DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE

Criteria for Reappointment, Promotion, and Tenure

Approved: September, 2011
# Table of Contents

## Introduction
- Mission and Vision
- Professional Overview
- Faculty Evaluation
- Responsibilities of Professorial Ranks/Tenure Track
- Academic Ranks
- Standards and Expectations for Reappointment, Promotion, and Tenure
- Revising the Document

## Criteria for Instruction
- Assistant Professor
- Associate Professor
- Professor

## Criteria for Research
- Assistant Professor
- Associate Professor
- Professor

## Criteria for Extension/Engagement
- Assistant Professor
- Associate Professor
- Professor

## Criteria for Service
- Service to the department, college, and university
- Service to the Profession

## HDFS Reappointment, Promotion, and Tenure Committee
- Composition
- Responsibilities

## External Review Process

## HDFS Timelines
DEPARTMENT OF **HUMAN DEVELOPMENT** AND **FAMILY SCIENCE**

Criteria for Reappointment, Promotion and Tenure

**INTRODUCTION**

**MISSION**
The mission of the Department of Human Development and Family Science (HDFS) at Oklahoma State University (OSU) is to lead the field in applied interdisciplinary scholarship focused on reducing risk and enhancing resilience within individuals and among families across cultures and generations.

**VISION**
Our vision is to be a premier academic program dedicated to the discovery, integration, and application of knowledge to enhance the quality of life and resilience of diverse individuals and relationships.

The distinguishing feature of HDFS is the interdisciplinary and multidisciplinary integration of instruction, research and application between and among human development, family science, early childhood education, gerontology, and marriage and family therapy. Because integrative approaches are necessarily broad, the department’s focus is on the many ways resilience may be discovered, developed, mastered, and maintained across human processes and contexts.

Consistent with the HDFS mission, faculty in HDFS are committed to contributions, continual growth, and professional development in four work areas. The following areas are reflected in the expectations for Reappointment, Promotion, and Tenure.

- Instruction,
- Research/scholarship,
- Extension/engagement, and
- Service

**PROFESSIONAL OVERVIEW**
In addition to the enumeration of accomplishments in the above four areas, candidates for reappointment, promotion, and tenure should address the following three elements in their summary and overview:

- **The broader perspective.** It is important that a candidate’s efforts contribute to the broader perspective of programs of resident instruction, research, and Extension/engagement in the department and college, as well as service activities. The assignments of faculty members at land-grant universities are diverse and can change over time. In this environment, HDFS faculty balance their efforts in the four areas mentioned above, and that balance may fluctuate. In these documents, a candidate should address what has been accomplished in each area, and should also briefly describe where his/her work is heading in the next few years. It is also appropriate to describe how the candidate has balanced his/her efforts in the broader context of the land-grant university.

- **Candidate’s focus.** Faculty members are expected to have a clear focus to their work. A candidate should identify that focus and its progression. While a focus can shift over time, themes should remain consistent and stable over multiple years. A candidate should help the reviewer understand how his/her work has progressed and deepened to provide a basis for future progress.

- **Significance of the candidate’s work.** A candidate should include descriptions and evidence of the significance of the activities and accomplishments enumerated in these documents. For example, a candidate can help reviewers understand the contributions of his/her work to the department, college, university, the public and the profession.
FACULTY EVALUATION

Faculty evaluation, both a formative and summative endeavor, encompasses recruitment, retention, annual appraisal, reappointment, promotion, and tenure. The primary purpose of the evaluation system is to facilitate the success of the department and individual faculty members. Annual appraisals, as well as reappointment, promotion, and tenure decisions strengthen the fit of individual and departmental goals and accomplishments. All these processes are intended to be developmental as a means to encourage and evaluate the professional growth of faculty members.

Scholarship is at the core of the professoriate and department mission. Scholarship involves using existing theory and research as the foundation for engaging in creative processes to discover, integrate, apply and transmit knowledge that advances the field. Faculty members in HDFS demonstrate competence in the scholarship of teaching, research, service, and Extension/engagement. Faculty are expected to continually participate in a broad range of scholarly activities which contribute to current knowledge in their field of expertise and which support the mission and goals of the department, college, and university. (See OSU Policy and Procedures #2-0110). A faculty member is expected to make contributions within the context of his/her assignment as (1) a scholar; (2) a teacher who integrates his/her scholarship into well-taught academically sound courses or extension programming; (3) an effective advisor; and (4) a member to the department, college, university, state, and profession.

Faculty members develop their scholarly activities consistent with department priorities. If appropriate to a faculty member's appointment (i.e., Agricultural Experiment Station or Cooperative Extension Service), National Institute of Food and Agriculture (NIFA) and state AES/CES initiatives may offer direction as well.

Reappointment, promotion, and tenure are honors extended by the university in an effort to increase the quality of instruction, research, service, and engagement activities. Individuals should be selected because of exemplary performance and promise of long-term intellectual growth.

In addition to the descriptions included in this document, The College of Human Sciences RPT document and the OSU Policy and Procedures #2-0902 (Reappointment, Promotion and Tenure Process for Ranked Faculty) contain pertinent policy information concerning description of ranks and appointment time lines.

The annual evaluation process in the Department of Human Development and Family Science is designed to strengthen the fit of individual and departmental goals and accomplishments. Faculty annual appraisals provide formative feedback; this feedback takes into consideration the faculty member’s assignment, strengths, career development, and goal achievement in concordance with departmental, college, and university goals. Evaluation of the performance of faculty members is conducted for the purpose of compensation review and at appropriate times, for the purpose of reappointment and/or for awarding promotion and tenure (OSU Policy and Procedures #2-0902).

Faculty members develop goals for their appraisals that enhance their professional development and are congruent with departmental goals and criteria identified for reappointment, promotion, and tenure. Annual appraisals offer an important mechanism for assessing faculty progress. Thus, each performance appraisal will reflect specific progress and feedback toward reappointment, promotion, and tenure.

RESPONSIBILITIES OF PROFESSORIAL RANKS/TENURE TRACK

Each faculty member will be evaluated based on his or her academic assignment. Assignments will vary in terms of focus and distribution of effort among resident instruction, research, Extension/engagement, and service responsibilities. Each faculty member in the professorial ranks, regardless of their appointment, is expected to engage in appropriate scholarship and to be collegial members of the department, college, university and their profession.
ACADEMIC RANKS
The College of Human Sciences has established descriptions of each professorial rank to provide guidance in decision making related to initial appointment, performance appraisal, reappointment, promotion, and tenure of faculty in the college. These descriptions can be found in the *College of Human Sciences Reappointment, Promotion and Tenure Document* (The College of Human Sciences policy document, approved December 19, 2003).

Other pertinent policy information pertaining to description of ranks and appointment timelines can be found in the *Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University* (OSU Policy and Procedures #2-0112 and #2-0902), found in Appendix D of the Oklahoma State University Faculty Handbook.

Expectations for faculty members in the Human Development and Family Science Department are directly aligned with those of the college and university.

STANDARDS AND EXPECTATIONS FOR REAPPOINTMENT, PROMOTION, AND TENURE
The standards and expectations presented in the following pages are designed as guidelines to clarify the basis for evaluating performance of faculty in Human Development and Family Science. The nature of an individual’s academic appointment and the individual’s descriptions of goals and priorities, established with the department head, will provide the basis for individual performance. Reappointment, promotion, and tenure decisions must be made with full knowledge of the candidate’s assigned responsibilities.

The major categories of evaluation include Instruction, Research, Extension/engagement, and Service. This tetrad of faculty work criteria are designed to serve as guidelines. The Human Development and Family Science faculty recognize a comprehensive view of scholarship. Scholarship is a creative intellectual process that is communicated, documented, and validated by peers. Faculty members are expected to provide documentation of accomplishments in Instruction, Research, Extension/engagement, and Service (see respective sections below). External review of credentials will be required for promotion and tenure, but not reappointment.

To receive promotion and/or tenure, candidates must accomplish all requirements at the current level with a pattern of accomplishments demonstrating solid potential for success at the next rank. In the case of reappointment, candidates should exhibit the competencies in their current rank (as defined in each section) to show their continued potential for tenure and/or promotion. According to the *OSU Faculty Handbook* section 1.2.1, “It shall be the personal responsibility of the faculty member to demonstrate that he or she meets the applicable qualifications for reappointment, tenure, or promotion.” In section 1.4.2, the handbook also notes that “Tenure is a major undertaking and shall not be granted unless the faculty member has demonstrated by consistent performance that the academic department will benefit from making a career-long commitment to the faculty member.”

REVISING THIS DOCUMENT
This document can be revised through approval by the department, the dean and the provost. The department head and/or faculty can initiate proposals to revise this document and present to eligible faculty for a vote. Eligible voters include all tenure-track and tenured faculty. A simple majority vote is required for revisions to be approved and moved forward to the dean and provost for approval.
CRITERIA FOR INSTRUCTION

Consistent with our mission, HDFS faculty embrace instruction that fosters creative and critical thinking for individuals. Subsequently, developing and delivering high quality, innovative, and integrated instructional programs is a focus that all HDFS faculty share. Faculty members are expected to achieve high quality performance and to demonstrate attainment of instructional competencies identified for their rank. Given the diversity of constituents reached by the faculty, this portion of the HDFS Criteria distinguishes between faculty with a Resident Instruction appointment and faculty with a Cooperative Extension appointment.

RESIDENT INSTRUCTION ASSIGNMENTS
An HDFS faculty member with a resident instruction assignment is responsible for the application of scholarship through instruction, consultation, and research to educate students enrolled in classroom or online learning environments.

COOPERATIVE EXTENSION ASSIGNMENTS
An HDFS faculty member with a Cooperative Extension assignment is responsible for the application of scholarship through instruction, consultation, and research to educate external constituents in their area(s) of expertise.

Extension faculty may demonstrate instructional competence with their primary audience but should also demonstrate some of these competencies in the residential instruction context. Examples of resident instruction involvement by a faculty member with a Cooperative Extension appointment include but are not limited to:

♦ service as an expert lecturer in a resident classroom or online setting
♦ mentorship of undergraduate and/or graduate students; service on student committees
♦ undergraduate and/or graduate advising
♦ contributions to new or revised resident instruction curricula
♦ involvement in student recruitment

ASSISTANT PROFESSOR:

RESIDENT: Develop competence in teaching and contribute to the dissemination of scientifically based information. Commitment to items 1-7 of the following criteria must be demonstrated for a candidate to be considered for first reappointment. Competence for advancement will be assessed by demonstrated achievement in items 1-10 of the following criteria and development toward the next rank.

COOPERATIVE EXTENSION: Develop competence in teaching and contribute to the dissemination of scientifically based information. Demonstrate competence in 2 of 10 of the following criteria for reappointment and 4 of 10 of the following criteria for advancement toward the next rank.

EXPECTATIONS
1. Develop and provide examples of course syllabi that foster the dissemination of scientifically based information.
2. Plan, organize, and deliver breadth and depth of subject matter content in courses or community education.
3. Develop or acquire instructional materials such as course packets, effective assignments, and other course media.

4. Integrate faculty’s own research and that of others in course syllabi and course content or community education.

5. Advise and/or mentor undergraduate majors.

6. Participate in efforts to recruit and retain students.

7. Attend professional meetings, workshops and/or courses to attain and integrate recency of knowledge in the profession.

8. Serve as a member on M.S. and/or Ph.D. graduate committees.

9. Contribute to the development and evaluation of departmental curricula.

10. Serve as a chair on M.S. or Ph.D. graduate committees and demonstrate ability to direct thesis or equivalent project to completion.

ASSOCIATE PROFESSOR:

RESIDENT: Demonstrate effective teaching skills, foster creative and critical thinking, and contribute to the graduate and undergraduate academic programs. Competence for advancement will be assessed by demonstrated achievement and growth in all of the following areas.

COOPERATIVE EXTENSION: Demonstrate effective teaching skills, foster creative and critical thinking, and contribute to the graduate and undergraduate academic programs. Demonstrate competence in 7 of the 13 of the following expectations for advancement toward the next rank.

EXPECTATIONS

1. Demonstrate ability to develop course syllabi and develop and provide examples of syllabi that foster creative and critical thinking.

2. Integrate breadth and depth of subject matter content in courses or community education.

3. Foster creative and critical thinking through instruction.

4. Develop or acquire innovative instructional materials such as course packets, effective assignments, and other appropriate course media.

5. Integrate faculty’s own research and that of others in course syllabi and course content or community education.

6. Demonstrate consistent positive performance and ratings through student and peer evaluations.

7. Advise and/or mentor undergraduate majors.

8. Demonstrate a record of teaching that is current and fits the changing needs of knowledge in the field.

9. Demonstrate intellectual growth by attending professional meetings, workshops, and/or courses to attain and integrate recency of knowledge in the profession.

10. Serve as a member and chair on M.S. and/or Ph.D. graduate committees.

11. Participate in development and evaluation of departmental curricula.

12. Demonstrate ability to direct student graduate research to completion.
13. Assist students/staff in developing presentations and other creative activities.

**PROFESSOR:**

**RESIDENT:** Demonstrate effective teaching skills and contribute to innovation and assessment of academic curricula. Demonstrated achievement and growth in all of the following areas will indicate competence.

**COOPERATIVE EXTENSION:** Demonstrate effective teaching skills and contribute to innovation and assessment of academic curricula. Demonstrated achievement and growth in 8 of the 12 following areas will indicate competence.

**EXPECTATIONS**

1. Develop and provide examples of course syllabi that foster creative and critical thinking and utilize innovative teaching strategies.
2. Integrate breadth and depth of subject matter content in courses or community education.
3. Mentor junior faculty in fostering creative and critical thinking in their instruction.
4. Develop or acquire innovative instructional materials such as course packets, effective assignments, and other appropriate course media.
5. Integrate faculty’s own research and that of others in courses and community education.
6. Develop and implement innovative teaching techniques and approaches.
7. Mentor junior faculty and/or graduate research associates in developing teaching strategies, course syllabi, effective assignments and other student assessment tools.
8. Advise and/or mentor undergraduate majors and mentor junior faculty in advising and/or mentoring undergraduate majors.
9. Provide leadership in developing strategies for recruitment and retention of students.
10. Mentor junior faculty in directing graduate committees and serve as member and chair on M.S. and/or Ph.D. committees
11. Provide leadership in development and evaluation of departmental curricula.
12. Assist students and other faculty in developing presentations and manuscripts for publication.
**EXAMPLES OF DOCUMENTATION**

Documentation to show evidence of competence in instruction should be part of the documentation file. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

1. Examples of course syllabi.
2. Examples of modifications in courses.
4. Examples of success in meeting unique teaching circumstances (virtual teaching, teaching at multiple or diverse OSU campuses).
5. Teaching evaluated by students through standard form established by the university.
6. Teaching evaluated by other instrument(s) developed by the faculty and/or department.
7. Peer review of instruction.
8. Letters from students/alumni documenting instructional/advising effectiveness.
9. Teaching/advising awards.
10. Letters of support from colleagues familiar with the faculty member’s teaching and/or advising skills.
11. Citation and/or use of the faculty’s work in instruction by other professionals.
12. Memberships on graduate student committees and titles of completed theses or dissertation advisees.
13. Summary information related to course syllabi, assignments, audio-visuals used in courses, undergraduate and graduate student advisement responsibilities.
14. Awards received by students in which faculty had input.
15. Examples of student work.
16. Attendance at advising workshops or training sessions, college advising update sessions, or other meetings focused on improving advising and instructional skills.
17. Examples of instructional strategies and sharing instructional strategies with peers.
18. Proposals and/or grants submitted for course or program development.
HDFS faculty contribute to the discovery of knowledge and understanding of human development and family science. Research involves generating new knowledge by engaging in the processes of discovering new phenomena, integrating ideas, and engaging in research methodologies to increase the understanding of issues. Faculty are expected to show consistency in achieving all the research competencies listed, but not necessarily all each year. Developing a focused area of research (see expectation #1 for assistant professors) is essential to achieving all of the other competencies. Annual goals and objectives will identify competencies that will have short-and long-term focus for the individual.

Evaluation of faculty work in research looks first at rank and expectations regarding performance in that rank. Research productivity should be evaluated in the context of total faculty load and responsibilities.

**Assistant Professor:** Develop an area of research specialization meeting department goals and mission, begin to establish refereed involvement at professional meetings, publish in refereed outlets and begin pursuit of external support for research and creative projects. By reappointment submit one or more proposals for extramural funding; make diligent efforts to obtain funding for sponsored research as tenure and promotion decisions near.

**Expectations**

1. Develop a focused area of research consistent with departmental, college, and university missions.
2. Establish a membership in at least one professional research organization within specialization and disseminate presentations at regional and/or national meetings.
3. Develop and implement research and disseminate results in peer-reviewed publications. Manuscripts should be regularly submitted for publication with an average of 1-2 per year accepted for publication by time of tenure.
4. Submit or resubmit proposals to obtain extramural support for scholarly activities.
5. Achieve graduate faculty membership and work effectively with graduate students and other faculty.

**Associate Professor:** Demonstrate a research program recognized at state, regional, or national level, provide evidence of refereed or invited scholarship in national professional organizations, publish in refereed outlets recognized in a specialization and consistently submit or re-submit proposals for external support for research. Make diligent efforts to obtain extramural funding for sponsored research.

**Expectations**

1. Demonstrate depth and/or breadth within a defined area of research with conceptual integration, methodological diversity and/or innovation.
2. Demonstrate quality contributions at national meetings and an active presence in professional organizations.
3. Establish visibility through nationally refereed publications in areas of specialization. Maintain an average of 1-2 publications a year.
4. Receive external funds and consistently submit or resubmit quality proposals for research support.
5. Maintain graduate faculty membership consistent with department, college, and university expectations.
6. Provide effective guidance and assistance with graduate student research activities.
7. Attain national visibility in area of expertise.

**PROFESSOR:** Demonstrate national or international visibility in a research specialization, present scholarship and provide leadership at national professional meetings, publish and review in refereed national outlets, continue to consistently submit or re-submit proposals to fund research, and provide leadership or mentoring of junior faculty and graduate or undergraduate research scholars.

**EXPECTATIONS**

1. Demonstrate a coherent and integrated research program with conceptual integration, methodological diversity, and dissemination in appropriate venues.
2. Demonstrate quality contributions at national meetings and leadership in professional organizations.
3. Maintain visibility through nationally refereed publications in area of specialization. Maintain an average of 1-2 publications a year.
4. Receive external funding and consistently submit or re-submit proposals to fund research program.
5. Provide research mentoring of junior faculty.
6. Maintain graduate faculty membership.
7. Provide effective guidance and mentoring for graduate student research activities.
8. Achieve national or international status as a leader in area of expertise.

**EXAMPLE OF DOCUMENTATION**

Documentation to show evidence of competence in research should be part of the documentation file. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

1. List and provide examples of peer reviewed journal articles and book chapters.
2. List and provide examples of peer reviewed or invited abstracts and presentations (oral and poster).
3. List and provide examples of proposals submitted.
4. List and provide examples of grants funded.
5. List titles and authors of theses and dissertations completed under your direction.
6. List and provide examples of patents and intellectual property agreements.
Application of knowledge, that is responsive to and informed by constituents’ needs, is essential to the department mission. This portion of the HDFS Criteria distinguishes between faculty with a Cooperative Extension appointment and faculty with a Resident appointment.

**COOPERATIVE EXTENSION**

An HDFS faculty member with a Cooperative Extension Service assignment is responsible for a specific program area of expertise, and develops national recognition in program development and evaluation over a period of years. Within a program area, the faculty member will provide leadership to one or more major programs to address the needs of Oklahomans. A major program is a comprehensive educational program that spans several years and is comprised of several elements, including evaluation. Extension scholarship can be an outgrowth of the faculty member’s Extension work; in turn, the faculty member’s scholarship can inform his/her Extension program efforts. Extension scholarship is generating, interpreting, transmitting, applying, and preserving knowledge that results in new insights and understanding for the direct benefit of external constituents.

Over time, the department/unit and faculty member may suggest a change or redirection in the faculty member’s program area for reasons such as changing needs of Oklahomans or funding availability/constraints. Such changes would shift the demonstration of required competencies and must be negotiated for fairness in annual appraisals, reappointment, and promotion.

**EXTENSION/ENGAGEMENT RESIDENT INSTRUCTION ASSIGNMENTS**

An HDFS faculty member with a Resident assignment is responsible for the application of scholarship made available through instruction, consultation, research and technical assistance to help external audiences resolve needs, problems, and issues. The goal for resident instruction faculty is to develop and demonstrate competence in Extension/engagement activities that communicate and incorporate the scholarly interests of the department with the broader community.

There are two broad Extension/engagement competencies: instruction and assistance in one’s area of expertise. A faculty member is expected to demonstrate both of these competencies, but may emphasize one rather than the other.

Examples of resident instruction Extension/engagement include but are not limited to:

- Off-campus credit and non-credit instruction
- Technology Transfer
- Program Evaluation
- Consultation with External Groups
- Policy Analysis
- Program Design
- Clinical Assessment and Services
- Application of Research Findings
**Assistant Professor**

**Cooperative Extension:** Demonstrate consistent growth and increasing levels of performance in their areas of assignment through the initial appointment period. Demonstrate expertise in five out of the seven criteria.

**Resident:** Demonstrate consistent growth and increasing levels of performance in their areas of assignment through the initial appointment period. Demonstrate expertise in two out of the seven criteria.

**Expectations**

1. Demonstrate ability to establish leadership in areas of specialization.
2. Develop ability to be an effective educator in Extension/engagement.
3. Develop effective educational programs that meet the needs of clientele as measured through program evaluations.
4. Develop and provide services to external audiences utilizing area of specialization.
5. Develop ability to identify and obtain resources to build program areas.
6. Disseminate information in area of specialization to general audiences.
7. Develop and conduct evaluation for a program area.

**Associate Professor**

**Cooperative Extension:** Demonstrate continuing growth and high quality performance. Demonstrate expertise in five out of the seven criteria.

**Resident:** Demonstrate continuing growth and high quality performance. Demonstrate expertise in three out of the seven criteria.

**Expectations**

1. Establish leadership in areas of specialization.
2. Demonstrate ability to be an effective educator in Extension/engagement.
3. Develop creative/innovative programs, evaluation tools, proposals, and publications.
4. Develop innovative services to external audiences utilizing area of specialization.
5. Identify and obtain resources to build program areas.
6. Disseminate information in area of specialization to general audiences.
7. Develop and conduct evaluation for one program area.

**Professor**

**Cooperative Extension:** Provide ongoing leadership. Faculty must demonstrate effective teaching skills, contribute to curricula, and conduct on-going program evaluation. Meet expectations 1 and 2 as well as five of the remaining six.

**Resident:** Provide translation of research to general populations and demonstrate expertise in three out of the eight criteria.
**EXPECTATIONS**

1. Establish leadership in area of specialization at the national level.
2. Be an effective educator in Extension/engagement at the regional and national level.
3. Provide leadership in the development of creative/innovative programs, evaluation tools, proposals, and publications.
4. Provide leadership in the development of innovative services to external audiences utilizing area of specialization.
5. Identify and obtain resources to build program areas.
6. Disseminate information in area of specialization to general audiences.
7. Develop and conduct evaluation for program areas.
8. Mentor junior faculty in Cooperative Extension/engagement program development, implementation, impact evaluation, and scholarship.

**EXAMPLES OF DOCUMENTATION**

Documentation to show evidence of competence in Extension/engagement should be part of a career portfolio. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

1. Plan of work for an educational program, which includes the following: a situation statement, targeted audience; and clearly stated objectives.
2. Membership in task force, interest group, coalition, or other involvement or recognition related to area of specialization.
3. Provide examples of curriculum based on a needs assessment, review of existing curricula, and literature review; and annotated outline of curriculum components.
4. Effectively implement plan of work goals and objectives for instruction.
5. Provide technical assistance and consultation for OCES staff.
6. Demonstrate progress toward disseminating information to general audiences.
7. List and give examples of indicators for program impact.
8. Develop new curriculum materials grounded in theory and current research and responsive to learner needs.
9. Revise curriculum responsive to evaluation and program assessment.
10. List and provide examples of seeking external funding and in-kind support through efforts such as, but not limited to, submitting proposals and working with elected officials, policy makers, business/industry, and/or professional associations.
11. Demonstrate ability to meet requirements of external funders.
12. Provide oversight of budget, programming, personnel, and/or evaluation efforts for a funded project.
14. Disseminate evaluation findings to stakeholders.
15. Serve as subject matter specialist and consultant through activities which may include but are not limited to the following: maintaining contacts with relevant agencies, policy makers, funding...
agencies, and other stakeholders, preparing position papers, having curriculum adopted by others, and engaging in collaborative efforts.

16. Plan and conduct in-service education opportunities for professional and/or community partners.

17. Make a national and/or international presentation at peer-reviewed and/or refereed conferences or meetings.

18. List awards for engagement and programming activities.

19. Report program accomplishments to a variety of audiences: Extension Educators and administrators, providers of financial or other support, collaborators, decision and policy makers, general public, etc.

20. Disseminate findings to other professionals in refereed publications and presentations.

21. List and provide examples of off-campus credit and non-credit instruction and evaluations.

22. List and provide examples of technology transfer.

23. List and provide examples of consultation about program evaluation.

24. List and provide examples of consultation about policy analysis.

25. List and provide examples of consultation about program design.

26. List and provide examples of research design, interpreting research findings, and/or applying research findings.

27. Provide clinical services.
CRITERIA FOR SERVICE

Professional service is recognized as an important responsibility of faculty in Human Development and Family Science and an expectation at each rank. Service may be to the department, college, university, or profession. Service activities can be a significant consideration in the promotion and tenure review process to the extent that it contributes to a faculty member’s stature as a researcher/scholar or leader in his or her field and contributes to department citizenry to help the department function and flourish.

SERVICE TO THE DEPARTMENT, COLLEGE, AND UNIVERSITY:
Participation in department, college, and university service activities involves contributing to the functioning of each unit through committee work, special events, and programs at all levels. Contributions to student development through advising student committees and organizations are appropriate.

Evidence of accomplishments might include, but is not limited to, the following:
1. Department, college, and university committee memberships.
2. Leadership and participation in department, college, and university activities.
3. Advisor for departmental club, honors society, other.
4. Participation in efforts to recruit and retain students.

SERVICE TO THE PROFESSION:
Service to one’s profession may include but is not limited to the following:
1. Election or appointment to leadership positions in state, regional, national and international professional associations.
2. Editorship or editorial board election/selection to state, regional, national and international professional/scholarly journals.
3. Revising, jurying or consulting services to advance the profession. Manuscripts, abstracts and papers for professional meetings, grants, textbooks, software, curriculum, external program reviews, and faculty external reviews are appropriate examples.
4. Letters of recommendation that indicate the faculty member’s contribution in the professional service area.
5. Newspaper articles, newsletters, trade magazines, brochures, program agendas, etc. that show service activities have and are continuing to attract recognition at the local, state, regional, national, and international level (i.e., having an impact on public policy).
HDFS REAPPOINTMENT, PROMOTION, AND TENURE COMMITTEE

COMPOSITION:
The HDFS RPT committee is a committee of the whole and includes:

- All tenured faculty at full professor rank for those candidates applying for promotion to full professor or for tenure within the same rank of full professor.
- All tenured faculty at associate and full professor rank for those candidates applying for promotion to associate professor or for tenure within the same rank of associate professor.
- All tenured faculty at assistant, associate and full professor rank for those candidates applying for reappointment at the assistant professor rank.

Because OSU policy prohibits contributing to the RPT decision at more than one level, the department head and HDFS representative to the College of Human Sciences RPT committee are excluded from service on the department RPT committee. In the event the department has fewer than three eligible faculty members, HDFS will elect additional faculty members who meet rank requirements from the following groups:

1) another department/school in the college or the university; or
2) HDFS department Emeritus faculty members with continued involvement with the university/college.

Election of RPT committee chair/co-chairs. May 1st is the deadline for electing the department RPT committee chair(s). The election will be conducted by the office of the department head. The chair(s) must be at the equivalent or higher rank of that being sought by the candidate(s).

RESPONSIBILITIES:
The responsibility of the department RPT committee is to recommend whether the candidate has met the applicable criteria and qualifications for the personnel action being considered. By January 10th, the department head will meet with the committee chair(s) to determine the due date for the department committee to submit the Statement of Recommendation for each candidate to the department head and notify the committee. This date will most likely be 7 to 10 days prior to February 14.

Review of materials. As soon as possible after January 10th, the committee members will review the reappointment, promotion and tenure application file(s) for the year’s candidate(s) including comments from the external reviewers.

Discussion and voting. The committee will hold a confidential discussion of each candidate’s work in relation to the approved RPT criteria followed by the committee vote. The committee chair(s) and members should make every reasonable effort to ensure that each member can attend, preferably in person, or by appropriate technology if necessary. If, however, a committee member is unable to attend, he/she should contact the committee chair(s) in advance and share comments regarding the candidate(s) as well as make arrangements for absentee voting. Faculty members may recuse themselves from participation in the discussion, vote, and letter for specific candidates. A vote can be taken when the majority of eligible members of the RPT committee are present either in person or via appropriate technology. The vote will follow these procedures:
A secret written ballot prepared in advance by the chair(s) for each candidate with copies for all eligible voters.
- Explicit ballot choices: Yes and No. Faculty members may choose to abstain, however.
- A simple majority of the Yes and No votes decides the vote.

Committee members are to keep the content and process of the discussion as well as the vote confidential even after the decision is made.

**Potential subcommittee(s).** The committee may also select and approve one or more subcommittees from the group to facilitate writing the Statement of Recommendation letter. The HDFS RPT chair(s) will supervise the subcommittees.

**Statement of Recommendation.** The committee will provide the department head a Statement of Recommendation for each candidate. The statement shall address how the criteria and qualifications most relevant to the committee’s decision have or have not been met. It should report the number of Yes and No votes only (recusals and abstentions are not reported). To maintain confidentiality yet efficiently involve multiple committee members in preparing each Statement of Recommendation, the committee should use appropriate confidential technology. Each member who casts a vote is given an opportunity to sign the letter. If there is divergence of opinion within the committee, both majority and minority opinions shall be indicated within a single recommendation letter. The majority and minority opinions should be clearly titled to provide clarity. After committee members sign the Statement of Recommendation, the chair(s) will forward it with the faculty member’s application to the HDFS department head.
EXTERNAL REVIEW PROCESS

External review, by other professionals outside the university, is required for personnel decisions involving promotion or tenure. The external review process is to be directed by the department head. In soliciting external reviews, the department expresses confidence in the professionalism of those whose judgements are sought. Every effort should be made to seek well-qualified scholars. External reviewers serve as one source of information to be considered in the promotion and tenure process.

1. By May 15th the candidate submits the names and information for a minimum of six potential external reviewers who are tenured faculty at or above the rank of the candidate. For each potential external reviewer the candidate provides contact information, a brief description of any prior professional involvement with the individual, and a brief rationale for why the individual was listed as a potential external reviewer. Candidates may also submit a list of names of persons who should not review. Candidates who decide after May 15th to submit materials for reappointment, promotion, or tenure must provide external reviewer names and information no later than September 15.

2. The department head receives a list of additional potential external reviewers for each candidate generated by the HDFS RPT committee who could evaluate a faculty member’s documentation file.

3. There will be at least three completed external reviews. The department head contacts potential reviewers and requests their cooperation given the timeline for review process. The department head will be proactive in reminding reviewers of deadlines or soliciting additional reviews in order to complete the file.

4. External reviewers will receive the mission statements, position description, and tenure and promotion criteria, which are provided by the department. Candidates will provide one printed and one electronic copy of their vita, an overview statement, and narrative self-assessments for instruction, research/scholarship, Extension/engagement, and service. Candidates are encouraged to judiciously select limited samples of scholarly work for external review. These materials are due to the department office by October 1st.

5. A copy of the letter requesting the external review of the candidate’s materials as well as a copy of all materials sent to external reviewers will be kept in the department office by the department head.

6. The department head sends a letter and the candidate’s materials to external reviewers and requests reviews be returned by December 15th.
## HDFS Timeline

The candidate is to adhere to university and college timelines for the RPT process as outlined in the College of Human Sciences and university RPT policy statements. Deadlines specific to HDFS include:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Election of RPT committee chair(s).</td>
</tr>
<tr>
<td>May 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The department head solicits names of potential reviewers from members of the departmental RPT committee.</td>
</tr>
<tr>
<td>May 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The candidate submits the names and information for a minimum of six potential external reviewers who are tenured faculty at or above the rank of the candidate. Candidates who make the decision after May 15&lt;sup&gt;th&lt;/sup&gt; to submit materials for reappointment, promotion, or tenure must provide external reviewer names and information no later than September 15.</td>
</tr>
<tr>
<td>May 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>The department head receives a list of additional potential external reviewers for each candidate generated by the HDFS RPT committee that could evaluate a faculty member’s documentation file. The department head and RPT committee will select four to five reviewers, which will include at least two persons from the candidate’s list.</td>
</tr>
<tr>
<td>September 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Candidate submits their letter of intent to apply for reappointment, promotion, or tenure to the department head.</td>
</tr>
<tr>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Candidate submits one paper copy and an electronic searchable PDF file of the documentation file to department for external review.</td>
</tr>
<tr>
<td>December 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Candidate submits materials to department for annual appraisal (e.g., for the period of January 1&lt;sup&gt;st&lt;/sup&gt; – December 1&lt;sup&gt;st&lt;/sup&gt;)</td>
</tr>
<tr>
<td>December 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deadline for return of external reviews.</td>
</tr>
<tr>
<td>January 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Deadline for complete documentation files to be turned in by candidates.</td>
</tr>
</tbody>
</table>

Candidates meet with department head to review materials. The department provides paper and electronic copies of the following:

- position description,
- listing of academic appointments, reappointments and promotions at OSU,
- initial appointment documents,
- a statement describing the work assignment,
- annual appraisal and development documents,
- written statements documenting either special achievements or deficiencies,
- records of sabbatical or other periods of leave,
- copies of applicable departmental policies and procedures for RPT, and
- letters received from external reviewers for promotion and/or tenure considerations.

| January 15<sup>th</sup> | The department head will meet with the HDFS RPT committee to provide the charge to the committee and to set the deadline to turn the RPT Statement of Recommendation letter in to the department head. |
| February 14<sup>th</sup> | Candidates’ RPT documents along with the HDFS RPT committee letter and department head letter sent to the College of Human Sciences RPT committee. |