work with others (students, OSU colleagues, external colleagues).

Ability to provide service to appropriate constituencies:

- A collegial person who will contribute to a positive and productive college atmosphere.

- A willingness to serve as needed and assigned to participate in the shared governance philosophy and practice of the college and university
- Commitment to engage in appropriate external professional organizations.
- Demonstrated commitment to diversity:
 - A collegial person who will contribute to an inclusive and equitable college atmosphere.
 - A commitment to active participation in the creation of a culturally inclusive teaching, learning and work environment.
 - Willingness to participate in ongoing personal development regarding best practices in diversity, equity and inclusion.

2.2 APPOINTMENT OF FIXED-TERM INSTRUCTORS

Rank

Except as warranted by special circumstances, fixed-term academic faculty (non tenure-track) are appointed at the rank of Instructor.

Qualifications

Instructors are typically employed to fill specific teaching needs. Instructors are expected to provide an appropriate blend of conceptual and practical instruction. Instructors may be full-time or part-time. Instructors normally meet one of the following minimum qualifications as per accreditation standards and college policy:

- Scholarly Academic
- Practice Academic
- Scholarly Practitioner
- Instructional Practitioner
- Additional qualifications for employment may be established for particular teaching assignments.

Standard Teaching Load

The standard teaching load for full-time Instructors is nine (9) sections of quarter hours per academic year. Additional teaching opportunities are often available.

Case-by-Case Appointments

The terms and conditions of appointments for visiting Professors, Senior Instructors, Lecturers, and others are determined on a case-by-case basis.

2.3 SUMMER TERM TEACHING ASSIGNMENT POLICY

Teaching Assignments:

- Priority for summer term teaching assignments is at the discretion of the college leadership team. The Associate Deans will balance assignment decisions with the need to satisfy student demand for course offerings, manage costs, and maintain equitable distribution in faculty workload and compensation.

- Acceptance of summer term employment should be with the understanding that such teaching will not adversely impact a research faculty member's scholarship.
- The college policy on faculty qualifications applies to summer term instructors.

2.4 COURTESY AND AFFILIATE FACULTY APPOINTMENTS

Refer to the [Oregon State University Courtesy Faculty and Affiliate Faculty](#) policy. Courtesy and Affiliate Faculty Appointments must be approved by the Dean.

Courtesy Faculty Member

The college may name an individual as a courtesy faculty member if the contributions of the individual will be substantive and sustained in achieving the mission of the college and university. Courtesy faculty status should be used for collaborations that are expected to be for a period greater than one year. A courtesy faculty member is not an employee and may not receive compensation from the university. The faculty member requesting the appointment of an individual as courtesy faculty must agree to serve as the appointee's mentor, host, or sponsor.

Affiliate Faculty Member

The college may name an individual as an affiliate faculty member if the individual contributes to and participates in major functions that achieve the mission of the college or university. An individual should be named as affiliate faculty when the relationship with the university is expected to be for one year or less. An affiliate faculty member may not receive compensation from the university.

Factors influencing the appointment of courtesy and affiliate faculty will include, but not be limited to:

- The program of study/research proposed by the appointee and the extent to which college faculty members are involved.
- Whether the visiting person's activities promise to benefit the college.
- Availability of resources to support the visitor. The college normally limits its support to providing courtesy and affiliate faculty with local telephone service, a mailbox, access to the OSU library, and a formal courtesy and affiliate appointment at the same rank the person holds in his or her home institution. Short-term use of office space may be provided if available.

2.5 EXECUTIVES IN RESIDENCE

Goals:

The Executive in Residence program provides students and faculty the opportunity to benefit from the expertise of successful business executives. In addition, the Executive in Residence program strengthens the relationship between the college and the business community and helps college students successfully transition into the business world. Finally, the program serves to enhance faculty awareness of important issues affecting current and future business practices.

Responsibilities and Activities:

Executives in Residence may undertake a variety of activities:

- **Teaching:** Attend, observe and speak to graduate and undergraduate classes. The Executive in Residence may teach courses or short courses on topics within his or her area of expertise.

- **Curriculum Enhancement:** Assist with the identification of the needs and expectations of the business community. Advise academic faculty in developing their teaching, learning and research activities.
- **Academic Research:** Provide input to faculty on their research by attending faculty research seminars. The Executive in Residence is encouraged to pursue joint research of interest to the academic and business communities.
- **Alumni & Student Relations:** Participate in alumni gatherings through active networking and guest speaking. Such engagements may involve current students.
- **Featured Speaker:** Lead a special lecture or a panel discussion relating to a current business topic affecting the Oregon business community.

Compensation and Qualifications:

Some executives may serve the college pro bono and others may receive compensation for service rendered. Executives are defined by their current or past positions and by their experience. Without limiting the definition of executive, Executives in Residence should include senior-level executives or retired senior-level executives in for-profit and non-profit organizations, and partners or retired partners in public accounting firms, consulting firms, investment and finance companies, and advertising agencies, to name a few examples. The college shall ensure that a proposed Executive in Residence is qualified to teach at the college before hiring him/her to teach a course for credit.

2.6 PARTICIPATING AND SUPPORTING FACULTY

The AACSB makes a distinction between participating and supporting Faculty. A participating faculty member actively engages in the activities of the college in matters beyond their teaching responsibilities. Such matters include policy decisions, educational directions and/or, advising, research, and service commitments. A participating faculty member participates in the governance of the college, and is eligible to serve as a member on committees that engage in academic policymaking and/or other decisions. A supporting faculty member does not, as a rule, actively engage in the activities of the college in matters beyond their teaching responsibilities.

Definition of Participating Faculty

The college defines participating faculty as all tenured, tenure-track and fixed-term instructional faculty whose FTE is at least 0.50 during the current year and who regularly attend faculty meetings, vote on curriculum issues and engage in the activities of the college beyond teaching. Engagement in the activities of the college beyond teaching includes:

1. Service on college or university committees or task forces.
2. Career advising to students.
3. Advising to student clubs.
4. Participation in curriculum development.
5. Participation in the governance of the college.
6. Participation in development activities that contribute to the college or university capital campaign.
7. Supervision of student internships.
8. Service on Graduate, International Degree, or Honors College Thesis Committees.

Emeritus faculty members who have been retired for less than five years but who teach at least two sections in a term and engage in the activities of the college beyond teaching will be considered participating faculty during that term.

2.7 AACSB FACULTY QUALIFICATIONS

The AACSB requires that instructional faculty be classified into one of the following four categories based on their academic credentials, professional experience, and scholarly and professional engagement. This classification is required as a means for the college to show that it has the necessary intellectual capital to support the college's mission and strategies. The college develops appropriate criteria consistent with its mission for classifying faculty, and for maintaining classification status.

Importantly, minimum standards for maintaining qualifications are not to be interpreted as goals or requirements for promotion or tenure in the college.

Scholarly Academic (SA)

A faculty member is granted SA status at the time of hiring if she/he possesses a doctoral degree in (or related to) the field in which she/he is teaching and is actively engaged in scholarly activities that demonstrate continued commitment and contributions to the discovery and the building of relevant knowledge to that faculty member's professional discipline. Academic qualifications are manifest by national/international visibility and reputation, contributions to and collaboration in the scholarly community, and formal recognition. A newly hired faculty member with a terminal degree is considered to be an SA to teach in the area of her/his degree for the first five years following the conferral of such degree. During that period, she/he is expected to produce intellectual contribution outcomes that will enable her/him to be qualified beyond the initial five-year period. Faculty members who are ABD will be considered SA for only their first three years of service in the college.

Faculty members holding either full or part time administrative appointments, who return to full time faculty, are presumed to be SA to teach in their area, given the responsibilities and experiences associated with their respective appointments. This presumption will last for three years. During that three-year time period such administrators must demonstrate and maintain their academic qualifications as they return to a non-administrative appointment.

Practice Academic (PA)

A faculty member is granted PA status at the time of hiring if she/he possesses a doctoral degree in (or related to) the field in which she/he is teaching and is actively engaged in professional engagement activities that demonstrate continued commitment and contributions to the discovery and the building of relevant knowledge to that faculty member's professional discipline.

In addition to a PhD or DBA, the following degrees and degree combinations may support the granting of SA or PA designations for certain specialized courses:

1. A specialized graduate degree in taxation or a JD with an accounting master's degree for teaching taxation courses.
2. JD for teaching business law or the legal environment of business courses.

Scholarly Practitioner (SP)

A faculty member is granted SP status at the time of hiring if she/he possesses a master's degree and professional experience in a field related to the assigned area of teaching and is actively engaged in scholarly academic engagement activities that demonstrate continued commitment and contributions to the discovery and the building of relevant knowledge to that faculty member's professional discipline.

Instructional Practitioner (IP)

A faculty member is granted IP status at the time of hiring if she/he possesses a master's degree and professional experience in a field related to the assigned area of teaching or is able to demonstrate development of sufficient intellectual/professional capital through professional experiences and responsibilities within the past five years that exceed a master's degree in the assigned teaching area. IP faculty members should think in terms of engaging in a portfolio of activities that will achieve maintenance of the intellectual capital required to deliver high quality instruction. Also, the maintenance process should be one that is sustained and ongoing rather than periodic or intermittent.

Minimum Standard for Maintaining Scholarly Status for AACSB Accreditation

The college differentiates criteria for maintaining AACSB Scholarly Status (for SA and SP) based on whether the faculty member is a tenured/tenure-track faculty member or an instructor. To maintain SA/SP status, tenured/tenure-track faculty members must have at least two publications and three academic engagement activities over the past five years. Given the greater teaching responsibilities, to maintain SA/SP status, instructors must have at least one publication and one academic engagement activity over the past five years. Publications must be subject to a documented formal review process conducted by either external peers or an editorial review board and must be readily available for public scrutiny in a library or through an online retrieval service. Minimum standards for maintaining qualifications are not to be interpreted as goals or requirements for promotion or tenure in the college.

Academic engagement activities include, but are not limited to, the following:

1. Publication in national conference proceedings.
2. Presentation to respected national and international conferences.
3. Publication of scholarly books.
4. Chapter contributions in scholarly books.
5. A faculty internship or consultancy where a faculty member works full time for an organization for an extended period of time and is given a project to complete or a set of responsibilities to execute.
6. Major editorial responsibilities such as editor-in-chief or executive editor of a journal or practitioner periodical.
7. A funded grant proposal from a major funding agency.
8. Publishing the second or higher edition of a textbook (or evidence that the first edition of a textbook has been widely adopted by peer schools).
9. Writing an invited article for an academic journal or a nationally-known practitioner periodical.
10. Obtaining new (and appropriate) professional certification.
11. Participating in a Fulbright fellowship or equivalent.

For maintenance of SP status only, the following is considered an academic engagement activity:

1. Developing continuing professional education activities or executive education programs.

Additional consideration:

Maintaining professional certifications by accumulating the requisite number of continuing education units does not qualify as an academic engagement activity to maintain SA or SP status.

Maintaining Minimum Practitioner Status for AACSB Accreditation

The minimum criteria for maintaining PA or IP status is to demonstrate evidence of participation in two of the following professional engagement activities relating to the area of teaching over the past five years.

1. Work: full or part time practitioner duties.
2. Completion of a significant employment, consulting, or internship experience, which is approved in advance by the Executive Director for Teaching and Learning and the Dean.
3. Consulting.
4. Professional development: maintain professional certification, attend professional conferences and workshops.
5. Serve as an active member on a board of directors.
6. Professional leadership: officer in national, regional, local associations.
7. Books: academic or practitioner-oriented books.
8. Publication of an instructor's manual, test bank, collection of readings, or other ancillary materials used for instructional purposes.
9. Articles: peer and non-peer reviewed practitioner journals.
10. Editorials: editorials in professional magazines or journals.
11. Completion of six graduate credit hours in the primary teaching area during the five-year rolling period.
12. Presentations: local, regional, national or international practitioner conferences.
13. Creating and/or delivering highly successful executive education programs.
14. Earning and maintaining a recognized professional certification through continuing education- that requires active engagement on the part of the faculty member - in the primary teaching area.
15. Authoring public or professional reports.
16. Engage in other professional duties and responsibilities sufficient to demonstrate currency in teaching area.

Annual review of faculty qualification status

As part of the annual faculty review, the college leadership (led by the Associate Dean for Research and Faculty) will use the information provided by their respective faculty from the Faculty Reporting System to assess intellectual contributions and academic and/or professional engagement activities. The Associate Dean for Research and Faculty will review their assessment with individual faculty as part of the annual PROF. The Associate Dean for Research and Faculty will develop a plan, including specific and measurable outcomes, for the maintenance of status for faculty members deemed at risk of losing their current status. The plan should be included in the annual faculty PROF and discussed and reviewed with the faculty member. For those faculty members who have not maintained their status, these plans will be reviewed and approved annually by the Dean.

Annual Review of Research Impact

Citations

- h-index – number of peer reviewed journal publications that have been cited at least h times.
- i10-index – number of peer reviewed journal publications that have been cited at least 10 times.

Articles in impactful journals

Other metrics

- Editorial boards and editorships
- Awards and recognitions—best papers finalist and awards

The college considers a journal to be impactful if the journal (1) is on the Financial Times (FT) 50 journal list, (2) is in the most recent Association of Business Schools Academic Journal Quality Guide (ABS) grade 3 or above, or (3) is in the most recent Australian Business Deans Council (ABDC) Journal Quality List rank A* or A journal list. The college considers the first quartile in a statistics subject category in the Scimago Journal & Country Rank portal. For Law, the college considers the top 100 of all law reviews (6%), top 20% of any specialty law category, specialty law reviews housed at a top 25 law school and American Business Law Journal.

2.8 NEW FACULTY ORIENTATION

New tenure-track faculty members and fixed-term faculty employed by the college for a substantial period will be oriented to the college and Oregon State University upon arrival. The Associate Dean for Research and Faculty is responsible for assuring that the following activities occur for new faculty:

Faculty Operational Support Services

- Meet the Faculty Services and IT teams
- Office assignment and keys. Office assignments are made by the Dean and reviewed annually. Changes are made based upon date of seniority within rank. The Dean makes all final space assignments. Faculty offices and office furniture are OSU property. Any furniture, structural or aesthetic alterations to faculty offices must be coordinated and approved by the Director of Operations.
- Receive network orientation (log-in process, passwords, etc.)
- Receive software orientation (classrooms, computer labs, research tools)

Academic Programs

- Meet appropriate associate deans for undergraduate and graduate programs
- Meet Head Advisor and advising staff
- Meet Career Services staff
- Review relevant college and OSU policies for curricular change and development

Faculty Development Processes

- [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#)
- [Disability Access Services](#)
- [Sexual Harassment Prevention training videos](#)
- [Institutional Review Board \(IRB\)](#)
- Review annual evaluation process, P&T guidelines and 3rd year review process
- Review instructional policies and expectations

- Review classroom policies and expectations, classroom scheduling process, mid-term and final exam procedures
 - Complete the FERPA online training module through the Office of the Registrar
 - Complete the online Disability Access Services Faculty Training
- Sexual Harassment Prevention Training
 - Complete the Sexual Harassment Prevention / Sexual Violence Training videos provided by the Office of Equal Opportunity and Access
- Review faculty development and support policies
- Review expectations for participating faculty and requirements to maintain status as Scholarly Academic, Practice Academic, Scholarly Practitioner or Instructional Practitioner International faculty issues
- Review IRB process and procedures

University Orientation

All new faculty will attend a [New Employee Orientation](#) session offered monthly by the Office of Human Resources. New faculty should also visit the [Office of Human Resources Benefits](#) website for more information about benefits offered by OSU.

2.9 SERVICES FOR INTERNATIONAL FACULTY AND CHANGES OF VISA STATUS

Refer to the [OSU Faculty Handbook](#). Services for International Faculty and changes of visa status are coordinated by the Administrative Assistant to the Associate Dean for Research and Faculty, who works directly with [International Programs](#) on these matters.

Section 3 Diversity and Community

- 3.1 Equal Employment Opportunity
- 3.2 Affirmative Action
- 3.3 Discrimination and Harassment Policy
- 3.4 Academic and Professional Standards

A strategic objective of the college is to have a diverse and inclusive culture that is responsive to faculty, staff and students. Our shared values, which include excellence in teaching and scholarship, leadership, social responsibility and partnering, are all held within a commitment to create, maintain, and nurture a culture of innovation, cooperation, diversity, ethical behavior and mutual respect.

3.1 EQUAL EMPLOYMENT OPPORTUNITY

Refer to the [OSU Faculty Handbook](#) and the [Resource Links for Faculty & Staff](#).

3.2 AFFIRMATIVE ACTION

Refer to the [OSU Faculty Handbook](#) and the [Resource Links for Faculty & Staff](#).

3.3 DISCRIMINATION AND HARASSMENT POLICY

The college follows university policy and procedures regarding discrimination and harassment: see [Office of Affirmative Action and Equal Opportunity](#). Faculty and staff who are aware of conduct (including receipt of concerns from students) that may violate university policy regarding discrimination or harassment should report such conduct to the Dean, the appropriate Associate Dean, and to the Office of Affirmative Action and Equal Opportunity. The college leadership team and the Affirmative Action Office are responsible for protecting the person reporting from retaliation, to the extent possible.

The procedures to file a complaint with the Office of Affirmative Action and Equal Opportunities are in the [Student Life](#) and [Student Conduct Rules and Regulations](#), and on the website for the [Office of Affirmative Action and Equal Opportunity](#).

- Students should be advised that they may confer with the Office of Affirmative Action and Equal Opportunity without filing a complaint.
- Faculty or staff aware of concerns regarding discrimination or harassment should protect the privacy of the individuals involved, but should not promise confidentiality.

Sexual Harassment Prevention Training

All members of the college are required to complete OSU's [Sexual Harassment Prevention and Sexual Violence Training](#) courses.

3.4 ACADEMIC AND PROFESSIONAL STANDARDS

The [College of Business Professional Behavior Standards](#) policy applies to all members of the college. All members of the college subscribe to the Code and accept responsibility to comply with its requirements.

Section 4 Faculty Governance

- 4.1 FACULTY MEETINGS
- 4.2 FACULTY COMMITTEES

4.1 FACULTY MEETINGS

Faculty meetings are called as needed and at a minimum of once per academic term.

Attendance and Voting

All college academic and professional faculty members and classified staff members may attend faculty meetings. Only participating faculty may vote on curricular matters. Only tenured and tenure-track faculty may vote on promotion and tenure matters. Refer to section 2.6 for definition of participating faculty. For all other matters, all college faculty and staff may vote.

A quorum consists of one-half of the participating faculty. A participating faculty member may give his/her proxy to another participating faculty member.

4.2 FACULTY COMMITTEES

Standing Faculty Committees

Only participating faculty are eligible to elect the members of the Undergraduate Program Committee (UPC), and the Graduate Program Committee (GPC). Only tenured and tenure-track faculty are eligible to elect members of the Promotion and Tenure Committee (P&T). Membership to the Doctoral Programs Committee is appointed (not elected) as discussed in the "Doctoral Program Committee (DPC)" section below.

Terms of Office

Voting members of the UPC and GPC will serve staggered two academic-year terms. A staggered term of service is intended to provide continuity to committee operations. Members of the P&T Committee serve for two academic years.

Nominating Process

At the end of spring term, college faculty will nominate colleagues or themselves for service on the elected committees. To ensure reasonable and equitable service workloads across the college, the nominee and the college leadership will review the nominee's service demands and expectations. Ultimately, however, it is the faculty member's decision to continue in or withdraw from the nominee pool by the announced deadline.

Reporting Requirements

Committee Chairs provide an annual written and/or oral report to the faculty at a faculty meeting. These reports will summarize accomplishments during the year and explain what matters have not been resolved.

Undergraduate Program Committee

Purpose

The UPC maintains a comprehensive process for curriculum development and assurance of learning that ensures maintenance of a high-quality curriculum, including communication of results. The UPC is responsible to the faculty for policies related to the undergraduate programs. These include: program learning outcomes, curriculum, academic standards, liaison with other university units, and reporting.

Membership

The UPC consists of five elected participating faculty members and the following non-voting members: appropriate Associate Deans and the Head Advisor. At least 50% of the voting membership of the UPC is Scholarly Academic qualified. The voting members of the UPC elect the Chair.

Program Learning Outcomes

The undergraduate business and design program learning outcomes are reviewed annually and whenever the college mission or strategic plan changes. The business and design undergraduate program shall emphasize the achievement of high quality.

Undergraduate Curriculum

The UPC reviews the entire undergraduate business curriculum at least once every five years, including the business core, programs and business minor. Reviews are conducted for college, accreditation, and university purposes using an on-going five-year rolling review schedule established in consultation with the college administration. The undergraduate curriculum review process will include benchmarking with leaders in undergraduate business education for learning outcomes, sequence, subject matter, breadth of subjects, preparation for upper-level courses and delivery methods. The UPC reviews the design curriculum every ten years in accordance with the scheduled university-required undergraduate program review.

The UPC reviews and evaluates:

- Proposals for new courses and programs
- Changes to existing courses and programs, including program learning outcomes
- Programs that require college courses for non-business students
- Proposals for credit or transcript-related off-campus courses and programs
- Course number, title, credit hours, description, or prerequisites
- Curriculum assessment information
- Effectiveness of changes on a timely basis

Faculty approval (i.e., a majority of a quorum) is required for:

- Changes to the core curriculum, including changes to undergraduate business (core) program learning outcomes
- Adding new or deleting programs
- Changes to minors
- Changes to the requirements for non-business students to enroll in college courses

Academic Standards

Undergraduate academic standards are reviewed annually, including retention standards and graduation requirements. The UPC reviews and evaluates student appeals to undergraduate academic standards.

Fiscal Viability

All curricular proposals that result in new or change existing curricular offerings should include budget tables and explanations that accurately represent program expenses and clearly identify supporting revenues. The budget impacts should be prepared in collaboration with Operations and Analytics.

Graduate Program Committee

Purpose

The GPC maintains a comprehensive process for curriculum assurance of learning and assessment that ensures maintenance of a high-quality curriculum, including communication of results. The GPC is responsible to the faculty for policies related to the graduate programs. These include: program learning objectives, curriculum, academic standards, liaison with other university units and reporting.

Membership

The GPC consists of three elected participating graduate teaching faculty members and the following non-voting members: appropriate Associate Deans and the MBA head advisor. At least 50% of the voting membership of the GPC must be Scholarly Academic qualified. Other faculty members, such as the college's Graduate Council Representative, may be invited to participate regularly in the GPC meetings at the invitation of the GPC Chair. The voting members of the GPC elect the Chair.

Program Learning Objectives

Graduate program learning objectives are reviewed annually and whenever the college mission or strategic plan changes. Graduate programs shall emphasize the achievement of high quality.

Graduate Curricula

The GPC reviews the entire graduate curriculum at least once every five years. Reviews are conducted for college, accreditation, and university purposes using an on-going five-year rolling review schedule established in consultation with the college administration. The graduate curriculum review process will include benchmarking with leaders in graduate education for learning objectives, sequence, subject matter, breadth of subjects, student preparation and delivery methods.

The GPC reviews and evaluates:

- Graduate program requirements and evaluates and suggests changes in the graduate programs, as appropriate
- Program-level learning outcome changes
- Revisions to the graduate minors
- Curriculum assessment information

- Effectiveness of changes on a timely basis
 - Proposals for off-campus graduate offerings
 - Content and delivery of graduate courses to ensure a high-quality graduate program
- Faculty approval (i.e., a majority of a quorum) is required for changes in/to the:
- Graduation and course requirements
 - Requirements for non-business students to enroll in college graduate courses
 - Changes to the core courses and core learning outcomes

Academic Standards

Graduate academic standards are reviewed annually, including retention standards and graduation requirements. The GPC reviews, evaluates and acts on student grievances, petitions and appeals to graduate academic standards.

Fiscal Viability

All curricular proposals that result in new or change existing curricular offerings should include budget tables and explanations that accurately represent program expenses and clearly identify supporting revenues. The budget impacts should be prepared in collaboration with Operations and Analytics.

Doctoral Program Committee (DPC)

Purpose

The DPC maintains a comprehensive process for curriculum assurance of learning and assessment that ensures maintenance of a high-quality curriculum, including communication of results. The DPC is responsible to the faculty for policies related to the PhD program. These include: program learning objectives, curriculum, academic standards, liaison with other university units, and reporting.

Membership

The Doctoral Program Committee (DPC) consists of the PhD program coordinator for each of the options offered in the PhD in Business Administration degree, the college PhD Program Director, and the appropriate Associate Deans (ex-officio). Other faculty members, such as the college's Graduate Council Representative, may be invited to participate regularly in the DPC meetings at the invitation of the DPC Chair. The college PhD Program Director chairs the DPC.

Program Learning Objectives

PhD-level learning objectives are reviewed annually and whenever the college mission or strategic plan changes. The PhD program shall emphasize the achievement of high quality.

Doctoral Curriculum

The DPC reviews the entire doctoral curriculum at least once every five years. Reviews are conducted for college, AACSB, and university purposes using an on-going five-year rolling review schedule established in consultation with the college administration. The curriculum review process will include benchmarking with leaders in doctoral business education for learning

objectives, sequence, subject matter, breadth of subjects, student preparation, and dissertation (including proposal) defense.

The DPC reviews and evaluates:

- Doctoral program requirements and suggests changes, as appropriate
- Doctoral curriculum assessment information
- Effectiveness of changes on a timely basis
- Content and delivery of doctoral courses to ensure a high-quality PhD program
- Situation-specific proposed / requested departures from program guidelines / requirements (e.g., transfer of courses from another institution)

The DPC may approve changes within options (including changes to existing courses) that do not affect other programs or overall college resources.

Faculty approval (i.e., a majority of a quorum) is required for changes in/to:

- PhD program requirements (e.g., admission, teaching, graduation, etc.)
- New options
- New courses
- Any proposals initiated by the DPC

Academic Standards

Doctoral academic standards are reviewed annually, including retention standards and graduation requirements. The DPC reviews, evaluates and acts on student grievances, petitions and appeals related doctoral academic standards.

Fiscal Viability

All curricular proposals that result in new or change existing curricular offerings should include budget tables and explanations that accurately represent program expenses and clearly identify supporting revenues. The budget impacts should be prepared in collaboration with Operations and Analytics.

Promotion and Tenure Committee (Approved June 4, 2010)

Purpose

1. To review and evaluate the records of performance of candidates under third-year pre-tenure review and report whether the candidates are making satisfactory progress toward promotion and tenure.
2. To review and evaluate the records of performance of faculty members undergoing a five-year post-tenure review. See section 8.2 for a discussion of when a post-tenure review may be initiated.
3. To review and evaluate records of performance of candidates being considered for P&T and to provide recommendations for or against such action.

Membership

The P&T Committee is elected by professorial-rank faculty and consists of six tenured faculty members at or above the rank for which the candidate is being considered. The Dean and the Associate Dean for Research and Faculty are not eligible to serve on this committee.

When there are candidates being considered for promotion and tenure to the rank of Associate Professor, at least one member from a candidate's research area will serve on the committee when possible. College Research area representatives on the list will be determined by the Associate Dean for Research and Faculty. If after the college-wide election such representation has not been achieved, a second election will occur to add a member from the list of qualified representatives. This individual will serve as a member of the committee only for the candidate whose area (s)he has been designated to represent.

In the case of promotion to Full Professor, the P&T Committee will consist of all full professors in the college until the college has more than six full professors, at which time the structure of the Committee will be revised. At least one member from a candidate's research area will serve on the committee when possible. If no Full Professor is available from the candidate's research area to serve on the committee, an ex officio Associate Professor will serve as a subject matter expert on the committee.

Peer Review of Teaching Committee

Purpose

To evaluate a tenured/tenure-track or fixed term faculty member's teaching performance.

Membership

The Peer Review of Teaching Committee is appointed by the Associate Dean for Research and Faculty to provide peer evaluation of instruction during the year. The Team participates in the Third Year Pre-Tenure Review process, the Promotion and Tenure process, the Five Year Post-Tenure Review process if initiated, or as needed. Fixed-term faculty service on the Team will be decided on a case-by-case basis.

Principles

To treat faculty under evaluation in a collegial and confidential manner. The Team may be asked to evaluate a faculty member as a result of concerns expressed by students, the outcome of an annual PROF, Third-Year Pre-Tenure Review, Promotion and Tenure, Five Year Post-Tenure Review or at the faculty member's own initiative.

Awards Committee

Purpose

To make recommendations to the Dean for the presentation of awards to faculty and staff for outstanding and noteworthy accomplishments and to publicly recognize the recipients.

Membership

Awards Committee members are appointed by the Dean for one year. Membership consists of the Associate Dean for Research and Faculty, an Associate Dean of Academic Programs and faculty and staff representing the academic programs and units of the college.

Research Committee

Purpose

The Research Committee's role is to assist in developing research excellence in the College of Business.

Membership

Annually in September the Dean appoints 6 college research faculty to the committee.

Expectations

1. Ensure supported research aligns with college mission and vision.
2. Leverage the limited research resources to the benefit of faculty research success.
3. Organize and support research seminars, research incubators, etc.
4. Identify additional research mentors when requested.
5. Review and recommend to the dean Summer Research Fellowship and Dean's Research Fund proposals for funding.
6. Provide support for undergraduate research efforts.
7. Make recommendations to the Dean for the Prominent Scholar Award and Scholarly Impact Award.
8. Provide input into guidelines for assessing research activity and quality standards for research in the college.

Section 5 Instruction

- 5.1 FIRST DAY OF CLASS (SYLLABUS, PREREQUISITES AND CLASS ROSTER)
- 5.2 RETENTION OF CLASS MATERIALS
- 5.3 OFFICE HOURS
- 5.4 ABSENCE FROM CLASS

Refer to the [OSU Faculty Handbook](#).

5.1 FIRST DAY OF CLASS (SYLLABUS, PREREQUISITES, AND CLASS ROSTER)

Recommendations for the First Day of Class

Refer to the [Oregon State University minimum syllabus requirements](#)

The following must be explicitly stated in the syllabus:

University Policy on Academic Dishonesty

Academic Dishonesty: According to OSU student conduct regulations, academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. All cases of suspected academic dishonesty will be handled in strict accordance with university and college policies. Please refer to Office of Student Conduct website for more information [<http://studentlife.oregonstate.edu/studentconduct/offenses-0>]. Students are expected to follow university policies and college policies.

Prerequisites:

All students who do not have the required prerequisites should be asked to leave the class immediately and report to the Advising Office.

Class Roster:

Students whose names are not on the roster should be asked to leave the class and report to the Advising Office.

5.2 RETENTION OF CLASS MATERIALS

Examinations, Tests, Term Papers, and Homework Records

These records document work of student course subject mastery not returned to the student. Records may include but are not limited to examinations and answers; quizzes and answers; homework assignments; course papers; term papers; and essay assignments. These records must be retained for one term after completion for uncontested grade results or until resolved for contested grade results. Spring term records should be retained until the end of the following fall term.

Instructors' Grade Records

These records, which document test scores, class work scores, and final grades for students are used as back-up to the official academic records held by the Registrar. These records include but are not limited to instructors' grade books; test scores, class work scores, grade confirmation reports; grade

confirmation and change records; and final grade rosters. These documents and copies of exams/papers should be retained by instructors for two years after the term's completion.

5.3 OFFICE HOURS

Faculty should schedule office hours and report them to Faculty Services. New office hour inserts will be provided at the beginning of each term. Faculty teaching full-time should schedule a minimum of three hours per week with at least half of the office hours scheduled on different days and at different times. Faculty should also reasonably accommodate students who are unable to meet during the regularly scheduled office hours.

5.4 ABSENCE FROM CLASS

Faculty members are expected to meet all classes as scheduled during the term unless they are unable to do so for reasons beyond their control (such as illness), attendance at professional meetings, and participation in continuing education programs, etc. Faculty members are required to find a suitable substitute for periods of absence and notify the Associate Dean for Research and Faculty as well as Faculty Services. The Associate Dean for Research and Faculty and Faculty Services should be informed of a faculty member's itinerary and contact persons for emergencies during extended periods of absence. If the faculty member cannot be contacted during his/her absence, a colleague should be designated to act on his/her behalf.

Section 6 Faculty Development

- 6.1 PROGRAMS FOR FACULTY DEVELOPMENT
- 6.2 VACATIONS
- 6.3 SABBATICALS
- 6.4 OUTSIDE PROFESSIONAL ACTIVITIES
- 6.5 RESEARCH CONFLICTS OF INTEREST

6.1 PROGRAMS FOR FACULTY DEVELOPMENT

The college aims to allocate resources to support the following faculty developmental activities. Available resources are subject to budgetary constraints.

Memberships and Dues

The current year's dues to mainstream academic and professional organizations in the faculty member's area of academic responsibility, subscriptions to relevant periodicals, and purchases of professional, educational, and research materials. Faculty members are encouraged to participate actively in the activities of these organizations.

Licenses

Support is provided for professional licenses. The license must relate to the faculty member's area of academic responsibility and there must be a clear benefit to the college.

Continuing Professional Education (CPE)

Support for CPE will be determined on a case-by-case basis.

Administrative Service

Direct costs of serving as a board member, officer, or member of a major committee of a relevant national, regional, or state professional organization may be reimbursed, depending upon the benefit to the college. Requests for funding must be made in advance of accepting the position to determine whether or not the faculty member will be reimbursed. Faculty members contemplating such positions should discuss the position with the Associate Dean for Research and Faculty.

Professional Association work

The college encourages faculty participation in professional associations. Faculty members considering leadership positions in professional organizations that may need additional support should discuss their requirements with the Associate Dean for Faculty and Research.

The following guidelines outline the extent of college support available to faculty members involved in professional associations:

- Faculty Services provides routine clerical support to include occasional correspondence and small mailing and printing jobs.
- Clerical support provided for professional association work takes a lower priority than support provided for instruction and research.

- Generally, the college does not provide accounting services for professional associations beyond tracking printing, mailing, and telephone expenses.

Student Assistance

Student assistance is allocated as budget warrants. Requests should be discussed with the Associate Dean for Research and Faculty.

Summer Research Fellowship Fund

The college provides a summer research and teaching innovation funding program that provides a limited number of awards for support of scholarly research or innovative curriculum development. A call for proposals for SRF funds is usually issued at the beginning of the calendar year.

Dean's Research Fund

Each quarter, the college provides funds to support the research of college faculty. The purpose of this fund is to support scholarship with the potential to result in quality research publications in top-tiered peer-reviewed journals. The intent of the fund is to support direct costs associated with research (i.e., incentives for respondents, datasets, and travel to support the collection of data). The fund is not intended to support travel to conferences. A call for proposals for the Dean's Research Fund is issued near the beginning of each term. The Research Committee administers the Fund and makes recommendations to the Dean for funding approval.

Faculty Continuing Education Fund

The purpose of this fund is to support faculty who have undertaken programs to renew, upgrade, or acquire instructional and/or research skills. Allocations from the fund are intended to assist faculty to remedy deficiencies, acquire new capabilities, prepare for cross-discipline instruction and/or research, or acquire expertise in a new academic discipline or field of study.

Application for development funds may be made at any time by submitting a grant proposal. The proposal for development support should contain the following information:

- Why the development grant is needed.
- The activities, materials, travel, etc. to be covered.
- Timelines for completion of the activities to be supported by the grant.
- Evidence of the faculty member's commitment to personal development.

The Associate Dean for Research and Faculty and the faculty member will be held jointly responsible for achieving the stated objectives as outlined in the request and progress in completing the developmental activities will be monitored.

Out-of-State Travel

Faculty who have an active and continuing research/scholarship program or who are demonstrably on their way to establishing such a program, are eligible to be considered to receive funding support from the college travel funds to present a paper in an appropriate forum or to engage in a consequential professional activity. Reimbursement will follow OSU and federal guidelines. The expectation is that the purpose of the travel is reasonable and will add substantively to the professional development of the

recipient. For example, travel for the presentation of a paper is expected to lead ultimately to publication in a suitable journal, not just a proceeding. Funding decisions under this policy in subsequent years will take into account the extent to which expectations from earlier support grants have been realized. Funding will require the approval of the Associate Dean for Research and Faculty.

6.2 VACATIONS

Refer to the [OSU Faculty Handbook](#).

6.3 SABBATICAL LEAVE POLICY

Sabbatical leave is considered a privilege and an opportunity for a faculty member to enhance his or her contributions to the university and the college. The following factors will be considered in reviewing sabbatical requests:

- The leave is in the best interest of the faculty member, the college, and the university;
- The leave would improve the faculty member's instructional and/or scholarly activities; and
- The Associate Dean for Research and Faculty can make satisfactory arrangements for substitute instruction. The Dean may defer sabbatical leave if insufficient funds are available to the college, or the faculty member's absence would adversely affect instruction.
- Faculty member has a fully satisfactory PROF review in recent years including the year of the request.

A faculty member desiring sabbatical leave should advise the Associate Dean for Research and Faculty of his or her interest by October 15 of the year preceding the sabbatical. Subsequently, a written sabbatical leave proposal must be submitted by December 31 of the year preceding the sabbatical for review by the Dean.

A faculty member must support his or her sabbatical request with a detailed, written proposal. This proposal must describe a plan of activities, time frame, intended outcomes, and resources needed to complete the plan successfully. Benefits of the proposed activities for the faculty member, students, college or other parties must be explained. It is advisable that the faculty member and the Associate Dean for Research and Faculty collaborate during the development of a sabbatical leave proposal.

Subsequent to the granting of a sabbatical leave, significant changes to be made to the approved plan of activities must be approved by the Associate Dean.

Within ninety calendar days after completion of a sabbatical leave, a faculty member shall submit to the Associate Dean (for transmittal to the Dean and Provost) a report that describes specific accomplishments during the period of leave.

A faculty member who is interested in applying for a sabbatical leave should consult the [OSU Faculty Handbook](#) for applicable university policies and procedures.

6.4 OUTSIDE PROFESSIONAL ACTIVITIES

Refer to the [OSU Faculty Handbook](#).

6.5 RESEARCH CONFLICTS OF INTEREST

Refer to the [OSU Policy on Research Conflicts of Interest](#).

Section 7 Periodic Review of Faculty

- 7.1 ACADEMIC POLICY STATEMENTS
- 7.2 PEER REVIEW OF INSTRUCTION
- 7.3 STUDENT TEACHING EVALUATION
- 7.4 PERIODIC REVIEW OF FACULTY

Refer to the [OSU Faculty Handbook](#) and the [Promotion and Tenure Guidelines](#).

7.1 ACADEMIC POLICY STATEMENTS

The following policy statements shall guide academic activities and decision making in the college. They are designed to be employed on all occasions. If an exception becomes necessary due to unusual circumstances, the Dean or a more senior officer in the academic chain of the university must authorize the exception.

Faculty Qualifications

The policy on faculty qualifications and the terms Scholarly Academic, Practice Academic, Scholarly Practitioner, and Instructional Practitioner are defined in section 2.7.

The Associate Dean responsible for accreditation status reviews faculty annually in order to ensure the college meets AACSB Accreditation Standard 15 on Faculty Qualifications, which prescribes that at least 90 percent of faculty resources are Scholarly Academics, Practice Academics, Scholarly Practitioners, or Instructional Practitioners and that at least 40 percent of faculty resources are Scholarly Academic and at least 60 percent of faculty resources are Scholarly Academics, Practice Academics, or Scholarly Practitioners. The Dean is responsible for ensuring that this review is completed.

Instructional Currency

Prior to assigning a faculty member to teach a particular course, the Associate Dean for Research and Faculty will determine that sufficient evidence exists to indicate that the person is current in the subject matter of the course. This evidence will ordinarily consist of one or more of the following:

- Course work completed as part of a degree program
- Continuing education courses
- Previous experience in developing and teaching similar courses
- Practical experience in the field or research and/or publishing in the field or a related field

Faculty Action Plans

Newly hired faculty should be Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner, and instructionally current. For those continuing faculty members who are not appropriately qualified, or instructionally current, a Faculty Action Plan will be jointly developed by the faculty member and the Associate Dean for Research and Faculty. The plan will outline the steps that the faculty member will take to become qualified and/or current. The Associate Dean must approve the Faculty Action Plan. Once the required resources have been identified and approved, as required, the plan will be carried out with the support of the college.

7.2 PEER REVIEW OF INSTRUCTION

Purpose

OSU requires that the evaluation of instruction by peers be incorporated into the Periodic Review of Faculty (PROF) and the Promotion and Tenure process. The peer review of teaching process is intended to assist colleagues and improve the quality of teaching. The process should be viewed as an opportunity to receive assistance and not solely as a documentation of performance.

Process

According to university guidelines, "peer evaluation should be based on the review of course syllabi, tests, assigned reading, examinations, class materials, and other assessment..." The Peer Review of Teaching Committee will base its assessment of an instructor's teaching performance on the review of class sessions, course materials, and student performance evaluations. The review should include a discussion with the instructor, and the teams may also solicit input regarding an instructor's teaching from students and members of the Student Services staff.

Review of Class Sessions

The review team will conduct announced or unannounced visits to at least two class sessions per instructor. If three class visits are sufficient to provide an evaluation, the team will summarize its evaluation as outlined below (see "Frequency and Documentation of Review"). If insufficient, the review group will revisit classes until an objective and complete evaluation can be provided.

Criteria for the review of class sessions will include but are not limited to:

Organization: The instructor's ability to

- Clearly state the purpose of the lesson
- Define the relationship of this lesson to previous lessons
- Present topics in logical sequence
- Pace the lesson appropriately
- Summarize major points of the lesson
- Respond to problems during the lesson

Presentation: The instructor's ability to

- Use intonation to vary emphasis
- Explain things with clarity
- Maintain eye contact with students
- Listen to students' questions and comments
- Present examples to clarify points
- Relate new ideas to familiar concepts

Interaction: The instructor's ability to

- Encourage questions as appropriate

- Maintain student attention
- Ask questions to monitor student progress
- Respond to nonverbal cues of confusion or curiosity
- Suggest that questions of limited interest be handled outside class

Review of Course Materials

Course materials including syllabi, assigned reading, lab exercises, audio and video materials, and class assignments will be reviewed for currency, organization, completeness, and appropriateness for the class level and type.

Review of Student Performance Evaluation

Exams, tests, quizzes, and term papers will be evaluated for currency, completeness, organization, and appropriateness for the class level and type. Review teams will also evaluate the instructor's grading for rigor and appropriateness considering the class level.

Frequency and Documentation of Review

Formal Review of Instruction:

- Tenure-track faculty will be reviewed during the third year of their appointment. Follow-up reviews will be conducted as needed based upon the recommendation of a review team.
- Faculty members being considered for promotion in rank or the attainment of tenure will be evaluated during the academic year preceding the expected initiation of the promotion and/or tenure process.
- The Associate Dean for Research and Faculty or the Dean can initiate a formal peer review of a faculty member's instruction during a post tenure review if there are indications of possible teaching difficulties.
- The Associate Dean for Research and Faculty can initiate a formal review of a faculty member if there is indication of teaching difficulties as evidenced by student complaints or low student ratings.

In all cases, a formal review of instruction will be documented by a letter to the faculty member prepared by the review team. Copies of the letter will be submitted to the Associate Dean for Research and Faculty. The narrative will address class presentation, course materials, and student performance evaluation, and will provide suggestions for improvement, if necessary. The letter will become part of the faculty member's permanent personnel file and will be included in the evaluation of teaching in the Periodic Review of Faculty.

Informal Review of Instruction

A faculty member may request an informal review of his/her teaching at any time. The review will be conducted in the same manner as the formal review. However, the evaluation, if prepared in writing, will not be included in the faculty member's personnel record or become part of the Periodic Review of Faculty unless requested by the faculty member.

7.3 STUDENT TEACHING EVALUATION

OSU supports anonymous evaluations of teaching by all students in each class each term. Copies of the tabulated results are provided to faculty and duplicate copies are maintained in the Dean's Office. Refer to the OSU Faculty Handbook and Resource Links for Faculty & Staff.

7.4 PERIODIC REVIEW OF FACULTY

Performance in the following areas will be evaluated individually for tenured/tenure-track faculty:

- Teaching
- Scholarship/Research
- Professional/University Service

Fixed term faculty members are evaluated only in relation to their teaching activities and service activities where appropriate.

The foregoing performance dimensions are the usual basis for the annual review. In those infrequent situations where irresponsible conduct exceeds the limits of academic freedom, such conduct will also be described in the annual review and will be considered in evaluating the faculty member's overall performance.

Faculty performance levels will be identified as follows:

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Below Expectations
- Unsatisfactory

The minimum standard for acceptable performance is "meets expectations." An overall evaluation of "meets expectations" will not be assigned if a faculty member's performance is rated "unsatisfactory" in any of the above areas of evaluation.

These performance evaluations do not assure promotion or the attainment of tenure. The policies and procedures for annual performance review are by design separate from the college and university promotion and tenure process, although the results of annual performance reviews should serve as an indicator of progress as assessed by the Associate Dean for Research and Faculty and the Dean.

The performance review is completed annually and will cover the preceding year. In preparation for the review, faculty members will prepare and submit to the Associate Dean for Research and Faculty Administration an Annual Faculty Report (see below) that details his/her work during the year of evaluation. In addition to the Annual Faculty Report, tenure track and tenured faculty members will complete the Annual Journal Research Activity Template (see below) that details his/her research activity during the year of evaluation. Following a discussion with the faculty member, the Associate Dean shall complete the Periodic Review of Faculty (PROF) form and submit it to the Dean for review. The Dean and the Associate Dean will meet and discuss each PROF to ensure equity across the college. Upon receipt of a copy of the completed evaluation, the faculty member may submit a written response to the Associate Dean and the Dean. The original copy of the evaluation, and any related

correspondence, shall be retained by the Dean as part of the faculty member’s personnel file. As part of the review process, the Associate Dean may solicit input from the appropriate program lead.

Annual Faculty Report

Faculty members should use the Digital Measures [Faculty Reporting System](#) to generate their annual faculty report. Individual data in the Faculty Reporting System (intellectual contributions, service activities, continuing education, student mentoring, etc.) should be updated throughout the year. Teaching evaluation information for winter term will be automatically uploaded into the system by early spring term so that faculty members have all of the current information by the time the reports are due to the Associate Dean for Research and Faculty. Faculty reports should include three years of intellectual contributions so faculty members need to select an appropriate starting date.

Annual Journal Research Activity Template

The Annual Journal Research Activity Template is used for evaluating journal-related research activity to ensure that faculty are striving to publish in high quality journals consistent with AACSB accreditation expectations. The Template should be completed at the time that faculty generate the Annual Faculty Report. To complete the Template, faculty members will list each manuscript submitted to a journal and indicate the latest status of the manuscript during the year as well as the quality of the targeted journal. Research activity points are generated by the Template based on the quality of the targeted journal as well as how far in the review process a manuscript gets during the year. The Template will automatically calculate the total research activity points for the year once it is completed. The chart below details the point system:

	Initial submission (not desk rejected)	1st resubmission	2nd resubmission	3rd+ resubmission	Acceptance
Tier 1 Journals	1	3	4	5	6
Tier 2 Journals	1	2	3	4	4.5
Tier 3 Journals	1	2	2.5	2.5	3
Tier 4 Journals	1				2

Note: Papers are not double-counted. The first time a paper is submitted to a tier 1, 2, 3, or 4 journal, it will receive 1 point as long as it is not desk-rejected. If it is rejected, it will not receive another point when it is submitted to a different journal until it goes to the next level in the process (1st resubmission). Also, a single paper only counts for the highest level it has attained. For example, a tier 1 submission that moves from 1st resubmission to 2nd resubmission during the year counts for 4 points only. If the paper is accepted during the year, points are awarded for the acceptance and any previous points relating to activity around the paper during the year are not counted. If a paper was resubmitted and under 1st resubmission at a tier 1 journal but was rejected later in the year after the resubmission, a faculty member would earn 3 points for research activity for that manuscript for the year. Papers should

not be recycled (with minor changes) in order to boost the submission count. For a submission to count, it should be a new paper (and not a revised rejection).

Journal rankings for research activity are based on objective measures. Journals are assigned to a specific tier based on the quality of the journal. The following details the tiers.

Tier 1: These are considered premier journals. They are determined at the college level based on objective journal rankings (UTD 24, UK ABS premier, etc.) with input from disciplines.

Tier 2: These are considered excellent journals. Ideally, these should be ranked a “4” in the UK ABS or equivalent but some exceptions may be warranted. They are determined at the college level with input from disciplines.

Tier 3: A journal is impactful if it is ABS 3 or equivalent, ranked in the first quartile in a statistics subject category in the Scimago Journal & Country Rank portal, or ranked in the top 100 of all law reviews (6%), top 20% of any specialty law category, specialty law reviews housed at a top 25 law school and American Business Law Journal.

Tier 4: These are other peer-reviewed journals ABS level 2 or equivalent.

Evaluation Standards

General

Except when modified in writing following a thorough discussion with the affected faculty member, those who have attained tenure or are in tenure-track positions are expected to engage in teaching, scholarship/research, and service. The apportionment of effort to these categories is outlined in the Standard Position Descriptions. Modifications in the proportion of effort usually occur for one of three reasons: (1) to improve the opportunities for a particular faculty member to become more effective, (2) to meet a high priority need of the college, or (3) in response to a performance deficit on the part of a faculty member which does not improve after a reasonable period of counseling and assistance.

The most frequent modifications are a decrease in the service load for relatively junior tenure-track faculty members to provide more time for work on teaching and scholarship, or an increase in the service component for more senior faculty members who have been asked to take responsibility for a particular activity or project, assignment to administrative positions or special committees.

The second most frequent deviation from the usual pattern is the assignment of higher teaching loads to tenured faculty whose scholarship remains inadequate after reasonable efforts to improve it and for instructional personnel who cannot reasonably be expected to make scholarly contributions due to lack of academic preparation.

In all cases in which the apportionment of effort is deviated from, the Associate Dean for Research and Faculty will note the changes in the assigned loads and the reason for the modification in the activity plan of the PROF document. The overall evaluation for the year in question will then be based upon the proportion of effort actually assigned for each category rather than the standard apportionment.

Teaching

High quality teaching is expected of all instructional faculty regardless of rank. It is thus an important and necessary component of a faculty member's assignment. "Teaching" as used in this context includes course design, course delivery, access by students, and such essential teaching support activities as curriculum development and advising. In all cases, classes must be administered in accordance with applicable academic policies and regulations.

Teaching performance is judged on the basis of peer review of teaching and teaching related activities, student evaluations, and an evaluation conducted by the Associate Dean for Research and Faculty. All courses will be evaluated using the standard university evaluation form. Faculty members are encouraged to gather other information, but only as a supplement to the university form. Evaluation of faculty will consider the context of the courses taught (i.e., INTO vs non-INTO sections, mode of delivery, and SET scores typically received by faculty teaching similar courses).

Exceptional (in addition to "exceeds expectations" and "meets expectations" criteria)

- Attains specific recognition as among the College of Business's finest teachers, based upon a record of significant accomplishments, including, but not limited to, outstanding performance in teaching, dedication to the full development of students, knowledge of his/her discipline, and comparison with teachers across the university. Indicators of exceptional teaching include the recognition and/or nominations from OSU or relevant academic and professional societies.

Exceeds Expectations (in addition to "meets expectations" criteria)

- Achieves recognition from peers as an educational leader and attains specific recognition among peers and students for excellence in teaching.
- Receives average student evaluations consistently (more often than not) above 90% on questions #1 and #2.

Meets Expectations

- Maintains currency in course objectives, course content and instructional materials and demonstrates the ability to organize subject matter logically.
- Is well prepared for class sessions and demonstrates the ability to communicate subject matter clearly and in a manner that stimulates learning, creative thinking, and enthusiasm for the subject matter.
- Maintains grading standards that are fair and impartial and reflect challenging performance norms.
- Maintains scheduled office hours and establishes positive teacher-student rapport inside and outside the classroom.
- Provides career advising for individual students and support for student organizations.
- Effectively participates in discipline related and college activities to revise and update curricula.
- Receives average student evaluations consistently (more often than not) above 70% on questions #1 and #2.

Below Expectations

- Fails to fulfill many of the duties/responsibilities of a teacher at the "meets expectations" level.

- Receives average student evaluations consistently (more often than not) below 70% on questions #1 and #2.

Unsatisfactory

- Shows serious deficiencies in fulfilling the duties and responsibilities of a teacher at the “meets expectations” level.

Scholarship/Research

All Oregon State University faculty members in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity is understood to be intellectual work whose significance is validated by peers and is communicated or presented externally in the manner deemed typical of the field. More specifically, 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 through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for the public beyond the university, or for the discipline itself. Intellectual work in teaching is scholarship if it is shared with peers in journals, in formal presentations at professional meetings, or in comparable peer-evaluated forums.

Tenured and tenure-track faculty members in the College of Business must achieve minimum competence and participate regularly in scholarly work. Moreover, each faculty member is expected to strive to become a recognized authority in a defined area of research or scholarship. The record of scholarship should reflect a coherent, long-range program of focused results.

Refereed journals and monographs are the traditional media for communication and peer evaluation in the college. However, scholarship and creative activity may take other forms. When scholarly activities do not involve refereed journals and monographs, the individual must work out in advance agreed upon deliverables and appropriate weighting of such activities with the Associate Dean for Research and Faculty.

When a publication is jointly authored, the contribution of each author will be clearly identified, and the value of that contribution will then be considered in the assessment of scholarly productivity.

Funded research is valued at OSU. The value assigned to a particular funded project for the purpose of assessing scholarship is determined on a case by case basis, considering such factors as: significance of the research, probability of publication, project relationship with other units inside and outside of the university, service to important constituencies in the private and public sectors, and financial contribution to the college and/or university. Obtaining funded research is not a requirement for satisfactory performance. Nevertheless, a sustained record of externally funded research (i.e., non-university sources) can be evidence of recognition among peers and of important capabilities.

Examples of criteria for rating a faculty member’s scholarly output are listed below. The opening statement in each category describes the kind of impact a faculty member should have for each rating. Faculty members who have specific questions should address them to the Associate Dean for Faculty and Research Administration. The examples of scholarly productivity are provided for guidance in evaluating performance. The qualitative and quantitative aspects of each faculty member’s scholarship

will be assessed on an individual basis. Ultimately, evaluation of research/scholarship will require judgment of the administrators involved.

Exceptional

- An exceptional rating means the faculty member has made a significant contribution to his/her field through publishing in a top echelon journal, or nationally recognized book for that year, or exhibiting creative works via highly prestigious outlets.

Exceeds Expectations

- An exceeds expectations rating means the faculty member is making important contributions to the understanding of a basic research problem, practical business problems, design issues or pedagogical problems and both national and international scholars consider these contributions significant, relevant professionals are making effective use of these contributions, or instructors world-wide are making effective classroom use of these contributions.

Meets Expectations

- A meets expectations rating means the faculty member is making contributions to: (a) the understanding of a basic research problem and is communicating those contributions to relevant peers, (b) to the understanding of practical business problems or design issues and is communicating those contributions to relevant professionals, or (c) to the understanding of pedagogical problems and is communicating those contributions to relevant peers.

Below Expectations

- A below expectations rating means the faculty member is making minimal contributions to the understanding of basic research problems, practical business problems, design issues, the understanding of pedagogical problems and is having little impact on the thinking of relevant peers, business practice, or the way students are taught outside of the faculty member's own classroom. Work in progress is considered in this assessment.

Unsatisfactory

- An unsatisfactory rating means there is little evidence of scholarship activity and/or continued below expectations ratings in scholarly productivity.

Note

Annual scholarship performance evaluations do not assure promotion or the attainment of tenure. A scholarship/research performance evaluation of meets expectations on an annual basis does not assure promotion or the attainment of tenure. In these decisions, the quality of a candidate's overall scholarship/research record is evaluated. Promotion and tenure decisions are also based on a faculty member's performance in the teaching and service areas. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the university.

Service

Faculty members are expected to participate in a variety of service activities, typically identified as:

Academic Service

The faculty member participates in academic governance, policy formulation, administration, recruitment and selection, and other such activities at the college and university levels.

Professional Service

- Contributes to the maintenance and development of relevant fields through active participation in professional associations and societies, editorial services for professional journals or exhibitions, reviewing papers and manuscripts, design consulting, or other such activities.
- Contributes to the maintenance and development of strong relationships with practitioners in the private and public sectors, e.g., through the provision of continuing education programs. These activities should enhance the faculty member's capabilities and professional recognition, and should strengthen the college as a professional school.

Community Service

The faculty member implements the Land and Sea Grant missions of the university through such activities as professional assistance programs and service on public commissions and boards, and service to relevant constituencies in the state and region.

Private consulting and other proprietary activities require case-by-case justification if they are to be credited as service or research activities.

Exceptional (in addition to "exceeds expectations" and "meets expectations" criteria)

- Establishes a record of significant accomplishments as a leader in service activities.
- Achieves specific recognition among peers, students or constituents for excellence in performance.

Exceeds Expectations (in addition to "meets expectations" criteria)

- Attains leadership positions in service activities.

Meets Expectations

- Effectively participates in a variety of academic, professional and community service activities. Such participation by non-tenured faculty members should be limited to a few key activities.

Below Expectations

- Inadequate evidence of sustained and effective participation in service activities, and/or
- Inadequate follow-through on service commitments.

Unsatisfactory

- No evidence of participation in service activities, or
- Repeated evidence of inadequate participation in service activities.

Section 8 Promotion and Tenure

- 8.1 THIRD YEAR PRE-TENURE REVIEW
- 8.2 POST-TENURE REVIEW
- 8.3 PROMOTION AND TENURE REVIEW

Refer to the [OSU Faculty Handbook, Promotion and Tenure](#) guidelines, [Academic Affairs Dossier](#) guidelines and the [Post-Tenure Review of Faculty](#) guidelines.

8.1 THIRD YEAR PRE-TENURE REVIEW

Refer to [Policy for Mid-term Reviews for Tenure-Track Faculty](#) and [Promotion and Tenure](#) guidelines.

Purpose

The primary purpose of the third year, pre-tenure review is to assess each tenure-track faculty member's performance relative to university promotion and tenure guidelines.

Process

Each faculty member on a tenure-track appointment will undergo a third year, pre-tenure review. The review will be carried out during the third year of full service in a tenure-track position at the college. The review will be discussed with each eligible faculty member by the appropriate Associate Dean during the winter or spring of the academic year prior to the planned review.

The review will consist of the following steps:

1. A dossier will be prepared by the tenure-track faculty member consistent with the Oregon State University Promotion and Tenure Guidelines. The faculty member under review must provide the following documents for the Third Year Review:
 - a. Position description (current and prior, as appropriate)
 - b. Candidate's statement
 - c. Promotion & tenure vita
 - d. Peer review of teaching report
2. The college Promotion and Tenure Committee will review the tenure-track faculty member's record in scholarship. It will prepare a written report of its evaluation of the tenure-track faculty member's record of performance, including an assessment of progress toward promotion and tenure. The report will be made part of the dossier. The Committee's evaluation will take into consideration relevant factors such as the tenure-track faculty member's teaching assignments, service activities, release time in support of scholarship, and level of grant support. In addition to its assessment report, the Committee will also make recommendations with regard to the tenure-track faculty member's research program, involving such matters as focus, level of productivity, resources in support of the research program, and strategies for publication.
3. The Associate Dean for Research and Faculty will review the dossier and prepare a letter of evaluation on all aspects of the tenure-track faculty member's performance. The evaluation will include an assessment of progress toward promotion. The letter will be added to the dossier. The faculty member under review will be provided a copy of the complete dossier.

4. The Associate Dean for Research and Faculty will schedule a meeting with the faculty member to discuss the outcome of the review and initial recommendations. The Chair of the Promotion and Tenure Committee is also invited to participate. The performance of the faculty member relative to university Promotion and Tenure Guidelines will be discussed in the form of a dialogue among all parties present. Promotion and Tenure guidelines and procedures are reviewed to ensure that the faculty member is informed about the process and criteria for evaluating faculty for granting indefinite tenure, or promotion. The faculty member may attach comments, explanations, or rebuttal to the review before signing to indicate that the document is complete. The complete dossier is then submitted to the Dean for review.
5. The Dean and the Associate Dean for Research and Faculty will meet to determine if the tenure-track faculty member is making satisfactory progress toward promotion and tenure.
6. The outcome of the third year review will be shared with the faculty member under review for comment, and included in the individual's personal file.

Note

Letters of evaluation should provide evidence of a candidate's record and not merely be letters of endorsement or advocacy. Letters should address both strengths and weaknesses in a candidate's record.

Third-Year Pre-Tenure Review Timeline

Review	Responsible Party	Due Date During Third Year
Dossier	Assistant Professor	February 15
Teaching	Peer Review Team	March 1
Scholarship and overall performance	College Promotion and Tenure Committee	April 15
Overall evaluation	Associate Dean	May 1
Outcome	Dean and the Associate Dean	May 15

- Not later than April 15, the Associate Dean forwards the dossier of the faculty member under review to the Chair of the Promotion and Tenure Committee. The dossier, at a minimum, will identify all research published or presented, all work currently under review, and all work in progress.
- The Chair of the Promotion and Tenure Committee circulates the dossier to committee members. The Committee will meet to discuss the faculty member's scholarship and progress toward promotion and tenure.
- If there is consensus, one member of the Committee – the Chair, if the number of candidates is reasonably small – prepares a first draft of the letter of evaluation. That letter is circulated to the Committee for its approval; at this point, committee members have the opportunity to suggest whatever changes they feel are appropriate, both as to the substance and presentation of the evaluation.
- If consensus does not emerge, the Chair will convene a meeting of the Committee to resolve the disagreements. In the event that convergence does not occur, a majority vote will determine the

Committee's recommendation but areas of disagreement will be reflected in the letter of evaluation.

Outcomes

If the Dean and the Associate Dean for Research and Faculty determine that the tenure-track faculty member is making satisfactory progress toward promotion, then the faculty member will be encouraged to “stay on track.” A decision that satisfactory progress is being made does not guarantee that the tenure-track faculty member will be promoted with tenure. Based upon exemplary performance and/or years in service at OSU and another university, a tenure-track faculty member could be considered for early promotion.

If the tenure-track faculty member has not made satisfactory progress toward promotion, and deficiencies are not severe, the following actions will take place:

- The tenure-track faculty member will be provided opportunities to work with scholarship and/or teaching mentors.
- The tenure-track faculty member’s teaching and scholarship will be reassessed by the Dean and the Associate Dean during the fourth year of service. If this assessment indicates that the tenure-track faculty member is still not making satisfactory progress, then timely notice will be given to the faculty member at the end of the fourth year.

If the tenure-track faculty member has not made satisfactory progress toward promotion, and the deficiencies are severe, timely notice will be given to the faculty member at the end of the third year.

8.2 POST-TENURE REVIEW

Purpose

The university recognizes that faculty renewal, development and improvement are of critical importance in its pursuit of excellence. To that end, the university provides for post-tenure review of its faculty to identify and help underachieving faculty fulfill the potential that was recognized upon hiring and reaffirmed upon the award of tenure. According to OSU faculty handbook guidelines, a post-tenure review is to be initiated if: (i) requested by a faculty member (ii) requested by the unit head or supervisor after one negative review or (iii) a faculty member receives two consecutive negative periodic reviews of faculty (PROF). A negative PROF is defined as receiving unsatisfactory assessment of one or more areas identified in the position description (e.g., teaching, scholarship, service, outreach).

Process

Refer to the [Post-Tenure Review of Faculty](#) guidelines.

8.3 PROMOTION AND TENURE REVIEW

Refer to the [OSU Faculty Handbook](#) and the [Promotion and Tenure](#) guidelines.

Process

Refer to the [Promotion and Tenure](#) guidelines.

The Associate Dean for Research and Faculty initiates the review of faculty members to be considered for promotion and/or tenure. It is the faculty member’s responsibility to provide and gather the data for the dossier in accordance with OSU Promotion and Tenure Guidelines. The Associate Dean provides

information and guidance regarding the preparation of the dossier. The Associate Dean will ensure that the final dossier is complete and conforms to university guidelines.

Under current university policy, the Associate Dean for Research and Faculty is responsible for asking the candidate to consider signing the voluntary “Waiver of Access to Submitted Evaluation Materials from Reviewers” form prior to beginning the review process.

External letters of evaluation are solicited in accordance with OSU’s Promotion and Tenure Guidelines. All external evaluations will be requested and coordinated by the Associate Dean.

As required by the Oregon State Board of Higher Education, students will be invited to participate in the review of faculty for promotion and/or tenure. Evaluations from students will be requested by the Associate Dean.

A letter from the Peer Review of Teaching Team that summarizes all peer teaching reviews over the evaluation timeframe will be included in the dossier.

The dossier is forwarded to the Discipline Committee, which consists of four members at or above the rank for which the candidate is being considered. Members of this committee are identified by the Associate Dean and the candidate at the beginning of the academic year. The committee consists of tenured faculty and under normal circumstances will include strong representation from the candidate’s disciplinary field of scholarship. The Associate Dean may also select a tenured faculty member from an Oregon State University college outside of the College of Business to serve on this committee. Up to two members of the college Promotion and Tenure Committee may be chosen to serve on the Discipline Committee. In such cases these members will be recused from the college Promotion and Tenure Committee’s review of the candidate.

In the case of promotion to full professor, there will be at least three full professors serving as voting members on the Discipline Committee and the college Promotion and Tenure Committee. A maximum of two full professors from the Promotion and Tenure Committee may be chosen to serve on the Discipline Committee. In such cases, these members will be recused from the college Promotion and Tenure Committee’s review of the candidate. The Associate Dean may select and assign full professors from Oregon State University to serve on these committees in order to satisfy the minimum membership requirements for each committee. Prior to such selection, the Associate Dean will meet with the candidate to identify full professors in related fields at Oregon State University, who may be eligible to serve on these committees for the duration of the candidate’s review.

The Discipline Committee reviews the dossier of the candidate and prepares a letter of evaluation and recommendation to the Associate Dean. The Associate Dean reviews the dossier and prepares a letter of evaluation and recommendation to be included in the dossier. The Associate Dean will meet with the candidate to share the outcomes of these reviews. The candidate may add a written statement regarding these reviews, to be included in the dossier.

The dossier is forwarded to the college Promotion and Tenure Committee. The Committee reviews the dossier, prepares a letter of evaluation and recommendation that becomes part of the dossier, and submits the it to the Dean. The Dean reviews the dossier and prepares a letter of evaluation and recommendation. The candidate may add a written statement regarding these reviews, to be included in the dossier. The completed dossier is then forwarded for review at the university level.

Notes

- Letters of evaluation should provide evidence of a candidate's record and not merely be letters of endorsement or advocacy. Letters should address both strengths and weaknesses in a candidate's record.
- The Discipline Committee process is intended to ensure that the candidate's contributions to his or her field and program are properly recognized and evaluated.

Process

- Not later than October 15, the Associate Dean submits the completed candidate dossier to the Discipline Committee.
- Not later than November 5, the Discipline Committee prepares a letter of evaluation that is transmitted to the Associate Dean.
- Not later than November 15, the Associate Dean prepares a letter of evaluation that is forwarded, with the complete dossier, to the Chair of the college Promotion and Tenure Committee. The dossier also includes the evaluation written by the Discipline Committee, and evaluations written by all external reviewers.
- The Chair of the Promotion and Tenure Committee circulates the dossier to committee members. The Committee meets to discuss the candidate's record.
- If there is consensus, one member of the Committee – the Chair, if the number of candidates is reasonably small – prepares a first draft of the letter of evaluation. That letter is circulated to the Committee for approval; at this point, Committee members have the opportunity to suggest whatever changes they feel are appropriate, both as to the substance and presentation of the evaluation.
- If immediate consensus does not emerge, the Chair will convene a meeting of the Committee to resolve the disagreements. In the event that convergence does not occur, a majority vote will determine the Committee's recommendation but areas of disagreement should be reflected in the letter of evaluation.
- Not later than January 15, the college Promotion and Tenure Committee prepares a letter of evaluation that is transmitted, together with the entire dossier, to the Dean.
- Not later than February 10, the Dean prepares a letter of evaluation and forwards the dossier to Academic Affairs. The candidate may add a written statement regarding these reviews, to be included in the dossier

Section 9 Research Programs and Services

- 9.1 RESEARCH SUPPORT
- 9.2 GRANT PROPOSAL REVIEW POLICY
- 9.3 PREPARATION OF PROPOSALS
- 9.4 TECHNOLOGY TRANSFER

Refer to the [OSU Faculty Handbook](#) and the [Resource Links for Faculty & Staff](#).

9.1 RESEARCH SUPPORT

University Research Support

The website Resources for Faculty, maintained by the university Research Office outlines the support services available on campus and describes the procedures for the preparation of research proposals. The university Research Office provides assistance in the preparation of requests for research funding, information concerning the use of human subjects in field or classroom research, and proposal forms for seed funding.

Library Support

The library provides a number of services to facilitate research. With the appropriate authorization, the cost for most library services can be charged to the college or the faculty member's development account. Library services include computerized literature searches (LIARS); patent searches; copyright searches; and book and serial ordering. Books and serials to be added to the library should be ordered through the college Library Liaison.

College of Business Research Support

Funded Research and other Funded Activities

The following guidelines outline the extent of the college support available to faculty members conducting funded projects:

- Faculty Services can provide professional administrative support as needed. The help of student assistants should be solicited for routine tasks. Office supplies beyond the ordinary items/quantities available will be charged to the faculty member's development funds, if applicable.
- The Associate Dean for Research provides approval for hiring student assistants for tenure/tenure track faculty and the Executive Director for Teaching and Learning provides approval for instructional faculty.
- After obtaining project funding, faculty members may wish to meet with the Director of Operations to discuss their support requirements, such as technology available through the College.

Research Overhead Distribution Policy

If external grants generate overhead for the college, the returned overhead funds will be assigned to the Dean's Office to be used in the support of research and programs.

9.2 GRANT PROPOSAL REVIEW POLICY

To ensure quality and appropriate budget for grant proposals, all proposals must be submitted to the Associate Dean for Research and Faculty for review and signature prior to submission. A lead-time of five (5) working days should be built into the proposal time frame for this review. In conducting the review, the Associate Dean may call upon other specialists for advice and counsel.

9.3 PREPARATION OF PROPOSALS

Refer to the [OSU Faculty Handbook](#) and the [Research Office Resource Guides](#).

OSU maintains an active Institutional Review Board (IRB) in compliance with federal law. IRB review and approval is required for all research projects involving human participants, regardless of the source of funding for the project or the level or risk posed to participants. Refer to the [IRB website](#) for more information.

OSU has recently launched its Conflict of Interest Online System to enable all applicable faculty members to disclose potential, perceived or real conflicts of interest as per federal regulations and institutional policy. Refer to the [COI website](#) for additional details.

9.4 TECHNOLOGY TRANSFER

OSU has a Technology Transfer Program. Upon arrival at OSU, new faculty members are required to sign an agreement concerning the rights to technology developed during employment at OSU. For additional information, including faculty rights to a royalty share, refer to the [OSU Faculty Handbook](#) or contact the [Research Office Advantage](#) program.

Section 10 Awards

- 10.1 BYRON L. NEWTON AWARD - EXCELLENCE IN TEACHING
- 10.2 EXCELLENCE IN SCHOLARSHIP AWARD
- 10.3 OUTSTANDING PROFESSIONAL FACULTY AND STAFF AWARD
- 10.4 COLLEGE OF BUSINESS SERVICE AWARD (INTERNAL)
- 10.5 COLLEGE OF BUSINESS SERVICE AWARD (EXTERNAL)
- 10.6 GRADUATE TEACHING AWARD (limited to faculty and staff)
- 10.7 EXPERIENTIAL LEARNING AWARD
- 10.8 THE NEWCOMB FACULTY AWARDS
- 10.9 PROFESSORSHIPS IN ACCOUNTING (limited to Accounting faculty)
- 10.10 DEAN'S PROFESSORSHIPS IN EXCELLENCE
- 10.11 TOOMEY FACULTY FELLOWSHIP
- 10.12 BETTY S. HENRY AMUNDSON FACULTY SCHOLAR IN ETHICS AWARD
- 10.13 COLLEGE OF BUSINESS RESEARCH RECOGNITION

Refer to the [OSU Faculty Handbook](#) for university awards.

COLLEGE OF BUSINESS AWARDS

Nominations for college awards may be submitted by a fellow faculty member, faculty eligible for such awards, or the Awards Committee. The Committee may choose to recommend a candidate or recommend that a particular award not be given. The solicitation of nominations should begin in March. The request for nominations should come from the Chair of the Awards Committee. The Committee should receive nominations during the first week of the spring term. Final recommendations from the Committee should be submitted to the Dean for final approval in April. Awardees will be announced at the annual year-end celebration for faculty and staff.

10.1 BYRON L. NEWTON AWARD - EXCELLENCE IN TEACHING

Eligibility: Classroom teachers who have taught during the past three quarters. Full-time or part-time, tenured, tenure-track, and fixed-term.

Criteria: Teaching excellence. The Awards Committee will consider student input in selecting a recipient based upon the student evaluations for the past three terms.

Established in 1976

10.2 EXCELLENCE IN SCHOLARSHIP AWARD

Eligibility: Tenured and tenure-track faculty.

Criteria: Excellence in scholarship, successful, focused scholarly activity.

Established in 1992

10.3 OUTSTANDING PROFESSIONAL FACULTY AND STAFF AWARD

Eligibility: Professional faculty and classified staff.

Criteria: Excellence in job performance.
Established in 1992

10.4 COLLEGE OF BUSINESS SERVICE AWARD (INTERNAL)

Eligibility: All faculty and staff.
Criteria: Excellent contributions within the college that go beyond the requirements of the nominee's job
Established in 2010

10.5 COLLEGE OF BUSINESS SERVICE AWARD (EXTERNAL)

Eligibility: All faculty and staff.
Criteria: Excellent contributions within the college that go beyond the requirements of the nominee's job
Established in 2010

10.6 GRADUATE TEACHING AWARD (limited to faculty and staff)

Betty and Forrest Simmons Graduate Teaching Award

Eligibility: All full-time instructional business faculty who have taught in the graduate business program (Masters and Ph.D.) during the past three quarters full-time or part-time whose most recent PROF was at "meets expectations" or better in all categories.
Criteria: Excellence in graduate student business education and/or mentorship. Innovative pedagogy and/or specific contributions to the reputation, goals, and objectives of the graduate business programs in and out of the classroom should be highlighted in the nomination. These may include accomplishments that dramatically assist business students by improving the quality of their education and personal outcomes, as well as the educational environment of the college.

This fellowship carries a \$10,000 stipend. Recipients are not eligible for the Fellowship in consecutive years.

Established in 2008

10.7 EXPERIENTIAL LEARNING AWARD

Eligibility: All faculty and staff.
Criteria: Excellence in supporting/facilitating experiential learning.
Established in 2010

10.8 THE NEWCOMB FACULTY AWARDS

Newcomb Fellows

Eligibility: All full time instructional and professional faculty.
Criteria: Specific contributions to the reputation, goals, and objectives of the college and OSU. Accomplishments that dramatically assist business students by improving the quality of their education or the educational environment of the college. Accomplishments that significantly improve the scholarship or scholarly climate of the college.

Established in 1999

Newcomb Associate Teaching Innovation, Research and Service Awards

Eligibility: Full time instructional and professional faculty.

Criteria: Excellence in each distinct award category.

Established in 2005

10.9 PROFESSORSHIPS IN ACCOUNTING (limited to Accounting faculty)

Mary Ellen Phillips Professorship

The Mary Ellen Phillips Professorship recognizes outstanding financial accounting academicians that excel in the instruction of intermediate accounting courses. Holders of the professorship are expected to pursue excellence in their academic efforts and assist the college in achieving its mission and vision.

Eligibility: Full time financial accounting faculty.

Criteria: Demonstrated and sustained high level scholarly (research, professional, creative) accomplishments and/or teaching excellence, and/or outstanding service. Holders of the professorship are expected to continue to teach in the intermediate accounting series.

Established in 2008

Shirley E. Droschkey Professorship in Accounting

The Shirley E. Droschkey Professorship in Accounting recognizes outstanding accounting academics, with a proven record of accomplishment and contribution over time to the College of Business. The Shirley E. Droschkey Professorship in Accounting may be awarded typically to associate or full professors who have demonstrated a sustained high level of scholarly (research, professional, creative) accomplishments and/or teaching excellence, and/or outstanding service. Assistant Professors may be considered in special circumstances. Faculty currently holding professorships or fellowships are ineligible. The Shirley E. Droschkey Professorship in Accounting will typically be awarded for a term of two years on a rotating basis. However, the award may be shared equally between two faculty members when comparable contributions make it difficult to choose one faculty member. Funding for the second year is subject to continued availability of funds and satisfactory performance by the recipient, as determined by the Dean.

Eligibility: Full time financial accounting faculty.

Criteria: Demonstrated and sustained high level scholarly (research, professional, creative) accomplishments and/or teaching excellence, and/or outstanding service. Holders of the professorship are expected to continue to teach in the intermediate accounting series.

Established in 2008

10.10 DEAN'S PROFESSORSHIPS IN EXCELLENCE

Dean's Professorships in Excellence recognize outstanding College of Business academics, with a proven record of accomplishment and contribution to the College of Business. Appointees may be at any rank. The Dean's Professorships of Excellence will support faculty who are performing at a high level to enable them to make greater contributions to their field and institution. The Professorships are intended to assist faculty in efforts to contribute to the college and their own professional development. Faculty

“holders” of such Professorships have demonstrated - and are expected to continue to demonstrate - their meriting of these appointments through the process described below. Once appointed, holders should regard themselves as “stewards” and expect to be accountable to the spirit and purposes of the Professorships as specified by the Dean. Professorships will be conferred on collegial faculty members who have sustained a high level of scholarly (research, professional, creative) accomplishments, demonstrated teaching excellence, and/or shown a willingness to perform valuable service to the college, the university and/or their profession. Professorships may also be used to reward faculty for shorter, fixed appointments, and for special initiatives, or to recruit distinguished scholars from outside Oregon State University. All Professorships are awarded by the Dean and renewed annually.

Eligibility: Tenured Faculty

Criteria: Proven record of accomplishments and contributions to the college.

Established in 2007

10.11 TOOMEY FACULTY FELLOWSHIP

The Toomey Faculty Fellowship may be awarded typically to associate or full professors who have demonstrated a sustained high level of scholarly (research, professional, creative) accomplishments and/or teaching excellence, and/or outstanding service. Assistant Professors may be considered in special circumstances. Faculty currently holding professorships are ineligible. The Toomey Faculty Fellowship will typically be awarded for a term of two years for \$20,000 per year. The award may be shared equally between two faculty members. Funding for the second year is subject to continued availability of funds and satisfactory performance by the recipient, as determined by the Dean.

Eligibility: Typically Tenured Faculty

Criteria: Proven record of accomplishments and contributions to the college.

Established in 2007

10.12 BETTY S. HENRY AMUNDSON FACULTY SCHOLAR IN ETHICS AWARD

The Amundson Faculty Scholar will typically be awarded for a term of two years for \$10,000 per year. The award may be shared equally between two faculty members. Funding for the second year is subject to continued availability of funds and satisfactory performance by the recipient, as determined by the Dean. Payment from the Award may be used in the form of a salary stipend (benefits included), faculty development funds, or a combination of the two. Upon the faculty member’s retirement or other changes in employment status, including sabbatical or Fulbright Fellowships, the Amundson Faculty Scholar distinction and access to funds from the Award will terminate. Retired faculty members are not eligible for the fellowship. The Awards Committee will seek nominations for the Amundson Faculty Scholar each academic year the award is available.

Eligibility: All instructional and professional faculty holding full-time appointments during the academic evaluation year under consideration are eligible to be named the Amundson Faculty Scholar.

Criteria: Faculty members must receive ‘meets expectations’ or higher in all categories on their annual PROF and be a collegial contributing member of the college to remain eligible for the Amundson Scholar Award. Faculty members currently holding other professorships

or fellowships are ineligible. Being named the Amundson Faculty Scholar will not preclude a person from earning other considerations such as merit pay increases.

Established in 2015

Process:

- Anyone may nominate a faculty member for the Amundson Faculty Scholar Award. Persons submitting nominations are responsible for providing specific justification to support the nomination. Recipients shall be chosen on the basis of accomplishments during the current academic evaluation year or for consistent excellence over time.
- The Awards Committee will review the nominations. When necessary, the Committee will solicit additional information. Nominees must give permission to the Awards Committee to review their PROF if needed.
- The Awards Committee will consider all available information and make award recipient recommendations to the Dean. Soon thereafter the Amundson Faculty Scholar Award will be announced and presented at a suitable faculty event.

The following criteria shall be specifically considered in the selection of Amundson Faculty Scholar Award:

- Specific contributions to the reputation, goals, and objectives of the college and Oregon State University, including those identified as College of Business Strategic Initiatives, Mission, or Vision.
- Accomplishments that dramatically assist college students by improving the quality of their education or the educational environment of the college.
- Accomplishments that significantly improve the scholarship or scholarly climate of the college.
- Nominees with contributions in all domain-specific areas related to business ethics will be considered.

10.13 COLLEGE OF BUSINESS RESEARCH RECOGNITION

The Research Impact and Achievement (RIA) Award recognizes research that promotes the strategic goals of the college. It is not a substitute for any other research award including professorships, fellowships, research awards, etc.

RIA Award Criteria

Consistent with the strategic goal for the college in its pursuit of “Achieving Distinction,” the RIA Award recognizes significant faculty efforts and achievements which contribute to the research, scholarly and creative reputation of the college and its programs. Any activities or achievements which significantly enhance the national and international reputation and awareness of the college’s excellence in research and creative scholarship are eligible for the Award. These activities might include publications in premier outlets, significant media mentions, or awards/recognition from major professional associations, as well as other-reputation building and affirming outcomes that advance the college’s desire to be a place of “destination” for students and scholars.

RIA Award Procedure

1. At the end of each term, the Research Committee will announce a call for nominations/self-nominations. Nominations should be no longer than a single page.

2. The Research Committee will review all nominations and make award recommendations to the Dean.
3. Approved awards for premier publications will be awarded in the term the publication is accepted. Coauthors in the college share one award among the author team.
4. Awards recommendations for other activities will be withheld until the end of the academic year so that the awards for premier publications are prioritized.
5. Activities which are multi-year commitments (e.g., board membership) are only awarded once, unless activity is renewed.
6. The committee will keep all submissions on file and will make award recommendations based upon all nominations received. Resubmission is permitted when there are substantive changes to a previous submission.
7. At the end of each academic year, the Research Committee will review the RIA Award criteria and procedures and make recommendations for any necessary changes to the Dean.

Funding for RIA Award

Awards will consist of: 1) \$2,000 for premier publications and 2) \$500-\$1,000 for other activities. The RIA Awards are subject to available funding at the Dean's discretion.