



**Oregon State University**  
**College of Business**



**Faculty Handbook**

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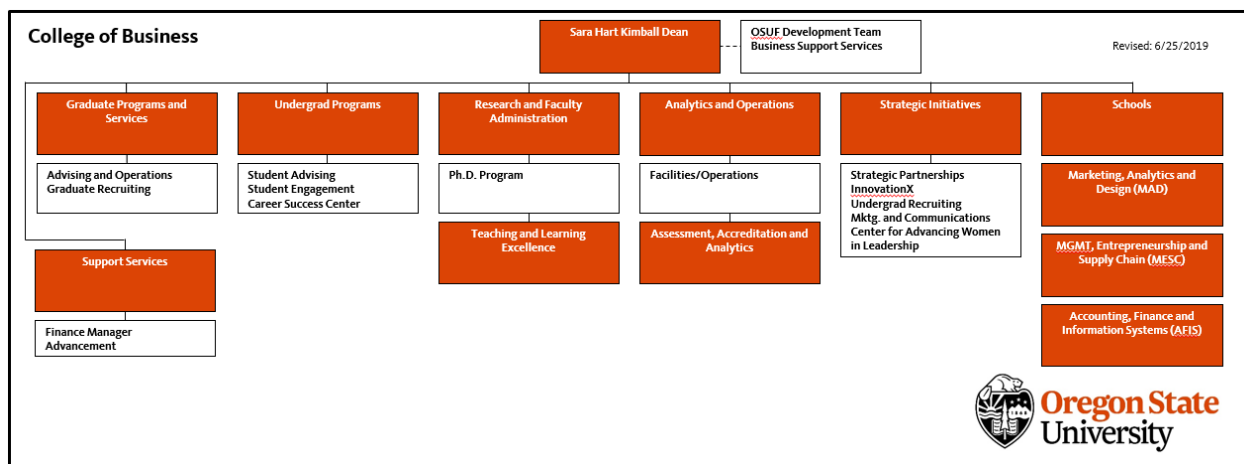
# Section 1 An Overview

- 1.1 MISSION AND VISION
- 1.2 ADMINISTRATION AND ORGANIZATION
- 1.3 LEADERSHIP STRUCTURE AND RESPONSIBILITIES
- 1.4 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 LEADERSHIP STRUCTURE AND RESPONSIBILITIES

Definitions: [The OSU Faculty Handbook](#) defines professorial ranks (Professor, Associate Professor, Assistant Professor) and instructor ranks (Instructor, Senior Instruction I, Senior Instructor II). Within this document, “Instructional Faculty” will be used to refer to all faculty ranks that provide instruction. When referring to specific groups of ranked academic faculty, “Professorial” and “Instructor” will be used.

### Senior Associate Dean, Analytics and Operations (SAD-AO)

- Maintain a dynamic model of course and faculty requirements to create the master academic schedule for the college – across all locations and modalities.
- Manage the interface with HR to maintain nine-month contracts for instructors and summer compensation for all instructional faculty.
- Coordinate with School Heads to identify unmet instructional needs based on short-term gaps and AACSB ratio analysis.
- Provide data and analysis to Dean, Associate Deans, and School Heads that support operational decisions.
- Manage the Assistant Dean of Assessment, Accreditation and Analytics, including:
  - Consolidate assurance of learning and learning outcome assessment, submitting relevant assessment reports to various external agencies as needed.

- Manage the AACSB accreditation process.
- Manage the Assistant Dean of Teaching and Learning Excellence.

#### **Associate Dean, Research and Faculty Development (AD-RFD)**

- Coordinate with School Heads and appropriate faculty committees to develop and assess teaching, research and service standards for all instructional faculty (professorial and instructor ranks) based on peer and aspirational peer benchmarking.
- Coordinate with School Heads to manage salary standards for hiring, retention, merit and equity adjustments by discipline based on peer and aspirational peer benchmarks.
- Coordinate with School Heads and Associate Deans to ensure standard hiring processes for all instructional faculty for the college.
- Conduct annual EOA and AACSB salary analysis for the college.
- Ensure consistency in the annual evaluation process across disciplines and schools.
- Identify research needs and support research advancement for the college.
- Identify faculty development needs and support faculty advancement for the college, including serving as liaison to the Faculty Development Committee.
- Manage the Promotion and Tenure and Third-Year Review process for the college.
- Manage the PhD program.

#### **Associate Dean, Graduate Student Development (AD-GSD)**

- Coordinate with School Heads and Graduate Program Committee to manage curriculum of all masters-level graduate programs within the college – all locations and modalities.
- Coordinate with SAD-AO and School Heads to forecast demand for graduate courses, across all locations and modalities.
- Coordinate with Marketing and Communications and School Heads to create collateral to advertise and support recruiting for graduate programs.
- Manage recruiting, admission, matriculation, advising, development of student program plans, and graduation planning for all students pursuing graduate degree programs.
- Implement Personal, Professional and Leadership Skill development opportunities for graduate students.
- Work with School Heads, the Assistant Dean for Assessment, Accreditation, and Analytics and the faculty to coordinate the assurance of learning activities for graduate programs. Report program outcomes in accordance with AACSB and OSU Graduate School requirements.

#### **Associate Dean, Undergraduate Student Development (AD-USD)**

- Coordinate with School Heads and Undergraduate Program Committee to manage curriculum of all undergraduate programs (majors, minors, options) within the college – all locations and modalities.
- Coordinate with SAD-AO and School Heads to forecast demand for undergraduate courses, across all programs, locations and modalities.
- Coordinate with Marketing and Communications and School Heads to create collateral to advertise and support recruiting for undergraduate programs.
- Manage and/or coordinate recruiting processes, admissions, matriculation, advising, development of student program plans, and graduation planning for all students pursuing undergraduate degree programs.
- Implement the Blueprint model with Personal, Professional and Leadership Skill development opportunities for all undergraduate students.

- Work with School Heads, faculty, and the Assistant Dean for Assessment, Accreditation, and Analytics to coordinate the assurance of learning activities for undergraduate programs and assess and report program outcomes in accordance with AACSB and OSU requirements.

#### **Assistant Dean, Teaching and Learning Excellence (AD-TLE)**

- Track teaching effectiveness and coordinate with School Heads to provide guidance and mentoring to all instructional faculty (professorial and instructor ranks).
- Support the Peer Review of Teaching Committee.
- Participate in screening and interviews of applicants for instructor appointments.
- Develop and implement onboarding processes for all instructional faculty to ensure that they are prepared to teach specific courses in the specific medium. This includes ensuring all instructional faculty meet with the respective course coordinators.
- Manage Student Conduct processes for the college.

#### **Assistant Dean, Assessment, Accreditation and Analytics (AD-AAA)**

- Evaluate and implement best practices for managing an effective assurance of learning program at the college and program level.
- Work with School Heads and academic faculty to coordinate the COB's five-year cycle for assurance of learning activities and ensure program objectives and course outcomes are assessed and reported in accordance with OSU and AACSB requirements.
- Monitor faculty academic status and Participating/Supporting ratios for accredited college programs across all locations and modalities.
- Track assurance of learning and compliance with accreditation standards, and provide dashboards/reports to key decision makers within the college that enable monitoring of status.

#### **School Heads**

- Manage all instructional faculty (professorial and instructor ranks) within the school
  - Make teaching assignments to fulfill the schedule provided by the SAD-AO.
  - Coordinate with the AD-RFD to provide onboarding, mentoring and ongoing developmental support for T/TT faculty.
  - Coordinate with the AD-TLE to support teaching effectiveness of all instructional faculty.
  - Coordinate with Associate Deans and manage the hiring process for all instructional faculty for the unit.
  - In coordination with the AD-RFD:
    - Perform annual performance reviews for all school faculty, ensuring consistency in evaluations.
    - Manage school level P&T process.
  - In coordination with the Associate Deans, make faculty service assignments including Program Directors, Professional Development Coordinators and Course Coordinators.
  - Keep faculty within the unit informed about school/program activities, curricula changes, and college initiatives.
- Manage school-level budget
  - Approve faculty-directed and school-directed professional development support.

- Provide and justify compensation recommendations to the AD-RFD. This includes salaries for new hires, compression/equity adjustments, and excellent performance adjustments.
- In collaboration with the SAD-AO, manage enrollment of all programs (majors, minors, options) and courses in the unit. Make recommendations for changes to the appropriate curriculum committee.
- Manage foundation funds associated with each program ensuring that all expenditures are aligned with the donor intent for each program.
- Support advisory boards in collaboration with the Executive Director of Advancement.

### **Assistant/Associate School Heads**

At the direction of the School Head, support the school and school faculty through activities like the following:

- Recommend teaching assignments.
- Coordinate with Associate/Assistant Deans to support faculty development.
- Coordinate with Associate Deans to support faculty hiring.
- Support annual performance reviews.
- Support the School level P&T process.
- Communicate with faculty in the unit to keep them informed about the School, programs, and the college.
- Approve professional development expenditures.
- Support enrollment management of programs in the unit. Make recommendations for changes to the appropriate curriculum committee.

### **Faculty Program Directors**

- Coordinate graduate and undergraduate curriculum offered by the discipline, including all courses.
  - Embed and support high impact, experiential learning throughout all degree programs.
- Work with Course Coordinators to establish learning goals and ensure annual assessment.
- Coordinate program faculty to evaluate program quality and propose curricular improvements.
- Coordinate with School Head to ensure proper staffing of courses to ensure quality and consistency across sections and modalities.
- Assist with faculty searches and hiring within the discipline.
- Recommend student scholarship awards for the degree programs.
- Coordinate with School Head to support faculty mentoring.
- Coordinate with School Head to develop and maintain external advisory councils (generally with eight or more members) for the purpose of staying connected to the business community, maintaining program currency, and developing program funding opportunities.
- Coordinate with the faculty and Professional Development Coordinator for the degree programs to ensure experiential learning and professional development opportunities are available for the students.
- Represent their programs at student-focused events (e.g., get the scoop, transfer student reception, graduation ceremony, meet the majors, etc.).
- Serve as Industry Development Coordinator in liaison with Advancement and External Engagement



- When appropriate, work with faculty to translate their research results into information that can be shared with industry and employers
- Cooperate with external engagement team to meet with industry contacts to identify internships and employment opportunities for students
- As a result of meetings with industry, summarize trends and share with faculty and advisory councils.
- Program directors who manage a major and an active advisory council and engage in all the afore-mentioned position duties are provided one course release (or commensurate stipend) during the academic year and appropriate compensation for participating in program activities during the summer.

#### **Faculty Professional Development Coordinators**

- Coordinate with Program Directors and program faculty to ensure that there are experiential learning and professional development opportunities for students enrolled in the degree programs.
- Coordinate with Associate Deans to ensure that student support (e.g., advising, career services, Blueprint courses) is aligned with the needs of students in the degree programs.
- Coordinate with the Career Success Center, Employer Relations and Industry Relations for setting and achieving goals related to full-time and internship placement and garnering meaningful experiential opportunities.
  - Analyze and share accurate information about placement with faculty.
- Serve as advisor for clubs within the degree programs.
- Coordinate with the advancement team to share information on corporate engagement.
- Provide content for the program newsletter.
- Professional Development Coordinators are provided a one section course release (or additional stipend) during the academic year.

#### **Faculty Course Coordinators**

- Coordinate with relevant faculty groups regarding course content and selection of educational resources (i.e., course materials).
- Ensure that a standard boilerplate course syllabus is developed that communicates course learning outcomes/objectives, educational resources, and college expectations.
- Synchronize syllabi, assessments and other teaching practices across multiple sections offered at differing locations and modalities so that all students in the course (regardless of location or modality) have equivalent learning opportunities.
- Collect and report assessment of program-level (core) student learning outcomes. Assessments in core courses are to measure the proportion of students who exceed, meet, or fall below expectations and are to generate data for comparison of achievement across locations and delivery modes.
- Meet and discuss unique instructional considerations for the course with all new faculty assigned to teach the course.

## **1.4 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
- 2.3 SUMMER TERM TEACHING ASSIGNMENT POLICY
- 2.4 COURTESY AND AFFILIATE FACULTY APPOINTMENTS
- 2.5 EXECUTIVES IN RESIDENCE
- 2.6 PARTICIPATING AND SUPPORTING FACULTY
- 2.7 AACSB FACULTY QUALIFICATIONS
- 2.8 NEW FACULTY ORIENTATION
- 2.9 OFFICE ASSIGNMENTS
- 2.10 SERVICES FOR INTERNATIONAL FACULTY AND CHANGES OF VISA STATUS

### 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 for Instructional Faculty

##### 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.

#### Professional Attributes for Professorial Faculty

##### 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).

## **Professional Attributes for all Faculty**

### **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, equity and inclusion:**

- 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 twelve (12) sections of four credit hour courses offered over three academic quarters 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 and School Heads 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 services 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 nonprofit 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 Association to Advance Collegiate Schools of Business (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 on annual contracts whose FTE is at least 0.50 during the current year. Participating faculty are expected to 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 discipline events (school and discipline-level faculty meetings, career fairs, FIA events, board meetings, etc.)

7. Participation in development activities that contribute to the college or university capital campaign.
8. Supervision of student internships.
9. 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 and also have the expectation to produce intellectual contributions that will maintain SA status beyond the initial three-year period.

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 an instructional faculty (tenured/tenure-track or professional instructor faculty member) or in an administrative position with reduced research expectations. To maintain SA/SP status, instructional faculty members must have at least two publications (or one premier publication) and three academic engagement activities over the past five years. For individuals in administrative positions with reduced research expectations, maintaining SA/SP status requires 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. Publication of additional journal articles.
3. Presentation to respected national and international conferences.
4. Publication of scholarly books.
5. Chapter contributions in scholarly books.
6. 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.



7. Major editorial responsibilities such as editor-in-chief or executive editor of a journal or practitioner periodical, associate editor responsibilities, editorial board responsibilities, or extensive ad hoc reviewing for quality journals.
8. A funded grant proposal from a major funding agency.
9. 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).
10. Writing an invited article for an academic journal or a nationally-known practitioner periodical.
11. Obtaining new (and appropriate) professional certification.
12. 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. Engagement activities must be pre-approved by an Associate Dean or School Head.

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 School Head.
3. Professional development: maintain professional certification, attend professional conferences and workshops.
4. Serve as an active member on a board of directors.
5. Professional leadership: officer in national, regional, local associations.
6. Books: academic or practitioner-oriented books.
7. Publication of an instructor's manual, test bank, collection of readings, or other ancillary materials used for instructional purposes.
8. Articles: peer and non-peer reviewed practitioner journals.
9. Editorials: editorials in professional magazines or journals.
10. Completing 30 units of education in the primary teaching area. Unit guidelines: 1) one unit per hour of educational activity, 2) a one-credit academic course on a quarter-based system is 10 units, or 3) a one-credit academic course on a semester-based system is 15. Supervisory approval of coursework is needed.
11. Presentations: local, regional, national or international practitioner conferences.
12. Creating and/or delivering highly successful executive education programs.
13. 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.
14. Authoring public or professional reports.
15. Engage in other professional duties and responsibilities sufficient to demonstrate currency in the 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 Development and the School Heads) 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 School Head will review their assessment with individual faculty as part of the annual PROF. In coordination with the Associate Dean for Research and Faculty Development, the School Head 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 will be oriented to the college and Oregon State University upon arrival. The School Head or immediate supervisor (with the assistance of the college HR support staff) is responsible for assuring that the following activities occur for new faculty:

### **Faculty Operational Support Services**

- Meet the Faculty Services and IT teams.
- Receive office assignment and keys.
  - 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).

- Receive Digital Measures overview.

### **Instructional Training**

- Complete onboarding orientation and applicable training with Assistant Dean for Teaching and Learning Excellence.
- 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
  - [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#)
  - Complete the online Disability Access Services Faculty Training
  - [Disability Access Services](#)
- Review instructional policies and expectations.
- Review expectations for participating faculty and requirements to maintain status as Scholarly Academic, Practice Academic, Scholarly Practitioner or Instructional Practitioner.
- Review general college and university tools and resources.

### **Faculty Development Processes**

- Complete onboarding orientation and applicable training with Associate Dean for Faculty and Research.
- Complete all required training as part of the [OSU Critical Training Program](#).
  - [Critical Training](#)
- Review faculty development and support policies.
- Review annual evaluation process, and P&T guidelines and 3rd year review process for tenure-track faculty.
- Review IRB process and procedures, as appropriate.
  - [Institutional Review Board \(IRB\)](#)

### **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 OFFICE ASSIGNMENTS**

The Director of Operations or their designee (Manager of Facilities, Operations and Academic Services) will coordinate office assignments for incoming faculty with the faculty's respective School Heads and will coordinate office assignments for incoming staff with unit heads. Faculty requests to change offices should be routed through their respective School Head to the Director of Operations. Office priority will be determined by academic rank and date of rank. In the event of a conflict, the School Heads or unit heads should work together on a resolution. If one cannot be reached, the School Heads or unit heads will defer to the Dean for a final decision. All office assignments are subject to Dean approval.

## **2.10 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 and Assistant Deans, who work directly with [International Programs](#) on these matters.

## 2.11 SEARCH PROCESS

### Remarks:

- All searches to fill vacant or new positions require pre-approval from the Dean.
- All time frames, outlined below, are estimates. Please consult with COB-HR to determine a projection of the current search duration.

### Roles:

- Dean – COB Sara Hart Kimball Dean; approves PAR and finalized starting salary range.
- Budget Authority – COB Manager of Business Performance & Strategic Planning; approves PAR and provides budget information.
- Hiring Manager – leader of a COB unit (Associate Dean for Research (ADR), Executive Director, Head Advisor, etc.).
- Search Chair – head of search committee, chosen by the Hiring manager to lead committee meetings and set the tone/pace of search committee work.
- Search Advocate – search committee participant who advances inclusivity and diversity, promotes social justice, and works to minimize impacts of bias within the search.
- COB-HR – COB HR liaison; facilitates collaboration between University HR and COB personnel.
- University HR – various central HR teams (COB HRSP, Classification & Compensation, Recruitment, and Lifecycle); processes COB requests.

### Hiring Manager Responsibilities:

- Obtain pre-approval from the Dean.
  - Complete a [PAR form](#) and submit it to COB.HR@oregonstate.edu for signatures via DocuSign.
- Create a draft position description (PD).
  - It is highly recommended the draft PD be coordinated with COB-HR to establish appropriate salary ranges and ensure the draft PD contains all required elements.
  - Take care in establishing minimum requirements to ensure they reflect the minimum skills, knowledge, and credentials needed to be successful in the position.
  - Minimum requirements should include the following statement: “A demonstrable commitment to promoting and enhancing diversity.”
  - Please refer to the following guidance for crafting PDs:  
[https://eoa.oregonstate.edu/sites/eoa.oregonstate.edu/files/principles\\_for\\_developing\\_the\\_position\\_description.pdf](https://eoa.oregonstate.edu/sites/eoa.oregonstate.edu/files/principles_for_developing_the_position_description.pdf)
- Create a search committee.
  - The search chair should have completed Search Advocate training (either the formal University training or the abbreviated College training).

- The search committee must contain a Search Advocate. COB allows the Search Advocate to be from within the College.
- Ensure members of the search committee have appropriate background and qualifications to effectively contribute to the search process. Members from outside the College may be included if they have unique qualifications that will add value to the search process.
- Finalize the PD.
  - The entire search committee, including the Search Advocate, should have the opportunity to review and provide feedback/comments on the PD prior to finalization.
  - The ultimate decision on the content of the PD lies with the Hiring Manager.
  - Once finalized, send the PD to COB-HR, who will coordinate approval of the PD with University HR.
  - Pause for University HR evaluation and approval; anticipate at least two (2) weeks between PD submission and University HR's initial PD review.
- Submit the Posting Template (and Posting Ad, if applicable).
  - The Hiring Manager should fill out the [job posting template](#) and submit it to COB-HR, who will coordinate approval of the posting with University HR.
  - Faculty positions will often have a separate ad that needs to be developed by the hiring manager/search committee.
  - COB-HR is able to help the Hiring Manager post the information to external advertising sources. Note that most external ads require fee payment; please be sure to indicate what index/account to charge when requesting to post externally.
  - Pause for University HR processing; anticipate at least one (1) week between posting template submission and posting to appear on OSU jobs website.
- Develop an offer with COB-HR.
  - Based on recommendations of the search committee, coordinate with COB-HR to develop an offer for the finalist. This may include further review by University HR.
  - Note that this should be completed before contacting the finalist, even if to make a pre-offer.
  - University HR will require review of the finalist's materials to determine a recommended starting salary for situations where:
    - There are no comparator positions at OSU.
    - There are too few comparator positions at OSU.
  - The Hiring Manager should seek approval from the Dean and Budget Authority once a starting salary amount/range is identified by University HR.
  - Although a greater risk, the Hiring Manager may offer a salary that is in the fourth (4<sup>th</sup>) quartile of a recommended starting salary range, or they may even offer a starting salary completely above that range.
    - To do this, HR requires documentation to be submitted to them by the Hiring Manager that COB would use in defending this hiring decision in future litigation.

- Dean's and AVP of HR approval is required for instances where there is a compelling argument for a starting salary above the third (3<sup>rd</sup>) quartile.
    - Please see pages 6-7 of the [Administrative Guidelines](#) for more information.
- Make an offer.
  - For professorial hires, the ADR acts as Hiring Manager and calls candidates to make the offer, in close coordination with the School Head and Search Chair.
  - Negotiate an offer with finalist. Be aware of special accommodations that may arise, including, but not limited to, spousal accommodations and U.S. work authorization.
  - Send COB-HR details to be stated in the offer letter. This includes the finalist's name, OSU ID (if they already have one), position title, position number, start date, annual salary, moving stipend, summer appointment info (if applicable), index to charge salary, and any other items to include in the offer letter.
  - Send COB-HR the completed ADW, making sure that all applicants are dispositioned.
  - COB-HR will request an offer letter be generated and sent to the finalist.
  - Pause for University HR processing; anticipate at least three (3) weeks between offer letter generation request and new hire's start date due to paperwork and processing.
    - Start dates are contingent upon successful background, motor vehicle record and/or work authorization checks.

### **Search Committee Tasks:**

- Create a recruitment plan.
  - Develop a list of recruitment and advertising sources including websites, email list serves, personal outreach by COB faculty/staff, etc.
  - Coordinate with COB-HR and the Hiring Manager to finalize an advertising budget.
- Post the PD.
  - Coordinate with COB-HR to establish search deadlines.
- Respond to COB-HR/University HR clarification and process queries.
  - Veteran applicants who meet minimum qualifications must advance to the interview stage. Please see the *Screen applicants* section, below, for more details.
- Screen applicants.
  - Establish rubrics to be used to consistently apply search criteria to all applicants.
  - Capture and record screening reasons for each candidate who does not meet minimum requirements.
  - University HR reviews applicants and sends the Search Chair and/or Hiring Manager an Applicant Disposition Worksheet (ADW), indicating Veteran applicants and noting which Veterans move into the interview stage.
  - Using preferred qualifications and the ADW from University HR, create a list of candidates to move to the interview stage.
    - Note that all Veterans who meet minimum requirements should advance to the interview stage.

- The search committee must review materials of all applicants if they wait until the search's Closing Date to begin the review. University HR will automatically send the Search Chair and/or Hiring Manager a pre-filled ADW for your search.
  - Alternatively, the search committee is allowed to review a subset of all applicants at the Full Consideration Date. However, if this option is chosen, the Search Chair must notify COB-HR, who will request an ADW from University HR. Additionally, the search committee will not be able to review any applicants who submitted their materials past the Full Consideration Date.
- Interview candidates.
  - Reference <https://hr.oregonstate.edu/jobs/searchexcellence/interviewing>.
  - Develop a set of interview questions that will be used with all candidates. Pay special attention to *Inappropriate Interview Questions* detailed by the above website.
  - Maintain notes of interviews for all job-related inquiries.
  - Identify candidates to advance to final interview/campus visit stage. Coordinate this list with the Hiring Manager.
- Check references.
  - Inform candidates that reference checks will be conducted.
  - References should be able to speak to minimum qualifications of the candidate. Pure character references are generally not helpful in selecting finalists for the position.
  - For professorial positions where finalists are completing their degree programs, validate that the degree program will be completed by the starting date.
- Conduct a campus visit or final interviews.
  - Coordinate with Hiring Manager, Faculty Services, and COB-HR to create schedules for campus visits or final interviews (if virtual). Ensure all finalists receive the same opportunities.
- Submit a list of qualified finalists recommended for the position to the Hiring Manager.
  - This list should be clear, with reasoning for any ranking of the finalists.

**References:**

- [Search Excellence | University Human Resources | Oregon State University](#)
- [Recruitment and Selection Policy | University Human Resources | Oregon State University](#)
- [Recruitment Resource Guide | Equal Opportunity & Access | Oregon State University](#)
- [Administrative Guidelines | University Human Resources | Oregon State University](#)

**Notes:**

- The OSU hiring process extends an affirmative preference to individuals who self-identify as qualifying veterans. Special consideration will be given to qualifying veterans when the qualifying veteran applicant meets the minimum qualifications for the position for which she or



he has applied, and when the veteran’s application materials show sufficient evidence of any transferable skills required and requested by the hiring unit.

- Applicants and employees are protected from discrimination based on inquiring about, disclosing, or discussing their compensation or the compensation of other applicants or employees.salary
- The Oregon Equal Pay Act of 2017 prevents potential employers from inquiring about an applicant’s pay in a previous position.
  - Applicants may not be screened based on salary history.
  - Salary history may not be relied upon to determine pay, except when determining pay for an employee moving from a position at OSU to another position at OSU. (emphasis added)

## 2.12 ACADEMIC FACULTY WORKLOAD RESPONSIBILITIES

Academic faculty who provide academic instruction for graduate and undergraduate students consist of:

- Professorial tenure/tenure-track faculty who have 9-month appointments and an annual salary.
- Instructional faculty assigned to instructor positions (including senior instructor I and II), with contracts that range from term-by-term to annual 9-months and are paid on a per-course-section taught basis.
- Program managers in 12-month annual contracts with instructional responsibilities. All program managers have responsibilities within various college-level student engagement and development processes (recruiting, retention, career support, etc.) outside of traditional classroom instructional responsibilities.

### Standard Workload Responsibilities

The following workload assignments are typical for individuals assigned to 1.0 FTE academic faculty positions. See section 7.4 for performance expectations within each area of responsibility.

	Professorial faculty in tenure/tenure-track positions	Instructional faculty assigned to instructor position	Program Managers with split instructor positions
Teaching	45%	90%	67.5%

Scholarship/Research	45%		
Service/Professional Development	10%	10%	10%
Student Engagement and Development Processes			22.5%

We acknowledge there will always be exceptions to the typical workload expectations. All exceptions should be discussed with the appropriate supervisor during the annual meetings associated with the periodic review of faculty (see Section 7.4).

The annual contracts for instructional faculty members and Program Managers may be less than 1.0 FTE. Contract FTE is based on demand for the skills provided by the faculty and the desired teaching workload of that faculty. Contract FTE should be discussed with the appropriate supervisor during the annual meetings associated with the periodic review of faculty.

**Teaching Assignments**

Teaching assignments may include course delivery in any format – site-based in-person, asynchronous online, synchronous online (remote) or hybrid combinations of online, site-based in-person, and/or remote instruction. All academic faculty are expected to honor the scheduled modality of the course and to meet during the scheduled meeting times.

**Teaching Workloads**

Teaching workload assignments are based on course sections. In general, the following counts as a full course section:

- Four credit-hour undergraduate business courses.
- Three credit-hour graduate business courses.
- Any slash course (joint offering of a 4xx and 5xx course), whether three or four credits.
- Three credit-hour and four credit-hour design courses.
- One credit-hour blueprint courses delivered in large sections (max enrollment of 250).
- Three credit-hour first-year blueprint courses (160 series).

Partial course section counts are provided as follows:

- Any one credit-hour business course counts as ¼ course sections.

- Any two credit-hour business course counts as ½ course sections.
- Any six credit-hour business course counts as 1.5 course sections.
- Team-taught courses are prorated across the course instructors. Thus, two faculty teaching a full course section would each receive ½ course sections.
- One credit-hour design courses are prorated based on the nature of the course. A studio course receives 1/3 course sections, while a lecture course receives ¼ course sections.

Workload assignments for teaching are based on 0.075 FTE per full course section. Thus, the standard teaching load for a full-time 1.0 FTE professorial faculty in a tenure/tenure-track position is 6 full course sections per 9-month academic year. For full-time 1.0 FTE instructional faculty, the standard teaching load is 12 full course sections per 9-month academic year. For Program Managers with split position descriptions for instruction, the standard teaching load is 12 full course sections per 9-month academic year.

### **Adjustments to Workload Responsibilities**

Adjustments to the standard workload responsibilities are available when academic faculty are involved in other activities that support the mission of the college. These adjustments should be discussed annually with the academic supervisor during the annual performance reviews (see section 7.4). In general, workload adjustments are made with releases in the standard teaching loads (referred to as a course section release within the college).

The following guidelines are generally used to award course releases:

- Research: Business Academic Faculty who maintain Scholarly Academic (SA) or Scholarly Practitioner (SP) status for AACSB Accreditation (see section 7.4) are provided a one course section release per academic year. Design Academic Faculty who meet expectations in research on their annual Periodic Review of Faculty (PROF) are provided a one course section release per academic year.
- PDC: Academic faculty who serve as the Professional Development Coordinator for their discipline (see section 1.3) receive a one course section release per academic year.
- Ecampus Course Development: Academic faculty who are approved by their academic supervisor and Ecampus to develop or redevelop a business course for online delivery generally receive a one course section release. Note partial course section releases may be used depending on the extent of development/redevelopment approved by Ecampus.
- Extra Service Commitments: Academic faculty who are engaged in extra service commitments may be awarded a course section release. These decisions are made on an individual basis in discussion with the academic supervisor. Examples of extra service commitments include:
  - Chairing a major university committee that entails additional time commitments beyond our standard service expectations (such as co-chair of the university curriculum council).
  - Providing professional service to the discipline as an editor or associate editor of a prestigious journal.
  - Appointment as a co-PI on a major research project or grant.

### **Commitment to Diversity, Equity, Inclusion, and Belonging**

The College of Business is committed to maintaining and enhancing its diverse and collaborative community that strives for equity and inclusivity. All faculty and staff members are responsible for helping to ensure that these goals are achieved and should be able to demonstrate contributions to diversity, equity, inclusion, and belonging. Such contributions can be part of teaching, advising, research, service, and/or professional development. Outputs and impacts of these efforts to promote diversity, equity, inclusion, and belonging will be included in annual performance reviews and promotion and tenure dossiers.

## **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 Equal Opportunity and Access (EOA -- see [Equal Opportunity & Access | | Oregon State University](#)). 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, School Head, or Executive Director, and to the Office of EOA. The college leadership team and the EOA Office are responsible for protecting the person reporting from retaliation, to the extent possible.

The procedures to file a complaint with the Office of EOA are on the website (see [Equal Opportunity & Access | | Oregon State University](#)).

- Students should be advised that they may confer with the Office of EOA 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) and Full Professor Promotion Committee. 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. Each participating faculty member will vote for representatives from their own school, to ensure representation across the three schools in the college. To the greatest extent possible, two-year terms will be staggered for continuity (such that half of the members of the UPC rotate off each year). 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 and design (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 the Senior Associate Dean for 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 four 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. All participating faculty members will vote for up to two candidates, including one representative from their own school and one "open" choice. The goal of this process is to assure that each school has at least one representative on the GPC, with a fourth candidate who receives the most votes college-wide. To the greatest extent possible, two-year terms will be staggered for continuity (such that half of the membership of the GPC rotates off each year).

### **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 the Senior Associate Dean for 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 to 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 the Senior Associate Dean for Operations and Analytics.

### **Promotion and Tenure Committee**

#### **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.
4. To review and evaluate records of performance of candidates being considered for promotion to Senior Instructor I and II positions and to provide recommendations for or against such action.

### **Membership (Composition approved and revised September 22, 2020)**

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 committee should be composed of two members from each School within the College. To the greatest extent possible, two-year terms will be staggered for continuity (such that half of the members of the P&T committee rotate off each year). The Dean, Associate Dean for Research and Faculty Development, and School Heads 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 eligible to be added to the committee will be determined by the School Head. If after the 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.

For the purpose of evaluating candidates for promotion to the rank of Full Professor, all tenured/tenure-track faculty will vote to elect a committee of three Full Professors to represent the college, with each member chosen by the tenured/tenure-track faculty from their respective school. The elected committee will serve a term of two years. At least one member from a candidate's research area (discipline) will serve on the committee when possible, serving as a fourth member to the college committee if necessary. 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. Membership on the college P&T committee does not exclude eligible faculty from serving on the Full Professor 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 Development 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 Development, 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 six 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.

### **Diversity, Equity and Inclusion Committee**

#### **Purpose**

The Diversity, Equity & Inclusion (DEI) Committee is a standing committee whose purpose is to foster a COB culture that is inclusive and equitable, and in which all students, staff, and faculty feel a sense of belonging. To this end, the DEI Committee takes a leading role in advancing the goals specified in the DEI Strategic Plan.

The committee designates minoritized communities and individuals within minoritized communities as including but not limited to: Black, Indigenous and/or people of color; women and non-binary people; people with disabilities; LGBTQ people; veterans; people from low-income backgrounds; and transfer and first-generation students.

#### **Membership**

Members are appointed by the Dean for three-year terms. The members need to 1) be experienced and knowledgeable in the workings, procedures, policies, etc. within their unit *and* have an understanding of how their unit fits within the broader policies of the college; 2) have previously demonstrated their contributions to DEI through actions, trainings, etc., and 3) be firmly committed to the goal of inclusive excellence.

The membership should be comprised of:

- One professorial and one instructional professional faculty from each school (School of Accounting, Finance & Information Systems, School of Management, Entrepreneurship & Supply Chain, School of Marketing, Analytics & Design)
- At least one staff or faculty representing each of the following areas (an individual committee member may represent more than one area):
  - Support Services including faculty services, Dean's Office, Human Resources, and information services
  - Student Advising
  - Student Engagement including the Career Success Center and Student Recruitment
  - Strategic Initiatives including Marketing & Communications, InnovationX, Continuing and Professional Education.
  - Advancement
- A minimum of 3 COB students from minoritized communities and/or members of a DEI-focused student committee, such as the People Of Color (POC) COB club.
- Assistant Dean for Teaching & Learning Excellence, *ex officio*
- Manager of the Center for Advancing Diversity, Equity & Inclusion in Business, *ex officio*

The incoming committee membership should be established toward the end of each academic year (e.g., May), with sufficient time for the incoming committee to develop its plan for the upcoming academic year before the start of that academic year. The Chair will be elected to a one-year term by the committee on or before the start of the academic year.

### **Expectations**

The committee is expected to:

- Support integration of DEI values across the college; advise individuals, groups, units, and/or leadership within the college on advancing inclusive excellence in research, teaching, service, and/or extension.
- Support recruitment and retention of minoritized students, staff, and faculty.
- Support and foster an inclusive and equitable culture at the COB
- Support development, growth, and leadership opportunities related to DEI for students, staff, and faculty
- Support transparent, truthful, and timely communication of the College's efforts and outcomes related to DEI.

This support work involves:

- Preparing and communicating a DEI Committee action plan for the upcoming academic year. This plan should be shared with the Dean at or before the end of the academic year.
- Recruiting, retaining, and strengthening the DEI Advocates group, with the goal of having at least one DEI Advocate on each COB committee.
- Collaborating on development and implementation of the action plan across the COB, including with undergraduate programming, graduate programming, human resources, Advising, Student Engagement, student clubs, student leadership and groups, etc., to identify and pursue avenues for improvement
- Advising the Dean and COB leaders on issues related to DEI
- Monitoring and communicating on issues related to DEI to the Dean and senior leadership team; to the staff and faculty; to students; and to external audiences
- Maintaining communication with DEI leaders across OSU, including the Office of Institutional Diversity

### **DEI Advocates**

DEI Advocates are staff and faculty volunteers who have formalized their commitment to diversity, equity, and inclusion. DEI Advocates engage in professional development around DEI topics of their choosing, and commit to making meaningful, tangible changes to their work at the College of Business in pursuit of inclusive excellence. All staff and faculty are welcome to join, and should contact the DEI Committee chair for more information.

## **Section 5 Instruction**

- 5.1 SYLLABUS
- 5.2 RETENTION OF CLASS MATERIALS
- 5.3 OFFICE HOURS
- 5.4 ABSENCE FROM CLASS

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

### **5.1 SYLLABUS**

All syllabi must comply with the minimum syllabus requirements for Oregon State University and incorporate College policies. The College provides a template ([click here](#)) for your use that contains all of the required material.

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

### **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 their School Head as well as Faculty Services. The School Head 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. All faculty development items that are funded by the College require approval by a tier-1 supervisor, defined as Associate Deans, School Heads, and Executive Directors that report directly to the Dean.

#### **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 their tier-1 supervisor.

#### **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 their tier-1 supervisor.

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 tier-1 supervisor.

### **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 Development 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 ultimately lead 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 tier-1 supervisor.

## **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 tenured faculty member to enhance their 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 School Head 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 tenured faculty member desiring sabbatical leave should advise the School Head of their 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 their 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 School Head 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 School Head.

Within ninety calendar days after completion of a sabbatical leave, a faculty member shall submit to the School Head (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 for Research and Faculty Development, School Heads, and the Assistant Dean of Assessment, Accreditation and Analytics reviews faculty qualifications annually in order to ensure the college meets AACSB Accreditation Standards as identified in STANDARD3: FACULTY AND PROFESSIONAL STAFF RESOURCES which prescribes.

- 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.
- Participating faculty will deliver at least 75 percent of the overall school's teaching and will deliver at least 60 percent of the teaching in each discipline.

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 School Head 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 School Head, and approved by the Associate Dean for Research and Faculty Development. The plan will outline the steps that the faculty member will take to become qualified and/or current. 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 readings, 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 Development, the School Head, 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 School Head or the Associate Dean for Research and Faculty Development 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 School Head and the Associate Dean for Research and Faculty Development. 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**

All professional faculty shall be reviewed annually.

- Each School and unit should report those members reviewed to the Dean's office.
- The faculty member must be provided the opportunity of reading and initialing the evaluation and of furnishing written comments, explanations, or a rebuttal to the evaluations to be placed in the faculty member's personnel records file. Disagreements on the contents of the file should be handled through normal University appeal procedures.
- All reviews should be completed by September 1<sup>st</sup>. Extensions beyond this date require approval of the Dean.
- Each review should involve a synchronous face-to-face meeting with the employee. All exceptions must be approved by the Dean.
- Ratings of extraordinary/exceptional performance and unsatisfactory/does not meet expectations should be discussed with your immediate supervisor and the Dean before awarding to the employee.

Performance in the following areas will be evaluated individually for all instructional faculty:

- Teaching
- Scholarship/Research (required for professorial faculty, as applicable for professional faculty)
- Professional/College/University Service
- Demonstrable contribution to diversity, equity, and inclusion (DEI)

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.

The performance review is completed annually and will cover the preceding year. In preparation for the review, faculty members will prepare and submit an Annual Faculty Report (see below) that details their 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 their research activity during the year of evaluation. Following a discussion with the faculty member, the School Head shall complete the Periodic Review of Faculty (PROF) form and submit it to the Associate Dean for Research and Faculty Development 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 School Head, Associate Dean and/or 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.

**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. 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.

Journals may periodically be considered for “re-tiering.” If a discipline/program believes a journal to be mis-tiered within the current COB system, they may submit a request to the research committee to consider re-tiering the journal. The discipline is expected to provide sufficient evidence to the research committee to meet the general standards for that tier.

This is an advocacy (i.e., “make the case”) approach rather than a journal list approach (i.e., the rhetorical questions for each tier are meant to help you make a case for your journal to the research committee)

Disciplines need to be able to answer “yes” once within a tier for your journal to count for that tier. This approach is meant to be an inclusive way of accounting for journals that may be overlooked when using a traditional list approach. This approach is meant to help us be more “outward-facing” when determining journal quality and impact.

#### Tier 1

1. Is the journal ranked as ABS 4\*?
2. Is the journal part of the UT Dallas 24?
3. Is the journal considered to be a premier/“A” journal by a large number of business schools at other top land-grant and/or flagship state universities?
4. For non-traditional business disciplines: Is the journal considered to be a premier/“A” journal by a large number of business schools at other top land-grant and/or flagship state universities?
5. Is the journal considered to be a premier/“A” journal in a general science field (e.g., Science, Nature, PNAS) or in a general design field or in a business-adjacent disciplinary field (e.g., law, economics, sociology, social psychology, psychology, public policy, labor relations, etc)?

#### Tier 2

1. Is the journal ranked as ABS 4?
2. Is the journal part of the Financial Times 50?[1]
3. Is the journal considered to be an “A-”/“B+” journal by a large number of business schools at other top land-grant and/or flagship state universities?<sup>1</sup>
4. For non-traditional business disciplines: Is the journal considered to be an “A-”/“B+” journal by a large number of business schools at other top land-grant and/or flagship state universities?
5. Is the journal considered to be an “A-”/“B+” journal in a general science field or in a general design field or in a business-adjacent disciplinary field (e.g., law, economics, sociology, social psychology, psychology, public policy, labor relations, etc.)?<sup>1</sup>

#### Tier 3

1. Is the journal ranked as ABS 3?[2]
2. Is the journal ranked as ABS 2 *and* considered to be a “B” journal by a large number of business schools at other top land-grant and/or flagship state universities?<sup>2</sup>
3. Is the journal considered to be an especially high-quality specialist/niche journal (i.e., one of two or three) by a large number of business schools at other top land-grant and/or flagship state universities?<sup>2</sup>

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[1] but doesn't otherwise meet the criteria for Tier 1

[2] but doesn't otherwise meet the criteria for Tier 2

## **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 School Head 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 School Head. 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 Development.

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
- 8.4 PROMOTION TO SENIOR INSTRUCTOR I & II

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 School Head 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 School Head 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 School Head will forward the completed dossier to the Associate Dean for Research and Faculty Development for review and approval. In the event of differences in determination of satisfactory progress, the School Head and the Associate Dean for Research and Faculty Development will meet with the Dean to discuss and determine if the tenure-track faculty member is making satisfactory progress toward promotion and tenure.
5. The School Head 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.
6. Upon approval by the Dean, 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**

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

- Not later than April 15, the School Head 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 Development 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, the Associate Dean, and the School Head 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 Development 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 Development 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 three 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 School Head. The School Head, in consultation with the Associate Dean, reviews

the dossier and prepares a letter of evaluation and recommendation to be included in the dossier. The School Head 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 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 School Head.
- Not later than November 15, the School Head 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

## 8.4 PROMOTION TO SENIOR INSTRUCTOR I and II

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

### **Criteria for Promotion of Instructors (revised and approved by the Faculty Senate, April 11, 2013)**

Promotion from the rank of Instructor to Senior Instructor I may be considered after four years of full-time service, calculated from the hire date to December 31 of the calendar year prior to the promotion decision (promotion decisions are made in June of the following year). For part-time instructors at 0.50 FTE or greater, promotion to Senior Instructor I may be considered after accumulating the equivalent of four years of full-time service in relation to the type of appointment (9 or 12-month). For fixed-term instructors with extended prior service, promotion to the rank of Senior Instructor I cannot be made effective before the end of the third year of full-time service or the accumulation of its equivalent for part-time instructors at 0.50 FTE or greater.

To be promoted, a candidate must:

- have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience;
- have special skills or experience needed in the unit;
- have an exceptional record of achievement in the assigned duties.

Promotion to the rank of Senior Instructor II may be considered after four years of full-time service at the rank of Senior Instructor I or the accumulation of its equivalent for part-time Senior Instructors I at 0.50 FTE or greater. To be promoted, a candidate must have a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties. Senior Instructors I and Senior Instructors II are eligible for extended fixed-term contracts (see [http://oregonstate.edu/admin/hr/sites/default/files/documents/general/fixed\\_term\\_contract.pdf](http://oregonstate.edu/admin/hr/sites/default/files/documents/general/fixed_term_contract.pdf)).

The criteria for **Teaching, Advising, and Other Assignments** in this document can provide guidelines for documenting and evaluating the level of achievement. Promotions cannot be made from non-professorial to professorial ranks.

### **Teaching:**

The teaching of students is central to the mission of Oregon State University. Most faculty have significant responsibilities in instruction:

- in presenting resident credit courses, international programs, for-credit distance learning programs;
- in directing undergraduate and graduate research or projects, internships, and theses, and serving on master and doctoral committees;
- in collaborating with and mentoring undergraduate and graduate students, and postdoctoral associates.

When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role.

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- contribution in curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, following unit guidelines for peer review of teaching; tabulated responses from learners or participants of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

***Advising:***

All faculty members must also be committed to the well-being of students, both inside and outside the classroom. Effective advising helps create an environment which fosters student learning and student retention. The formal and informal advising and mentoring of undergraduate and graduate students is an indispensable component of the broader educational experience at the University.

Faculty advising may take the form of assisting students in the selection of courses or careers, serving as faculty adviser with student groups, assisting learners in educational programs both on and off campus, and mentoring students. For promotion and tenure, performance in such activities must be documented and evaluated. Documentation should include the number of students served and the advising or mentoring services provided. Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services, when signed by the students.

***Other Assignments:***

These may include but are not restricted to the following: Counseling, Academic Administration, International Assignments, Information Services, Libraries, Diagnostic and Analytical Facilitation, and Student Services. Generally, these assignments:

- Involve discipline specific work for which the faculty member was hired
- Requires expertise and training at the faculty level
- Are done at the behest of others
- Will vary, depending on the specific assignment, in the degree to which they produce scholarly or creative outcomes directly attributable to the faculty member.

The specific expectations (e.g. for scholarship) of these assignments must be described in the individualized position description.

Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty member's success in achieving them. Documentation should include the number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and may be based on systematic surveys of, and assessments by, those who received the services, when signed by the evaluators.

The reviews of Faculty Research Assistants, Instructors and Courtesy Faculty going up for promotion will end at the College level. The College is responsible for ensuring that the promotion and tenure guidelines and procedures are followed, and for reporting results of Faculty Research Assistants, Instructors and Courtesy faculty promotions to Faculty Affairs.

### **PROMOTION PROCESS & TIMELINE**

#### **Year Prior**

1. Identify faculty going up for promotion in next cycle (September-January)
2. PROT completed (September-June)
3. Provide candidates with requirements and submission deadlines (September-December)
4. Individual student letters of evaluation completed (May-June)
5. Student committee letter completed (May-June)

#### **Cycle Year**

6. List of nominated external letter writers due (June 1). Additional Dossier documents due (Waiver of Access, Candidate Statement, list of student names for student evaluation letters, P&T Vita from Digital Measures)(July 1)
7. External evaluations completed (July -Sep)
8. School Discipline P&T Committee Letter completed (early October)
9. School Head Letter completed (late October)
10. COB P&T Committee Letter completed (Nov-Dec)
11. Dean's Letter completed (January)
12. Dean's decision submitted to Provost's Office (February)
13. Provost's notification to candidates (May)

## 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 School Head provides approval for hiring student assistants.
- 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 Development 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 PROMINENT SCHOLAR AWARD

**Eligibility:** Tenured and tenure-track faculty; all research faculty. Multiple awards per year.

**Criteria:** Episodes of exceptional scholarly contribution or impact. Typically awarded for (but not exclusively limited to) publication of a paper in a Tier 1 journal or equivalent scholarly-creative activity.

Established in 2015

### **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**

#### **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.

Recipients are not eligible for the Fellowship in consecutive years.

Established in 2008

### **10.7 GILLEY FAMILY EXCELLENCE IN STUDENT EXPERIENCE AWARD**

Eligibility: All faculty and staff.

Criteria: To be used to make annual awards for faculty and strategic program investments that are essential to student success in the College of Business. Preference will be given to faculty and programs that enhance innovation and provide rich experiences for first-year College of Business students.

Established in 2010

### **10.8 FACULTY AWARD FOR EXTERNAL ENGAGEMENT EXCELLENCE**

#### **Newcomb Fellows**

Eligibility: All faculty and staff.

Criteria: Excellent contributions to the college through partnerships with industry for pedagogy, outreach and other activities that benefit the college. Preference may be given to individuals who have not been directly compensated for these efforts via funded projects, etc.

Established in 2018

### **Purpose for Professorships/Endowed Chairs and policy for awarding/renewing Professorships/Endowed Chairs in the COB**

Professorships and Endowed Chairs represent an investment in recognizing and supporting faculty excellence within the college. In addition to the resources that accompany such awards, the title affiliated with each symbolically recognizes that the focal faculty member represents the aspirational goals of our faculty writ large. To this end, holders of Professorships and Chairs 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 used to maintain, recognize, or attract exceptional faculty members who are recognized externally as thought leaders in their broader academic disciplines, and who would have excellent opportunities for mobility outside of OSU. Thus, Professorships are intended to recognize a consistent record of exceptional performance, and not a specific episode of performance (the Prominent Scholar awards are appropriate vehicles for recognizing episodes of performance). However, holders of professorships are also expected to be demonstrated leaders internally, exceeding our expectations on scholarship, teaching, and service. Thus, Professorship holders are expected to be both globally and locally relevant.

### **Process**

***Nominations for Professorships.*** School heads (with the help of program directors) will help identify outstanding Professorial Faculty with a consistent record of excellence in scholarship, teaching, and service. When identifying and nominating candidates, school heads should generally prioritize excellence resulting in a global scholarly reputation and high external marketability, using respectable performance on all three domains (research, teaching, service) as necessary criteria for qualification. When Professorships are used for recruiting faculty from other institutions, School Heads should seek evidence that the candidate has been engaged in service and high-quality in pedagogy at their previous institution.

As a rubric, candidates for Professorships should have a sustained record of:

- Ratings of exceptional overall performance or exceeding expectations on their annual reviews for several years in a row.
- A consistent (and recent) record of publishing in COB Tier 1 and Tier 2 journals and creative activities, supported by other indicators of a global reputation.
- Evidence of “local” engagement within the COB (or indicators of engagement at a prior institution in the case of faculty recruiting efforts), such that global reputation has not come at the expense of good citizenship locally.

- School heads will similarly recommend that Professorships are maintained by their current holders, as appropriate. However, School heads should remain agnostic as to whether or not candidates have previously held the professorship, in that candidates should be neither favored (i.e., professorships are not “sticky”) nor penalized (i.e., professorships need not rotate) because of their incumbency.

***Evaluation by the Associate Dean for Research.*** Because most Professorships (with limited exception) live at the college level and are not tied to Discipline, the ADR will benchmark the recent performance (last 3 years) and total impact on field against faculty members (of similar rank and tenure in their field) at peer and aspirational institutions. The ADR will make recommendations to the COB Dean about awarding professorships, with priority recommendations being made on behalf of candidates who would clearly be competitive at well-ranked programs (e.g., Junior Associate Professors who would be tenurable at aspirational schools; Associate Professors who would be promotable to Full professor at aspirational schools; Full Professors who would likely be recognized with Professorships, chairs, or other awards at aspirational schools). The ADR will weigh candidates relative to their time in the field, but will not prioritize or prefer them relative to academic rank, etc. In other words, recommendations will be based upon relative strength of record externally, relative to one’s own academic rank and field.

***Award by the COB Dean.*** Based upon recommendations by the School Heads and the ADR, the awarding and renewal of Professorships will remain in the purview of the COB Dean. If no candidates are evaluated as suitable for award, the Professorship may remain unawarded (as permitted by donor agreement, if applicable).

### **Maintaining Professorships**

Professorships will be awarded for a fixed term (generally 2 years), and are eligible for renewal. Chairs may be attached to an individual or a position, or may rotate similarly to Professorships. Holders of chairs and Professorships are expected to maintain performance, ethical standards, and levels of collegiality that are exemplary of the COB’s goals. This includes:

- Using Professorial titles in email, public appearances, and other correspondences, honoring the relevant donors and the college’s investment;
- Submitting annual reports to the foundation, describing the use of Professorship resources and progress toward professional goals;
- High levels of engagement within the college and school/discipline;
- Demonstrating stewardship of the resources, with faculty members encouraged to use some of the funds for Professional development and scholarly activity;
- Demonstrating good sportsmanship and mentoring of junior faculty, such that the goal of a professorship holder should always be to help develop peers that will exceed their own performance.

## **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/recognitions 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.