Forestry Executive Committee Meeting
Agenda for Friday, October 7, 2016
8:00 a.m. – 10:00 a.m.
Richardson Hall 115

8:00 a.m.   **WELCOME BACK THOMAS!**
      Agenda Review and Suggestions for Additional Items – *Thomas Maness*

8:10 a.m.   **Announcements:**

- **New Hires:**
  - Iain Macdonald – On campus: November 7
    Associate Director for Outreach, Engagement and Project Management,
    National Center for Advanced Wood Products
  - McKenzie Huber, Academic Advisor (Natural Resources) and Ambassador
    Program Coordinator
  - Teri Morris, Academic Advisor (Natural Resources, Recreation Resource
    Management)
  - Michelle Klemens, Internship & Cooperative Education Coordinator
  - John Mann, Director of Cooperative Education
  - Paul Van Wagoner, Information Technology Consultant
  - **Others?**

- **Gene D. Knudson Forestry Chair and Maybelle Clark MacDonald Professor of
  Teaching Excellence:** Applications due November 1, now open to full-time
  instructors in addition to tenure track faculty – Randy chairing selection process

8:30 a.m.   **Diversity, Equity and Inclusion Committee: Writing Retreat Follow-up Discussion** –
      Troy Hall
      Address the next steps for agreement

9:10 a.m.   **Proposed Changes to P&T Guidelines and Administrative Memos 3, 3A, 4, and 28** –
      Mark Harmon and Adrienne Wonhof
      See attachment; review for approval

9:25 a.m.   **Fall Undergraduate Program Advertising Campaign** – *Michael Collins*
      (See attachment)
        ▪ College Internal Communications Update

9:40 a.m.   **Ground Breaking Plan and Participation** – *Adrienne Wonhof*

9:45 a.m.   **Digital Measures Updates and Implementation** – *Mike Altimus*

10:00 a.m.   **Adjourn**

(Over for Important Dates)

Upcoming Important Dates	Future Agenda Items
Groundbreaking Ceremony and Homecoming Tailgater: Oct 29, 3 hours before kick-off, Peavy Hall and La Sells Stewart Center **FEC Meeting:** Nov. 4, 8:00 am – 10:30 am RH 115 **Brewed Awakenings**: Nov. 7, 10:00-11:00 am, MU Multi-Purpose Room **Veterans Day Celebration**: Nov. 10, 10:00-11:00 am, RH 107 **All-College Meeting**: Nov. 10, 2:00-5:00 pm, MU Multipurpose Room **Brewed Awakenings**: Dec. 1, 9:00-10:00 am, MU Multipurpose Room **FEC Meeting**: Dec. 2, 8:00-10:00 am, RH 115 **College Holiday Soiree**, Dec. 6, 6:00-8:00 pm, The Vue, Corvallis	- OSU Advising Capacity Report Executive Summary - Randy Rosenberger (Nov.) - Organized Presence at IUFRO 125th – Anthony Davis (Nov.) - Timber Harvesting from the College – Steve Fitzgerald (Nov.) - FERM Dept. Head Search Update (Fall) - Initiative to support faculty success in Research Action Planning Update – Thomas & Department Heads (Fall) - RSF Professional Development Funding (Fall)

DEI PLAN DEVELOPMENT

Theme: Building Awareness

1. THEME YOU ARE TRYING TO ADDRESS What is the opportunity or challenge, the need, or the new direction you would like to pursue?	
Building a structure and providing support to increase awareness in our community	

2. RELEVANT FACTORS AND ASSUMPTIONS
What relevant factors impact or are related to this priority?

- Not everybody is going to be enthusiastic about building awareness – the effort may be threatening to some people. Process needs to be inclusive to those who feel threatened or are otherwise not interested in the process.
- Tie to institutional longevity – efforts need to be long term – trainings may change over time depending on the climate of the college. Needs should be reevaluated over time.
- People want things to change – survey indicates desire to change, especially regarding gender discrimination.
- This is not part of position descriptions for many appointments; there is no system for holding people accountable
- People have limited time available for trainings
- People may not be aware of their own issues they are facing as legitimate; they may feel alone. Therefore we need a safe place to allow reporting and complaints
- Currently there is little to no curriculum requirement for CoF students
- There is a wide variety of experience and knowledge regarding DEI in the COF
- Many resources exist within OSU to be used for these efforts – low current awareness/usage of these resources (from survey)
- Some lack of organization at OSU – ex: no comprehensive list of DEI trainings/resources
- As yet, it is unclear who has the power to determine curriculum, positions, focus, etc…

3. GOAL(S)
What do you want to achieve or change in regard to the above theme?

- Cultivate a community of students, staff, faculty, external partners, etc, that are competent in knowing and exemplifying DEI values within CoF and beyond
- Normalize and destigmatize the need to access resources and support (ex: first generation college student)
- Ensure that community members are aware of their rights and options for addressing grievances and concerns
- Present a wide range of learning opportunities in formats that accommodate community members' needs and institutional requirements

4. STRATEGIES What general strategies or approaches will you use to accomplish your goals?	**5. ACTIONS** For each strategy, list one or more specific actions or resources you will use or develop to implement it.

Generate community buy-in to help identify issues and generate supportive actions	• Create a highly visible College of Forestry webpage to build awareness and provide support. Include mission statement, definitions, acceptable behaviors, step by step procedures for filing grievances, and other resources (Note: tab for equity and inclusion, subtab for support/grievances. Consider translating into multiple languages) • Build partnerships with College and OSU groups (DPFG, Women in the Woods, cultural centers, etc) to support efforts, encourage participation, and partner on initiatives • Share resources and information about trainings and resources in various media including Fernhopper, CoF today, Facebook, website, etc… • Create a poster campaign to generate enthusiasm, provide info on trainings, and encourage community members to further their own knowledge. [link to welcoming climate theme] Notes: "Thank YOU for being US" as example. Who pays for it? Is it a competition?
Promote learning opportunities and DEI values to external CoF partners (BOV, Development Officers, etc.)	• Develop a strategy for DEI outreach to broader CoF community partners and stakeholders; invite to trainings, present at meetings, share resources, and connect via Focus on Forestry, e-mail newsletter etc.
Establish common basic understanding of vocabulary, expectations of behavior, and available resources	• Create definitions for multiple levels of DEI literacy, beginning at basic competency; identify standards that can be assessed • Assign an individual responsible for coordinating a required 30 min-60 min orientation for all new employees and students, including development of packet of materials outlining clear expectations, standards for behavior, and resources. (*Potential DEI COORDINATOR*) • Develop materials regarding the historical context and alternate perspectives in forestry and natural resources, including "the bad stuff" • Develop an annual training requirement for all non-student members of the CoF, utilizing both OSU trainings and new CoF trainings. Trainings will be appropriate to specific position (e.g., include workshop for faculty on high impact practices)
Produce students who are competent in DPD and are poised to carry on DPD and lifelong learning	• Create DPD information to require into the syllabi of each course to set the stage for the welcoming environment in the classroom. (*Potential DEI COORDINATOR*) • Develop workshop for faculty to bring in syllabi and insert DPD materials into the content of the course • Create or modify at least 3 undergrad courses in the CoF to be DPD courses Note: resolve inconsistency with Institutional Longevity recommendations • Develop an undergraduate curriculum requirement for all majors to take DPD course from a list of approved classes (that covers basic standards for DEI literacy and is related to natural resources) within OSU and/or the College of Forestry. Note: resolve inconsistency with Institutional Longevity recommendations • Evaluate and implement upcoming graduate learning outcome in DPD, and supplement with CoF requirement if needed

Create a variety of learning opportunities	• Partner with DPFG to establish a discussion group, open to all member of the College of Forestry to support personal growth and learning • Establish trainings that allow students, faculty, to advance basic literacy to apply beyond the college – non-college application of applicable skills • Generate a list of all learning opportunities at OSU and beyond (webinars, conferences, AACU, etc) and assign an individual to annually maintain that list. List will include enough options in each important subject area to allow people to seek out opportunities that work for them. (*Potential DEI COORDINATOR*) • Define subject areas for list (item above). Review survey and connect with CoF community to identify interests and perceived needs for training subjects, as well as preferred mode of delivery. • Require all visiting scholars to give a public seminar/brown bag lunch about forestry in their country (not a "science" talk)

Theme: Enhancing DEI (Recruitment and Retention)

1. THEME YOU ARE TRYING TO ADDRESS
What is the opportunity or challenge, the need, or the new direction you would like to pursue?

Enhancing diversity, equity, and inclusion in the College of Forestry.

2. RELEVANT FACTORS AND ASSUMPTIONS
What relevant factors impact or are related to this priority?

- It is evident based on the demographics in the College of Forestry profile that the composition of the college does not reflect the full range of social and individual differences at either the national or international level.
- Diversity includes a broad spectrum of backgrounds, which are not limited to categories herein explicitly listed.
- The demographic statistics currently available from IR do not necessarily provide full detail or reflect the full goals of enhancing diversity – therefore, surveys may need to be formulated that encapsulate many different aspects of diversity beyond URM categories.
- There needs to be more diverse representation at the higher levels (faculty and staff positions). These positions currently do not reflect the full range of diverse backgrounds with respect to factors including but not limited to race, gender, etc. These positions provide mentor figures to students, in addition to enhancing the environment of our community and providing unique perspectives.
- Based on the Diversity, Equity and Inclusion climate survey, while there are efforts towards a welcoming climate, there remains considerable need for improvement in recruitment, retention, representation, and creation of a safe, welcoming and inclusive climate.
- The recruitment pool at the high school level in Oregon for the College of Forestry is demographically limited; therefore, in order to increase the representation and diversity at the College of Forestry focused strategies and outreach will need to be further developed.
- There may be a disparity between application and matriculation to the College of Forestry, and these factors need to be further investigated (as well as the underlying factors of acceptance, and aspects affecting application, acceptance, and matriculation process overall).
- Success will require the development of a diversity, equity, and inclusion coordinator position for the College of Forestry, along with an increase in dedicated, clear, sustainable funding and commitment towards the goals of diversity, equity and inclusion.
- The full commitment of the institution is critical towards the success of the goals of the Diversity, Equity, and Inclusion plan. We believe that similar goals and initiatives have been best achieved at institutions that fully demonstrate and embrace said commitment with action.

- There is a greater representation of students from minority and underrepresented backgrounds in the e-campus programs. As such, we need to work to address how to bring those experiences to the on-campus community, to investigate the aspects of the e-campus program that appeal to students of diverse backgrounds, and strategize how to imbue some of these aspects into the on-campus program as well. (Note: many e-campus students are working professionals)
- We need to work closely with the associate dean (Randy Rosenberger) to see what has been done and what is currently being done for recruitment/retention.
- Establishment of Spanish language support resources (interpreter and/or Spanish language recruitment and information materials) is important in increasing inclusivity and encouraging application.
- retention will depend on building awareness and creating a welcoming climate and recruitment efforts will focus on communicating our DEI vision clearly to the audiences we want to reach.

3. GOAL(S)
What do you want to achieve or change in regard to the above theme

- Goal 1: Understand barriers to DEI in general and specific to Forestry or natural resource management. Use findings to guide plans for increasing DEI.
- Goal 2: Improve the representation and inclusion of diversity and under-represented groups in the College of Forestry via recruitment and retention (with actions separated out by student body, faculty, and staff only where necessary).
- Goal 3: Increase exposure to other cultures and ways of thinking and learning by coordinating with OSU and CoF International programs [note overlap with welcoming climate theme]

4. STRATEGIES What general strategies or approaches will you use to accomplish your goals?	5. ACTIONS For each strategy, list one or more specific actions or resources you will use or develop to implement it.
1.1. Conduct internal research to better understand the needs and barriers of underrepresented groups. Use findings to help meet needs of those students/faculty. (goal 1)	1.1a Assess needs for translating recruitment materials into Spanish and other languages 1.1b Determine what resources OSU provides to support those with English as a second language 1.1c Develop targeted outreach towards specific groups based on findings. For example, Native American Youth to College Initiative is currently working to increase recruitment and retention of Native students. Other similar initiatives could be developed. 1.1d Work with OSU Office of Equity and Inclusion and other DEI resources on campus in creating methods (surveys, demographic data, reporting methods) to assess current status of barriers and strategies for eroding barriers. 1.1e Outreach to alumni for feedback about their experiences with DEI while at the College, and target alumni from diverse backgrounds
1.2 Provide outlets for discussion and reporting of incidents of discrimination (goal 1)	1.2a Facilitate open discussions for students and faculty regarding diversity (e.g. DPFG hosted events, coffee hours, group learning opportunities). 1.2b Provide outlet for reporting of incidents of discrimination and means for follow-up when requested 1.2c Host regular town-hall style discussions on DEI topics to create safe spaces for sharing of experiences (Note: OSU does this already, do we need CoF events too?) 1.2d Install suggestion boxes to allow people to express their concerns and appreciation anonymously.
2.1 Increase financial support and other resources for recruiting, retaining, and developing diverse students, faculty and staff (goal 2)	2.1a Increase scholarship availability for diverse students 2.1b Provide support to all students, faculty, and staff for mentoring, coaching and professional development planning 2.1c Establish bridge funding for long-term research faculty on soft money to provide stability in between grants (to support a diversity of career paths) 2.1d Implement changes to create a more family-friendly environment. (e.g. maternity/paternity leave and daycare) 2.1e Host events to facilitate open discussions and encourage connections between students and faculty/staff (e.g. formal workshops and informal/social events) 2.1f Establish financial aid for diverse students 2.1g Establish DEI coordinator position to coordinate DEI efforts and direct students and faculty to DEI resources

	2.1h Invite prospective students to visit the College to interact with students, faculty and staff (assist with travel expenses). Host free event days with assistance provided for applications. 2.1i Facilitate Vision Connections workshops as part of faculty orientation to establish personal connections to the DEI vision for each individual.
2.2 Build collaborative relationships with other units at OSU and other groups and institutions committed to DEI (goals 1 and 2)	2.2a Co-host events with OSU's cultural centers 2.2b Communicate with and learn from peer institutions that have succeeded at reducing DEI barriers to recruitment and retention 2.2c Ask faculty attending conferences to bring DEI recruitment materials with them 2.2d Establish targeted outreach to broader community leaders from diverse backgrounds and connect to courses (e.g. field trips or speaker opportunities). Leaders/researchers from Tribes, Forest Service, etc.
2.3 Build relationships with high schools and community colleges (goal 2)	2.3a Facilitate opportunities for current CoF students to mentor middle and high school students 2.3b Collaborate with community colleges to prepare students for admission to the College
3.1 Investigate and communicate availability of international opportunities	3.1a Compile a list of resources available pertaining to international opportunities within the College and university 3.1b Advertise programs earlier in student education path (freshman and sophomore years) and during orientation 3.1c Emphasize and communicate the value of international experiences for faculty and students 3.1d Provide awareness and support for applying to post-graduation international experiences (e.g. Fulbright)
3.2 Increase financial support for international opportunities for students and faculty	3.2a Increase opportunities for low-income or otherwise disenfranchised students and provide support for travel 3.2b Provide funding for students and faculty to participate in international conferences
3.3 Modify curriculum to better accommodate international learning and experiences	3.3a Reduce 'penalty' of study abroad that causes graduation to take longer, perhaps by increasing flexibility of curriculum to allow participation in international opportunities without delaying graduation. 3.3b Create a certificate in international forestry option. 3.3c Increase curriculum content with international context and globalization
3.4 Increase connections between domestic and international students and faculty	3.4a Create more community building opportunities to connect domestic and international students 3.4b Highlight visiting scholars or researchers (e.g. speaker series opportunities)

Theme: Welcoming Climate

1. THEME YOU ARE TRYING TO ADDRESS What is the opportunity or challenge, the need, or the new direction you would like to pursue? **Create and present an environment for the College of Forestry that values and promotes the diversity of its members and guests and facilitates their full inclusion into its life.**
2. RELEVANT FACTORS AND ASSUMPTIONS What relevant factors impact or are related to this priority?

- Inequity exists and needs to be addressed through time and resources.
- Financial realities of the institution will likely impact some of our aspirations.
- How audiences receive information is always changing and needs to be considered.
- The College of Forestry has a role and obligation as an institution in creating an intentionally welcoming environment.
- The new Peavy building will showcase the College as a place that promotes and welcomes diverse perspectives and ideas.
- We have an ongoing demographic shift in our faculty and staff makeup. Capitalize on this to diversify our student population.
- Leverage burgeoning online education programs to help tell our story and positively impact students who want to improve our world.

3. GOAL(S)
What do you want to achieve or change in regard to the above theme?

1. The College of Forestry, through its words and actions, genuinely welcomes, values, and incorporates people with diverse backgrounds and perspectives.
2. The College of Forestry presents itself as a welcoming and inclusive community that values the contributions of all its members and serves as a beacon for others.
3. All members of the College of Forestry community and guests will have access to the physical spaces, intellectual, and community life of the college and recognize these places as a home for learning and personal development.

4. STRATEGIES What general strategies or approaches will you use to accomplish your goals?	5. ACTIONS For each strategy, list one or more specific actions or resources you will use or develop to implement it.
1.1 Promote the DEIC plan to external and internal audiences. (goal 1 and 2)	1.1a Share plan and progress at meetings (department, leadership, ambassador, club, etc.) on a regular basis and provide opportunities to discuss new challenges and opportunities. 1.1b Post to various College websites and link as appropriate on all internal and external emails. 1.1c Share plan visually and physically throughout classrooms and learning spaces. 1.1d Develop annual reports, disseminate relevant information, and create websites to share progress with all key audiences.
1.2 Build community within and outside the College. (goal 1 and 3)	1.2a Create opportunities for connection across departments, people, and groups, with a focus on the two-year time period during the construction of the Oregon Forest Science Complex. 1.2b Partner with campus partners and organizations to co-sponsor events. 1.2c Develop regular college-wide community service opportunities .
1.3 Motivate and inspire audiences by publicizing successes of individuals and groups throughout the College. Inform all audiences of the roles and positions throughout the College (goal 1 and 2)	1.3a Develop proactive and reactive ways to reach audiences so they can share their accomplishments with the core communications team. Create a database of potential stories to pull from. 1.3b Devote resources to promoting these stories through various channels (social media advertisements). 1.3c Create communications programs to highlight all faculty and staff.
2.1. Ensure all mass communication materials (website, newsletters, social media, etc.) reflect our core values and diverse work. (goal 2)	2.1a Mass communication materials will be reviewed on a regular basis. 2.1b Form a communications working group consisting of all communicators throughout the College (student services, research forests, etc.) and hold meetings on a regular basis to discuss goals, story ideas, priorities, and provide professional development opportunities. 2.1c Work with the OSU central communications and marketing teams to help share our stories to a broader audience and ensure accurate portrayal.

	2.1d Work with faculty to engage with OSU news and communications office to accurately reflect the breadth of our research. 2.1e Assess the need for second-language materials. [note overlap with building awareness theme]
3.1 Ensure physical and learning spaces reflect our core values and diverse work and promote an inclusive environment. (goals 1-3)	3.1a Periodic review of art and messaging in spaces. 3.1b Ensure diverse perspectives are represented in social and environmental decisions made regarding the look and feel of the new complex. 3.1c Evaluate current spaces and develop plans to represent diversity in campus art and architecture
3.2a All members of the College community and guests will have appropriate physical access to buildings, classrooms, and activities sponsored by or on behalf of the College.	3.2a – Assess compliance with ADA for on-campus facilities and improve where necessary. 3.2b – Clearly mark areas of access in existing buildings and spaces. 3.2c – Have appropriate outside authority certify compliance. 3.2d – Provide alternatives when necessary.

Theme: Institutional Longevity

1. THEME YOU ARE TRYING TO ADDRESS What is the opportunity or challenge, the need, or the new direction you would like to pursue?
Making DEI an integrated, consistent, meaningful, and continual part of the CoF community.

2. RELEVANT FACTORS AND ASSUMPTIONS What relevant factors impact or are related to this priority?
- DEI is the one of the five strategies from the Dean that has not been addressed.   - State universities tend to draw in-state students, mainly due to the tuition gap.   - Oregon has historical barriers to attracting African-Americans.   - Without meaningful commitment and resources, any strategy will fail.   - Key stakeholders have not addressed diversity to the same degree as the College.   - Over-commitment needs to be addressed in order to allow for administration, faculty, and staff to participate in DEI activities.   - There is a perception of top-down policy making in the College which can deter people from committing fully to this effort.   - Need to track and monitor changes in society and keep DEI relevant over time   - Polices tend to change when administrations change – consider how to secure long-term commitments beyond one administration.

3. GOAL(S) What do you want to achieve or change in regard to the above theme?
1. Develop appropriate policies and resources for continued DEI dialogue and practices. 2. Ensure that DEI perspectives are included in planning and decision making in all units of the college. 3. Coordinate activities across all themes to keep DEI issues salient and make progress on accomplishment of all goals. 4. Increase our national and international reputation as an inclusive center of academic excellence.

4. STRATEGIES What general strategies or approaches will you use to accomplish your goals?	5. ACTIONS For each strategy, list one or more specific actions or resources you will use or develop to implement it.
Include DEI awareness training and issues in performance expectations and position descriptions. (G1)	• All Dean's staff will receive DEI, DPD, implicit bias, search advocate, and P&T advocate training within 2 years. • All Faculty will receive DEI awareness and student interaction training within 2 years. • Refine college promotion and tenure guidelines to reflect University guidelines, within 1 year. • Attach merit raises to non-required DEI faculty efforts.
Refine curricula to better incorporate DEI perspectives and awareness. (G1)	• Create forestry-specific DPD courses for undergraduates and graduates. (Overlap with other themes) • Incorporate DPD into peer review teaching polices of each department. • The College of Forestry will appoint a committee, representative of all academic programs, to determine how to implement DEI into curricula, and will bring forward recommendations within 1 year. (Conflict with actions proposed under other themes)
Use existing professorial resources to coordinate and provide leadership for all DEI activities in the college. (G1)	• Course remissions for DEI leadership activity. • Reallocate FTEs to allow for DEI leadership activities. • Articulate alternative staffing models.
Identify and distribute new funding sources to coordinate and provide leadership. (G1)	• Dean will reallocate funding to include DEI efforts and include the reallocations in the annual report. • Create DEI awareness within the Board of Visitors to promote funding for DEI efforts. • Hire a DEI coordinator/grant writer for the College of Forestry. • Secure consistent funding to support student diversity in research and teaching activities.
Create an accessible and safe system for reporting grievances and incidents. (G1)	• Redirect college development staff to secure external funding specific to DEI issues. • Require college-funded TAships to be advertised. (Move to DEI group) • Prominent contact information for reporting grievances and incidents. • Web reporting system. • Articulate processes used by the college to address reported issues.
Explicitly assign a DEI advocate role to each decision making group in each unit. (G2)	• Each group appoints a trained DEI advocate on an ad hoc basis.
The College will develop formal statements to address how DEI will be considered in governance. (G2)	• Each Department and unit will develop a statement regarding how DEI issues are addressed.
Charge an individual or group to coordinate activities and reporting to keep DEI at a sustainable level of engagement. (G3)	• Develop a calendar for annual activities, reporting, etc. (frequently enough to keep DEI issues in people's awareness) • Coordinate reports from all DEI themes. • Coordinate activities, reporting, etc. with the broader University.

Conduct regular assessments and revise plan as needed. (G3)	• Develop and apply both until level and top-down metrics for self-assessment. • Include success reporting in the annual report and/or other reporting methods to be developed, and make minor changes to the plan as needed based on the reports. • Periodically re-survey the college and external groups (community colleges, high-school seniors, employers who hire CoF students, etc). • Hold focus groups with identity groups. • After 3 years, have an external review, either by OSU or an external entity. • Convene an ad-hoc committee with broad representation across the college to revise plan as needed every 5 years.
Attend national and international events related to DEI and Forestry. (G4)	• Send DEI volunteer representatives to national and international diversity conferences (e.g. MANRRS, NCORE, SACNAS) to talk about what we are doing. • Send representatives to these same conferences to recruit diverse students.
Develop marketing and promotional material to reflect CoF DEI efforts. (G4)	• Develop materials to send to HBCUs and tribal colleges. (Move to Recruitment and Retention) • Develop speaker/visitor exchange programs with colleges/universities who have student and faculty target groups sought by CoF.

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September 2, 2016

TO: FORESTRY EXECUTIVE COMMITTEE

FROM: MARK HARMON, CHAIR OF THE COLLEGE P&T COMMITTEE
ADRIENNE WONHOF, SPECIAL ASSISTANT TO THE DEAN

RE: PROPOSED CHANGES TO P&T GUIDELINES AND ADMINISTRATIVE MEMOS 3, 3A, 4, and 28

In May 2016, we brought recommendations to the FEC for revising the college administrative memos related to promotion and tenure: Admin Memos 3, 3A and 4. At that time, it was also recommended to review all related admin memos (including 28) and consider combining them into a single document. We have completed the review and concluded that memos 3, 3A and 4 could be combined into one document, but that 28 should remain separate as it relates primarily to annual PROF review.

Enclosed is the revised combined Administrative Memo #3; we retained the original number for clarity.

A few items of note:

- For ease of review, we have included a Table of Contents with hyperlinks to sections of the document.

- We have included new language throughout regarding contributions to equity and inclusion, as instructed by Academic Affairs and the Faculty Senate and in accordance with College initiatives.

- The grant reporting section has been revised to clarify how PI's should document grants for which they are an administrator (page 11).

- We have included language from Academic Affairs regarding their new process for out-of-cycle reviews (page 14).

- We have included Appendix B to show an example of grant reporting by table summary (page 15).

- A Short Bio is no longer required and we have removed that from the dossier section.

We ask that FEC review the new memo, make any needed revisions, and give it your approval; we also ask you to rescind memos 3A and 4. Once approved, we will go through any other related memos and update any references to the rescinded documents. We ask that departments do the same in any of their related departmental documents.

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Administrative Memo #3 *(formerly 3,3a,4)*
Promotion and Tenure Guidelines
Revised: August 2016

Purpose: This memo outlines the promotion and tenure process and expectations for the College. These guidelines supplement the Faculty Handbook section on Promotion and Tenure published by Academic Affairs and the Senate, which supersedes any discrepancies between the two documents. This memo is intended to assist faculty in understanding and meeting the criteria, assist reviewers in evaluation the documentation of faculty accomplishments, and establish rules for the College Promotion and Tenure Committee.

PART I: Faculty Promotion and Tenure Guidelines

A. **General Expectations for College Faculty**
All professorial faculty in the College of Forestry, including those on either fixed term or tenure track appointments, are considered scholars and teachers and must be engaged in both scholarly and instructional activityies relevant to their position. These guidelines include performance and scholarship expectations related to the University and College missions in instruction, research, extended education, and institutional service. It is reasonable to expect that the position description will change with concomitant faculty development; therefore, the specific expectations of faculty will change over time. However, to be successful, each faculty member will meet or exceed acceptable levels of productivity and quality in their job. Successful faculty should develop interpersonal and communications skills that facilitate their positive interaction with colleagues, co-workers, students and a diverse public audience.

Non-professorial faculty have special skills or experience needed for the instructional, research, extended education, and service programs in the College. Position descriptions for these faculty will reflect expected scholarly activity, and annual professional review will identify performance expectations.

And finally, Oregon State University is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved.

B. **Position Description**
Each faculty member will have a position description describing their major duties and responsibilities. This position description will include performance and scholarship expectations related to the University, College and Departmental missions in instruction, research, extended education and service. The position description will specifically identify the:
- major areas where focus and distinction are expected;
- type and nature of scholarly activity relevant to the position;
- expected contributions to institutional service and expectation to effectively document scholarship and program development.

The initial position description is developed from the position announcement for new faculty, and mutually affirmed by the faculty member and supervisor at the time of appointment. When the PROF review is conducted, the position description is used as a basis for evaluating a faculty member's progress and performance; the position description will be reviewed at this time to assess whether it should be modified/updated. As faculty develop professionally it is reasonable to expect that the position description will be modified accordingly and both supervisor and faculty signatures are required on any position description.

Additionally, stipulated contributions to equity, inclusion, and diversity should be clearly identified in the position description so that they can be evaluated in promotion and tenure decisions. Such contributions can be part of teaching, advising, research, extension, and/or service. They can be, but do not have to be, part of scholarly work. Outputs and impacts of these faculty members' efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers.

C. **Criteria for Promotion, Tenure and Scholarship**
The Faculty Senate have established criteria for promotion and tenure, as noted in the Faculty Handbook. From the contemporary perspective of a land-grant university, and, in

particular that of the College of Forestry, scholarship is demonstrated in instruction, extended education, and research.

The definition of scholarship found the Faculty Handbook is affirmed as the norm for the College of Forestry:

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

There are three key elements of scholarship common to all faculty assignments: scholarship should create something that is new or innovative; be acknowledged by appropriate peers; and be effectively communicated to appropriate audiences. For promotion and tenure, clear documentation of these three elements is required to demonstrate scholarly activity. If applicable, contributions to equity, inclusion, and diversity via scholarly activity should also be documented.

D. Performance Expectations and Evidence

The following sections identify general expectations for all fixed term and annual tenure professorial faculty seeking promotion or tenure. Faculty are evaluated in light of the general missions of the Department, College and University, and of their collegial citizenship, professional growth and service contributions. Not all faculty have equal levels of responsibility with each mission. Specific faculty activities are evaluated within the context of the position description and the criteria in this document. In general, faculty members are expected to be highly competent in all areas of responsibility. Beyond that foundation of competence, genuine excellence is expected in the major assignment area or areas.

Some professorial rank faculty may have special assignments with administration, research management, international activities or other duties that serve the College mission. These faculty are evaluated by standards that appropriately consider the unique characteristics of the position. Normally, these standards are specified in the position description.

1. Granting of Indefinite Tenure

Indefinite tenure is a linchpin of academic freedom. It also signals a long-term commitment to excellence and program development by both institution and faculty. To be granted indefinite tenure, a faculty member must demonstrate achievement and show potential for long term productivity and value to the University and College. Outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity should also be considered when indefinite tenure is granted.

In measures commensurate with the position description, excellence is demonstrated in the following:
- Effectiveness as a teacher of appropriate subject material as recognized by appropriate peers. Demonstrated potential for growth and adaptability to

changing educational needs. Effectiveness may be shown by student or alumni evaluation using regular surveys, correspondence or informal interviews, or through quality and proficiency evaluation by appropriate peers.

- Active interest in and assistance to, students documented through regular surveys, correspondence, or informal interviews of students and recent alumni. Effective service as a formal or informal faculty advisor or graduate student mentor must be evident if appropriate to the position.

- Likelihood for continued research and educational accomplishments demonstrated by publication in disciplinary journals and periodicals, contributions to books, journals or conferences, the development of products such as models, computer software, patents and licenses, equipment, tools or techniques, and success in acquiring extramural funding.

- A potential to enhance knowledge by the ability to maintain a research or educational direction over time, or to address and integrate questions of scale or processes beyond a strict disciplinary or regional focus.

- A promise for continued accomplishment in instruction or extended education demonstrated by documented educational program development and outcomes, development of educational processes, tools and methods, and contributions to educational courses, conferences, workshops and seminars.

- A potential for increased professional growth and improved instruction or extended education program quality as shown by courses, programs or curricula that adapt over time to changing issues in the faculty member's area of expertise.

2. Promotion
Promotion of professorial faculty in the College of Forestry is based on merit and recognizes effective contributions of faculty to the institutional missions. Promotion decisions are never based on time in rank. Some criteria for promotion are described below for each of the distinct elements that may be present in the faculty job description. Promotion, however, is based upon the aggregate record of a faculty member in all professional activities.

a. Instruction and Advising
Instruction and advising are central to the mission of the College of Forestry and the University. Excellent teachers develop educational materials and contribute to curricula that are relevant and timely with respect to the profession. Course presentation must stimulate learning and effectively convey knowledge to students. Faculty have an important role in recruiting, advising, and mentoring students. It is a faculty obligation to objectively evaluate the knowledge gained by students so that they are prepared to meet the future challenges of society. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity in instruction and advising should be documented.

For Promotion to Associate Professor:
Faculty with instruction and advising responsibilities will normally have met the requirements for granting of indefinite tenure (if tenure-track) and will demonstrate continued growth and development as a teacher and advisor.

Example evidence includes:
- The development and use of original teaching aids, materials, approaches and techniques in courses.
- Active participation in a continuing process of curriculum and individual course assessment, revision, and development.

- Self-improvement in the approaches and techniques of instruction, command of subject matter and other curricular issues.
- Active involvement in student recruitment, advising, and retention activities that expand and enhance the student learning opportunities and environment.
- Mentoring or advising graduate students to become effective professionals with critical thinking and communications skills; helping students develop writing abilities through joint publications or similar activities.

For Promotion to Professor:
Faculty must have a consistent record of effective teaching, advising, and teaching service. Examples of demonstrating this are:
- Quality evaluation by students or alumni through regular surveys, correspondence, or informal interviews; and quality evaluation by appropriate peers.
- Significantly influencing the curriculum through major revision of existing courses, developing new courses, and minors or programs.
- Continued active involvement in undergraduate student advising, recruitment and retention activities that ensure delivery of effective support and timely information for students and training and assistance for new advisors.
- The development, use and dissemination of original course materials and teaching methods that may be adopted by other faculty or institutions.
- A leadership role in curriculum assessment, revision, and development, service on college or university curriculum committees, and service to regional or national accreditation bodies in curricular accreditation.
- Continued mentoring or guiding graduate students, especially at the doctoral level, with evidence of joint publications or presentations as well as career placement of advisees.
- A greater teaching role shown by a wide array of courses taught either within or beyond the department, and by guiding graduate students in other disciplines.

b. **Research**
Excellence in research is demonstrated by scholarly activities and outcomes commensurate with assigned research responsibilities and with a high level of productivity and quality. Scholarly research is expected to: a) discover new knowledge or develop new technologies, materials or methods; b) be acknowledged by appropriate peers; and c) be effectively communicated to appropriate audiences. Successful researchers identify and prioritize research issues, are able practitioners of scientific methods with appropriate research tools, are skillful gatherers and managers of research assets, and are effective communicators of research findings. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity in research should be documented.

For Promotion to Associate Professor:
Faculty will normally have met the requirements for granting of indefinite tenure (if tenure-track) and should have developed innovative or new research opportunities. Example expectations are:
- A demonstrated ability to design, implement, complete, and report research results in a timely manner. Evidence of meeting this expectation includes scholarly publications, contributions to workshops and conferences, success with obtaining extramural funding, and the development of products such as

models, computer software, patents, licenses, equipment, techniques or tools.

- Achievement of recognition for research accomplishments. This can be demonstrated by the acquisition of additional resources for program development, invited contributions to programs, awards, public acknowledgment of program excellence, and letters of positive evaluation from other scientists and researchers.
- Be seen as a distinct and significant contributor to their discipline or research field. This may be shown by appropriate peer review, by a clear explanation and justification of the research emphasis and by documenting focus in the research program. Contributors to team or interdisciplinary research programs should identify their individual contributions and those resulting from their integrative role.

For Promotion to Professor:

Faculty will have evidence of continued research productivity and quality, and a clear sign of growth and maturity in research achievements. Examples of success include:

- Broad, contemplative or integrated research activities as demonstrated by publishing in disciplinary or other scholarly journals and periodicals, invited contributions, multi-authored contributions or papers, and by securing significant extramural funding.
- Communications through scholarly syntheses about interpretations and implications of research including publications of scholarly works that integrate, summarize or interpret research and through presentation of such work at conferences or workshops. Evidence may also include acknowledgment by others of the importance, significance or relevance of research or of its implementation by users.
- An acknowledged stature and leadership role in the discipline, profession or geographic sphere. Evidence of stature includes a regional, national or international reputation for research achievements beyond the normal geographic sphere. Leadership roles in professional or scientific societies, journal or book editorship, selection to serve on competitive review or development panels, or awards for research accomplishments are also important types of evidence.
- The promotion or facilitation of research opportunities for others in the Department, College or University. This can be demonstrated by making significant contributions as a member of a productive disciplinary or interdisciplinary research group that has produced publications or products. Successful administration of a disciplinary or interdisciplinary research group may also demonstrate fulfillment of this expectation.

c. **Extended Education**

All faculty who have formal or informal responsibilities in extended education will demonstrate levels of activity commensurate with their appointment. Outstanding practitioners of extended education identify and prioritize issues, develop, deliver and evaluate the impacts of programs. They work closely with clientele, interpret and integrate research into program content, and relate further research needs to appropriate faculty.

Excellence in extended education is evidenced by scholarly activities and outcomes. In this respect, extended educational work will: 1) create something original, often through integration and application of information or knowledge; 2) be acknowledged by appropriate peers; and 3) be effectively shared with

appropriate audiences. To be successful, the information provided in extended education programs must be contemporary, accurate, balanced and objective. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity in extended education should be documented.

For Promotion to Associate Professor:
Faculty with extended education responsibilities will normally have met the requirements for granting of indefinite tenure (if tenure track) and should have developed innovative or new extended educational programs. Examples of evidence include:

- A demonstrated ability to design, implement and evaluate effective educational strategies. Evidence in meeting this expectation includes use of educational principles in program design, development and use of original teaching aids, materials and techniques in programs, selection of appropriate educational methods, production of peer reviewed educational products, and documented changes in client knowledge, skills and behavior leading to problem solution, education of the public, or creation of new opportunities.
- Programs that enhance the understanding and application of principles of informal education to extended education practitioners. A satisfactory review by appropriate peers is critical evidence of meeting this expectation.
- Recognized achievements for extended education accomplishments. This can be shown through the acquisition of additional resources for program development, invited contributions to programs, awards, public acknowledgment of program excellence, and surveys or letters of positive evaluation from clientele or others who have been influenced by these programs.

For Promotion to Professor:
Faculty should demonstrate continued productivity and a clear sign of growth and evolution in extended education achievements. Examples of demonstrating this are:

- A broad and integrative application of knowledge demonstrated by the involvement of other disciplines in program design, implementation and evaluation and by securing significant extramural resources over a broad spectrum of support.
- Innovations in program design adopted by other educators. This is evidenced by widespread use of materials and methods, including citation and adaptation by others, and by invited contributions to significant educational programs.
- The promotion or facilitation of extended education opportunities for others in the department, college or university. Evidence of this includes interdisciplinary involvement in programs and contributions toward program leadership and administration.
- An acknowledged stature in extended education, the discipline, the profession or geographic sphere of assignment. Recognition of such stature includes an acknowledged reputation outside of the geographic assignment area, positive evaluation by outside reviewers, leadership roles in professional societies, membership and service that acknowledges the person's expertise and awards for extended education accomplishments and/or leadership.

d. **Service**
Faculty in the College of Forestry are expected to be collegial citizens and

professionally support the quality and growth of Departmental, College, University and outreach education programs. Service and citizenship contributions to professional organizations and consultation to community, industry, government agencies, and non-governmental organizations are also expected. Professional service relevant to a faculty member's assignment that contributes to the University missions, and results in professional growth of the individual, team or unit is especially valued. Significant professional service contributions can strengthen a case for promotion or tenure. Service is expected at all professorial ranks at a level commensurate with maturity and experience. If applicable, outputs and impacts of faculty members' efforts to promote equity, inclusion, and diversity should be documented.

Examples include:
- Leadership or participation in Departmental, College, University and local extended education committees (ad hoc or standing), faculty governance, and mentoring other faculty and staff.
- Leading, administering or managing common facilities, interdisciplinary teams, centers, or programs.
- Active participation in disciplinary or other professional associations and societies at a regional, national or international level.
- Service to community, state, federal or citizens organizations, panels or committees that draw upon the faculty member's expertise.
- Peer review of proposals, manuscripts, and editorships.
- Expert witness or testimony services.

PART II: Preparation of the Dossier

The University guidelines provide basic direction on the content and format of dossiers. Dossiers must include these sections, in this order, with cover page for each section:

I.   DOSSIER COVER PAGE
II.   FORM A ~~and SHORT BIO~~
III.   CONFIDENTIALITY WAIVER (or statement that waiver was not signed)
IV.   POSITION DESCRIPTION
V.   CANDIDATE'S STATEMENT
VI.   STUDENT LETTER OF EVALUATION (as appropriate)
VII.   ADMINISTRATIVE LETTERS OF EVALUATION
VIII.   PROMOTION AND TENURE VITAE
IX.   LETTERS OF EVALUATION
X.   OTHER LETTERS AND MATERIALS/AWARDS (optional)
XI.   CANDIDATE'S SIGNED STATEMENT

Information on the specific content required for each section can be found in the Faculty Handbook.

College of Forestry Supplemental Preparation Guidelines

In addition to the University requirements, the following College supplemental guidelines are intended to improve the utility of the dossiers to reviewers at all levels.

A. **Complete Dossier**
   The dossier presented to the College P&T Committee should be a final version with all mandated forms and components as specified in the University P&T preparation guidelines except for the College Committee Letter and the Dean's evaluation. All forms, especially Form A, should be completely filled out and signed. Form A will not have the Dean's signature at this point.

B. **Electronic Process**
   The process is entirely electronic. All sections of the dossiers are to be uploaded to the OSU Nolij information system for the review process. Hard copies do not need to be submitted. Instructions on how to upload dossiers have been shared with the appointed department level contacts. **Do not add your own pagination.** The electronic system will add page numbers to the dossier. **Do not add your own pagination.**

C. The **Department Faculty Evaluation** must be signed by all members of the Committee. Electronic signatures are acceptable.

D. **Position Description**
   The candidate's current position description is required. If there have been significant changes to the position description these must be briefly described with a table summarizing FTE distribution among primary activities over time. When significant changes have occurred, earlier position descriptions should be included. If significant changes in the PD have not occurred then this should be stated. Statements about position description are to be either included on the position description page separator or on a separate page placed ahead of the current PD.

E. **Period of Record**
   The dossier should be a career document for all ranks and not just include information from the previous evaluation. Accomplishments made at other institutions must be

clearly distinguished from those at OSU. For example, the list of refereed journal articles should be subdivided into sections associated with work at OSU and elsewhere.

F. **Peer Teaching Evaluation**
A letter from the candidate's peer teaching evaluation committee should be included in the dossier and be based on all peer teaching reviews over the evaluation timeframe. The items to be evaluated are listed in the P&T guidelines in the OSU Faculty Handbook (section VIII.B.3).

G. **SET Scores**
Use the matrix format illustrated in Appendix A for reporting SET scores for individual instructors.
- Report results only for Question 2 on SET form.
- Retain the "COF 5-YR AVE" line as a comparator for the instructor's scores. To find the current average, see T:\COF\Reports\SET Reports\ and the appropriate SET 5-year Avg…doc file. Note that the average is different for graduate and undergraduate courses.
- The instructor's scores by term and course fall beneath the "COF 5-YR AVE."
  - Results should be grouped by specific classes, and then arranged chronologically. (e.g. all the FE xxx together, followed by the FE zzz)
  - Insert your SET scores by course for instructor (see SET form).

H. **Reporting of Publications**

1. **Refereed publications** refer to journal or other articles in which the authors submit a manuscript to an editor who conducts a peer review (blind or not). The editor has full prerogative to accept or reject the submitted article. Peer-reviewed articles are those that are subject to review by others for the purpose of improving accuracy, quality, applicability, etc. Editors will only rarely reject these submissions.

2. **In Review Publications**
A candidate may include citations of refereed articles that have been submitted but not yet accepted. The full citation must be included with the notation "(in review, mss submitted xx/xx/xx)", where xx = date of submission. If a publication has not been submitted to a publisher then it cannot be included.

3. **Numbering**
All publications within a category (such as refereed, peer-reviewed, books and book chapters, trade and popular articles, reports, etc.) will be numbered from oldest to newest, in reverse order. That is, the newest publication, including those in review, shall be at the top of the list and carry the largest number. The numbering should be restarted in each publication category.

4. **Authorship**
Citations will include all authors in the order as published. Names of candidates will not be put in bold, underlined or otherwise distinguished. Clarification of the candidate's role in joint efforts must be provided in the dossier. This can be done individually for each publication as in the example below or by other suitable means, as long as the candidate's role in each publication is clear.

> Smythe, Mary and Emil Phunorkin. 2007. Consequences of failed land management experiments on small mammals. Journal of Irreproducible Results 35(21-32). [Paper written on Smythe's MS thesis for which I served as major advisor and PI on the grant that supported her]

I. **Journal Descriptions**
The university guidelines mandate some description of the "…stature of the sources…" in which a candidate's scholarship appears. For CoF faculty, this should appear in a paragraph at the beginning of the section on refereed journal citations, or separately for any other type of scholarship. This should describe in whatever terms are most descriptive to lay readers why you chose to use specific outlets for your scholarship and something about the nature of the publications and principal audiences. All journals in your list need to be referred to, either by describing them individually, or by grouping their descriptions in some manner. A similar accounting should be included for other types of scholarship. The University definition of scholarship must be carefully consulted.

J. **Citations of Presentations**
These are to be presented in two separate groups: invited and volunteered. The authors of the presentations are to be in the order as advertised in conference/program literature, abstracts or proceedings. An asterisk (*) shall be attached to end of the name of the person making the presentation. The name of the candidate will not be put in bold, underlined or otherwise distinguished. A foot note to the section will explain that the asterisk marks the presenter. A full citation for the presentation must be included. At the end of the citation the type of presentation (oral or poster) should be identified.

K. **Grant Reporting**
In addition to a listing of grants, a summary of grant activity and success will be prepared. See Appendix B for example table format.

1. **Funded Grants**
A full citation will include all PI's in the order they appear on grant application, year of initial grant award, title of grant, duration of grant, funding source, total amount received and amount attributed to the work of the candidate. All grants, competitive or non-competitive will be included. The competitive nature of all grants should be described. This can be done for each grant individually or by grouping them in some fashion, as appropriate.

For grants where the faculty acts as an administrator more than as a typical PI, that role should be noted and funding total attributed appropriately. For example, a lead PI on a large grant of $500,000 is allocated $100,000 for her/his portion and the rest is allocated to a group of other PI's on the grant: the faculty should note their role and their portion ('My Share' on the example summary table). The role of administrator may require significant leadership and this should be considered when preparing the description and in evaluating effort.

2. **Pending or Denied Grant or Contract Proposals**
Pending proposals may be included at the discretion of the candidate. Denied proposals may be included, if necessary, to show effort but must document the level of competitiveness (e.g., proportion funded) and the rating—consultation with the Department Head is imperative.

PART III: Operations of the College Promotion and Tenure Committee

The OSU [Faculty Handbook](#) on procedural guidelines for promotion and tenure requires each College to maintain a College Promotion and Tenure Committee, and also describes the role and responsibilities of the College and Department P&T Committees (see section "Tenure Unit Review and Recommendation Policy, approved by President Ray on July 7, 2010).

A. **Role of the Committee**
The primary role of the College P&T Committee is to provide an independent evaluation of dossiers. This evaluation is intended to supplement the evaluations conducted by the Department or Unit Level P&T Committee and the Department Head. According to the Faculty Handbook, the College P&T Committee review should ensure that each dossier has been carefully and properly prepared. The reviewers at the college level are to determine whether the departmental-level letters of evaluation fairly assess the merits of the candidate's performance as documented in the dossier. The intent of the Faculty Handbook guidelines was clarified by the Faculty Senate President and the Vice Provost for Academic Affairs in a memo to faculty dated 10/27/10. The memo stated that "the expectation is that the College level committee will review the candidate's dossier, make an independent evaluation and recommend for or against promotion and/or tenure."

Additionally, the College Committee is responsible for:
- Reviewing the dossiers and recommend changes, if any, that could strengthen or clarify the presentation of the candidate's accomplishments.
- Providing independent evaluations of candidates selected for CoF senior faculty and administrator positions that include awarding of indefinite tenure and/or appointment at the rank of Professor. These evaluations are likely to occur outside of the normal annual schedule for reviewing dossiers.
  - The exception is for the position of dean where the determination is made by the Provost.
- Periodic review of the college-level promotion and tenure process and recommendation of clarifications and improvements to the Forestry Executive Committee (FEC).

B. **Composition of the Committee**
The committee consists of two faculty elected from each department and one member elected from the ~~Off-campus~~ Extension forestry faculty. Members must be tenured, associate or full professors with at least 0.5 FTE in the College to be eligible for election. College administrators (e.g. dean, assistant and associate deans, department heads) are not eligible to serve.

1. Term
Each member is appointed to a 3 year term that begins on July 1. The terms of the committee members shall be staggered so that 1/3 of the membership expires each year. Members are eligible to serve successive terms (per election by their department). For those members appointed to replace another member mid-term, they will be appointed for the term the original member was to serve; replacement members must be elected by their unit.

2. Elections
During the spring term, the Dean's Office will notify those units whose representative's term will expire to initiate the process to elect a successor. Any faculty member with tenure and/or a promotion track appointment (e.g. instructors, faculty research assistants, and professorial rank faculty), on at least a 9-month contract, and with at least 0.5 FTE in the College are eligible to vote in their respective unit elections.

3. Chair of the Committee
   On July 1, the continuing and incoming committee members shall elect the chairperson for the next academic year.

4. Review of the Committee
   Before the end of the academic year, the committee shall review the functions, procedures and composition of the committee and forward to the Forestry Executive Committee any recommendations for change.

C. **Process for Standard "In-cycle" P&T Reviews**
   Departments initiate documentation and evaluation of materials through their respective committee process, including preparation of a faculty committee evaluation and recommendation letter, as well as a candidate rebuttal, if appropriate.

   1. The letter of evaluation prepared by the **Departmental P&T Committee** must contain a statement that describes the process used to constitute the committee. While a general evaluation of the case should be included in the letter, this should be supported by specific statements that address whether University individual criteria for promotion and tenure have been met (found in the OSU Faculty Handbook on Promotion and Tenure). The letter should conclude with a statement indicating the total number of faculty voting on a case, the number of yes versus no votes, the number of abstaining faculty, and whether there were conflicts of interest and if there were how they were resolved.

   2. The **Department Head** prepares an independent letter of evaluation and recommendation. The Department Head should include an explanation of any issues or exceptional circumstances that influence the interpretation of the case (e.g., undocumented but agreed upon changes in the position description, timing or completeness of peer teaching materials). The completed and signed dossiers, in the form that they would be submitted to the Provost, are forwarded to College P&T Committee.

   3. The **College P&T Committee** independently evaluates the dossier – including all letters of evaluation and recommendation from the Department Head, the departmental committee, external reviewers, and the student or client representatives; together with any candidate's response to non-confidential evaluations to which they have access.

   4. The **College P&T Committee** prepares a letter to the Dean conveying the outcome of their evaluation, including a recommendation for or against the proposed promotion and/or tenure action and a vote tally. The letter should reference this administrative memo to document the process used to constitute the committee. College P&T Committee members who have signed department level letters of evaluation shall recuse themselves from votes on these cases. The letter should conclude with a statement indicating the total number of faculty voting on a case, the number of yes versus no votes, the number of abstaining faculty, and whether there were conflicts of interest and if there were how they were resolved.

      NOTE: If, in the process of reviewing the dossier, the College P&T Committee identifies concerns with the department-level statements, including if they believe that significant points for or against the candidate have been missed, the Committee writes an internal memo to the Department Head detailing the concerns and includes suggested changes that could strengthen or clarify the presentation of the candidate's accomplishments in the dossier. The Dean is copied on this memo as a record of the Committee's concerns and for purposes of transparency in the review process; this memo will not be retained in the dossier.

   5. **The Department Head** or departmental committee responds by modifying and resubmitting the dossier or by rebutting College P&T Committee comments in

writing. The College P&T Committee considers any revisions in the dossier and departmental response as they complete their evaluation.

6. **The Dean** conducts an executive review with Department Tenure Head and candidate, utilizing all letters as the basis for recommendation to the Provost. The Dean copies the Candidate and the Department Head in his/her communication to the Provost.

7. **The Provost** makes the final decision.

D. **Process for "Out-of-cycle" Reviews**
These are reviews associated with searches for senior faculty and administrator positions that include awarding of indefinite tenure and/or appointment at the rank of Professor. Regarding the process and dossier, Academic Affairs has established two processes for hiring an academic faculty member with tenure: the first is for faculty who do not have tenure at their current institution, and the second is for faculty who do hold tenure at their current institution. The differences for each case are noted below.

1. The **Chair of the College P&T Committee** will assign a member(s) to be embedded with the Search and Screening Committee, at a minimum during the finalist selection process. The member(s) will represent the College P&T Committee in a review and evaluation of the application materials submitted by each finalist against the university standards for awarding of indefinite tenure and promotion to the rank of Professor. Typically, the Committee member(s) assigned will be the one(s) most familiar with the discipline of the finalists.

   If the judgment of the Committee member(s) is that a finalist's record of accomplishment might not be sufficient to warrant awarding of indefinite tenure or the rank of Professor, the full College P&T Committee will be convened. If the Committee finds sufficient cause for concern, the Committee Chair shall write a letter expressing concern to the hiring authority, with a copy to the Chair of the Search and Screening Committee. The hiring authority shall review the concern and, in consultation with the Chairs of the College P&T Committee and the Search and Screening Committee, make a decision on whether or not to interview that finalist.

2. After a finalist is selected and offered the position:

   a. **The Dean** notifies the prospective Department Head of the appointment.
   b. **The Department Head** initiates an out-of-cycle review, and assists the new hire in preparing the dossier.

      For new hires who DO NOT have indefinite tenure at their current institution, the dossier does not need to follow the OSU dossier format, but it:
      - should contain a CV that demonstrates a record of scholarship;
      - should contain documented evidence of effective teaching/mentoring of students;
      - should contain documented record of university/professional service
      - should contain independent outside letters of evaluation (these may the same as those submitted as part of the application);
      - does not need to contain an OSU student letter of evaluation

      For new hires who DO have indefinite tenure at their current institution, compile a dossier as instructed by Academic Affairs.

   c. P&T Review from this point follows the same process as "In-cycle" Reviews noted above in section C, including final review and approval by the Provost.

Appendix A

UNDERGRADUATE COURSES TAUGHT (EXAMPLE):
Question 2: The instructor's contribution to the course was:

Year	# Students	Very Poor %	Poor %	Fair %	Good %	Very Good %	Excellent %	Unable to Rate %	Mean	Median
COF 5-YR AVG. (03-08)										
Instructor Term/Year Course										
S04 FE 3xx										
W05 FE 3xx										
W06 FE 4yz										
W07 FE 4yz										
W08 FE 4yz										
SP08 FE 2zz										

GRADUATE COURSES TAUGHT (EXAMPLE):
Question 2: The instructor's contribution to the course was:

Year	# Students	Very Poor %	Poor %	Fair %	Good %	Very Good %	Excellent %	Unable to Rate %	Mean	Median
COF 5-YR AVG. (03-08)										
Instructor Term/Year Course										
F04 FE 5xx										
F05 FE 5xx										
F06 FE 5xx										
F07 FE 6yz										

Appendix B

Summary of all grant and contract support.

	# Attempts (as PI)**	# Funded (as PI)	Funding Rate (as PI)	Total $	My Share $
Competitive (total)					
Competitive, (External*)					
Competitive, (Internal*)					
Non-competitive					
Declined Pre-proposals					
Total (incl. pre-proposals)					

*Internal or External to the institution that the PI was employed at time of submission
**White papers, pre-proposals, full proposals, memorandum of agreements, joint venture agreements, Agricultural Research Foundation gifts, etc.

FALL 2016 UNDERGRADUATE PROGRAM – ADVERTISING CAMPAIGN

SYNOPSIS

Over the course of the past year, we have assessed our undergraduate recruitment strategies as we strive to meet the college's strategic priority of increasing enrollment. Based on the data we have available, it has become clear general undergraduate audiences are simply unaware of the undergraduate opportunities that exist within the college. After discussing the issue with the Admissions office and assessing a similar campaign with the College of Science, we have decided to conduct a Fall 2016 advertising campaign with a digital media buy through an agency of $15,000 to $30,000 to promote our undergraduate programs. Complete campaign details can be found below.

CAMPAIGN GOAL

1. Increase inquiries from perspective students for information about College of Forestry undergraduate programs and increase campus visits.
2. Increase awareness of undergraduate programs with target audiences through targeted campaign messaging (impressions).

TARGET AUDIENCES

1. Primary: High school students, transfer students, current OSU students, and parents; influencers such as teachers, peers, counselors, etc.
2. Secondary: General public interested in program-related issues, traditional College stakeholders, etc.

CAMPAIGN STRUCTURE

To effectively target the right audiences, we are developing four separate campaigns and connecting them to OSU and the College of Forestry: "outdoor" engineering, forestry, natural resources, and renewable resources. A fifth campaign for tourism and outdoor recreation will be developed when curriculum is approved.

Based on college needs, potential students in degree areas, and other efforts across OSU (America's Natural Resources University campaign, for instance), we have allocated the following for advertising expenditures: "outdoor" engineering ($10000), forestry ($5000), natural resources ($5000), and renewable materials ($10000).

CONTENT STRATEGY

1. We will use the current OSU and college message platform to develop print and digital content.

2. Advertising and messaging will focus on the following College strengths: top-ranked programs, career paths for students, highlight the ability to work outdoors, the new

complex, experiential learning opportunities, and scholarship/affordability opportunities (applies mainly to Oregon residents).

CAMPAIGN DELIVERY METHOD
1. Digital – The campaign will utilize a number of digital advertising strategies (Google AdWords, search engine optimization, social media, etc.) to drive potential students to four branded websites where they can inquire to receive additional information.
2. Print – Create new and update current materials to reflect campaign messaging and strategy.

CONTENT PATH
Digital ad (Google AdWords, social media, digital display, etc.) **->** branded, visual website highlighting the program and a "call to action" (input contact info to receive more information) **->** websites where visitors can apply, schedule a visit, learn more about the programs, etc.

POTENTIAL DIGITAL CAMPAIGN RESULTS (always may vary)
1. Impressions – Four to six million[1]
2. Click-through rate as a direct result of campaign – 26,000 – 39,000[2]
3. Inquiries – 2000 - 3100[3]

As a result of the high-achiever campaign the College of Science recently completed, honors college enrollment for the college is up 79% from the previous year.

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[1] Based on OSU Admissions diversified campaign expenditure in Fall 2015 (Google AdWords, social media, digital display, etc.). College of Science received approximately one million impressions with their campaign expenditure, however, utilized only display ads.

[2] Based on average click-through-rate of 0.65% for OSU admissions digital campaigns. This is also close to the general CTR for education-based campaigns.

[3] Based on e-campus inquiry conversion goal of approximately 8% for natural resources related programs.