DEPARTMENT OF
HUMAN DEVELOPMENT AND
FAMILY SCIENCE

CRITERIA FOR REAPPOINTMENT,
PROMOTION, AND TENURE
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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,
• Extension/Outreach/Community 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 first three elements in their summary and overview (all four for promotion to professor):

1. **The broader perspective.** It is important that a candidate’s efforts contribute to the broader perspective of programs of resident instruction, research, and extension/outreach/community 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. Any changes in assignment would shift the demonstration of required competencies and must be negotiated for fairness in annual appraisals, reappointment, and promotion, and must recognize that a faculty member’s assignment should not limit his/her potential to develop a national reputation in his/her area of expertise. In this environment, HDFS faculty distribute their efforts in the four areas mentioned above, based on their assignment, and that distribution may fluctuate. In these documents, a candidate should address what has been accomplished in each area, and should also
It shall be the personal responsibility of the faculty member to show that applicable qualifications for reappointment, tenure and promotion have been met. (Policy Statement, Section 1.2.1, Retention and Advancement, quoted from p. 4 OSU Policy and Procedures # 20902). Nonetheless, the HDFS department recognizes that HDFS faculty members “may vary in the extent to which their responsibilities emphasize one or more parts of the University's mission. Criteria against which individual faculty members are judged must reflect these varying assignments and must align with the work assignment specified in annual appraisal documents” (p. 2 OSU Policy and Procedures # 2-0902).

2. **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. As noted in the previous paragraph, the candidate should make the case for how his/her assignment relates to the quality and quantity of expectations met.

3. **Impact of the candidate’s work.** A candidate should include descriptions and evidence of the impact 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 as well as his/her progress toward becoming a leading scholar, teacher, and/or provider of extension/outreach/community engagement, according to the primary assigned responsibilities (OSU Policy and Procedures #2-0902).

4. **National reputation.** The candidate for promotion to professor needs to make the case for his/her national leadership/reputation in at least one of the three domains: research, instruction, extension/outreach/community engagement.

**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 processes strengthen the fit of individual and departmental goals/accomplishments. All these processes are intended to be developmental as a means to encourage and evaluate the professional growth of faculty members.

In HDFS, scholarship is broadly defined and 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, & extension/outreach/community 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 mentor/advisor and/or administrator, and (4) a member to the department, college, university, state, and profession.

Reappointment, promotion, and tenure are honors extended by the university in recognition of the quality of instruction, research, service, and extension/outreach/community engagement activities. Individuals should be selected because of exemplary performance and promise of long-term intellectual growth and not just time at the university.

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 department, or unit, standards serve as the basis for the evaluation of the faculty member’s dossier at all levels of review. The department standards must be consistent with university and college policies but may exceed them.

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, p. 1) “Criteria against which individual faculty members are judged must reflect these varying assignments and must align with the work assignment specified in annual appraisal documents.” (p.2; 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. How the unit’s standards apply to a specific faculty member’s duties should be made clear at the time of appointment and reviewed in the annual appraisal and development process. Adjustments in the workload expectations for faculty members may occur over time in keeping with changing institutional and personal priorities, but these must be discussed and documented in annual appraisal reviews, which are signed by the faculty member and administrative head. Each faculty member in the professorial ranks, regardless of their appointment, is expected to be a collegial member of the department, college, university and their profession.

STANDARDS AND EXPECTATIONS FOR REAPPOINTMENT, PROMOTION, AND TENURE

Expectations for faculty members at each rank in the Department of Human Development and Family Science are directly aligned with those of the college (College of Human Sciences RPT Document) and university (OSU Policy and Procedures #2-0902). The criteria 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 relative importance of these criteria may vary in different academic units, and particular faculty members within units may vary in the extent to which their responsibilities emphasize one or more parts of the University's mission” (OSU Policy and Procedures #2-0902, p. 2). 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/Outreach/Community Engagement, and Service. This tetrad of faculty work criteria is designed to serve as guidelines. Faculty
members are expected to provide documentation of appropriate magnitude and quality of accomplishments in Instruction, Research, Extension/Outreach/Community Engagement, and Service (see respective sections below). External review of credentials will be required for promotion and tenure, but not reappointment. 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.” “The dossier must provide tangible evidence that the faculty member shows clear promise of becoming a leading scholar, teacher, creative artist, and/or provider of outreach/extension, according to the primary assigned responsibilities.” (OSU Policy and Procedures #2-0902, p. 3) “Promotion is a reward and recognition for performance, not longevity.” (OSU Policy and Procedures #2-0902, p.7)

“Promotion to Associate Professor with tenure requires tangible evidence of sustained excellence in accomplishments as measured by an appropriate assessment of his or her work” (OSU Policy and Procedures #2-0902, p. 3), as defined by department standards. “A recommendation for tenure should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in research/creative work, teaching, outreach/extension, and service, and has demonstrated a high likelihood of sustaining contributions to the field and to the academic unit, so that granting tenure is in the long-term best interests of the academic unit and the university” (OSU Policy and Procedures #2-0902, p. 3).

“Promotion from Associate Professor to Professor requires tangible evidence that the faculty member has attained a national or international reputation in a field and that he or she is a leading scholar, teacher, creative artist, and/or provider of outreach/extension, according to primary assigned responsibilities and criteria established in the academic unit, college, and university standards. A recommendation for promotion to Professor should be based upon an assessment that, since the last promotion, the candidate has made sustained contributions of appropriate magnitude, independence and quality in research/creative work, teaching, outreach/extension and service, and has demonstrated the ability to continue to sustain contributions to the field and to the academic unit, so that granting the promotion is in the best interest of the academic unit and the university” (OSU Policy and Procedures #2-0902, pp. 3-4).

**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. Accordingly, HDFS faculty are expected to develop and deliver high quality, innovative, and integrated instructional programs 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, mentoring, 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/mentoring, 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
- graduate advising
- contributions to new or revised resident instruction curricula
- involvement in student recruitment

REAPPOINTMENT AS ASSISTANT PROFESSOR:

RESIDENT (50% INSTRUCTION): Reappointment requires meeting all 8 criteria for Resident Faculty

COOPERATIVE EXTENSION (0% INSTRUCTION): Reappointment requires meeting 2 of 8 for 100% Extension Faculty

Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

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 extension or community education.

3) Integrate faculty member’s own research and/or that of other experts in course syllabi and content or extension or community education.
4) Develop or acquire innovative instructional skills or materials such as course packets, effective assignments, and other appropriate course media and assessment tools.
5) Demonstrate positive performance and ratings through student or extension audiences and peer evaluations.
6) Mentor undergraduate and/or graduate students.
7) Participate in efforts to recruit and retain students.
8) Demonstrate intellectual growth by attending professional meetings, workshops, and/or courses to attain and integrate recency of best practices, methods, and/or knowledge in the profession into instruction or extension or community education.

**PROMOTION TO ASSOCIATE PROFESSOR:**

“Promotion to Associate Professor with tenure requires tangible evidence of sustained excellence in accomplishments as measured by an appropriate assessment of his or her work, as defined in the academic unit standards. The dossier must provide tangible evidence that the faculty member shows clear promise of becoming a leading scholar, teacher, creative artist, and/or [boldface added] provider of outreach/extension, according to the primary assigned responsibilities. A recommendation for tenure should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in research/creative work, teaching, outreach/extension and service, and has demonstrated a high likelihood of sustaining contributions to the field and to the academic unit, so that granting tenure is in the long-term best interests of the academic unit and the university.” (OSU Policy and Procedures #2-0902, p. 3).

**RESIDENT (50% INSTRUCTION):** Demonstrate competence in 13 of the 14 of the following expectations.

**COOPERATIVE EXTENSION (0% INSTRUCTION):** Demonstrate competence in 5 of the 14 of the following expectations.

Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

**EXPECTATIONS**

1) Develop and provide examples of syllabi that foster creative, critical, and scientific thinking using innovative teaching strategies.
2) Integrate breadth and depth of subject matter content in courses or extension or community education.
3) Integrate faculty member’s own research and that of others in course syllabi and content or extension or community education.
4) Develop or acquire innovative instructional skills or materials such as course packets, effective assignments, and other appropriate course media and assessment tools. 5) Develop and implement innovative teaching techniques and approaches.
5) Demonstrate consistent positive performance and ratings through student or extension audience and peer evaluations.
6) Mentor undergraduate and/or graduate students.
7) Participate in efforts to recruit and retain students.
8) Demonstrate a record of teaching or extension program delivery that is current and fits changing needs and knowledge in the field.
9) Demonstrate intellectual growth by attending professional meetings, workshops, and/or courses to attain and integrate recency of best practices, methods, and/or knowledge in the profession into instruction or extension or community education.

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 and document student systematic progress toward completion of thesis and/or dissertation research or equivalent project.

13) Assist students in developing presentations and other creative activities.

**PROMOTION TO PROFESSOR:**

“Promotion from Associate Professor to Professor requires tangible evidence that the faculty member has attained a national or international reputation in a field and that he or she is a leading scholar, teacher, creative artist, and/or provider of outreach/extension, according to primary assigned responsibilities and criteria established in departmental, college, and university standards. A recommendation for promotion to Professor should be based upon an assessment that, since the last promotion, the candidate has made sustained contributions of appropriate magnitude, independence and quality in research/creative work, teaching, outreach/extension and service, and has demonstrated the ability to continue to sustain contributions to the field and to the academic unit, so that granting the promotion is in the best interest of the academic unit and the university” *(OSU Policy and Procedures #2-0902, pp. 3-4)*.

**RESIDENT (50% INSTRUCTION):** Demonstrated achievement and growth in 13 of the 14 of the following areas will indicate competence for promotion.

**COOPERATIVE EXTENSION (0% INSTRUCTION):** Demonstrated achievement and growth in 5 of the 14 following areas will indicate competence for promotion.

Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

**EXPECTATIONS**

1) Development of and mentoring of junior faculty and/or graduate students in fostering creative, critical, and scientific thinking using innovative teaching strategies in resident instruction or extension or community education.

2) Continue to integrate breadth and depth of subject matter content in courses or extension or community education.

3) Continue to integrate faculty member’s own research and that of others in course syllabi and content or extension or community education.

4) Continue in the development and mentoring of junior faculty members and/or graduate students in developing course packets, effective assignments, and other appropriate course media and assessment tools.

5) Continue to develop and implement innovative teaching techniques and approaches.

6) Continue to demonstrate consistent positive performance and ratings through student or extension audience and peer evaluations.

7) Continue to mentor undergraduate and/or graduate students and mentor junior faculty in mentoring undergraduate and/or graduate students.

8) Provide leadership in developing strategies for recruitment and retention of students.
9) Continue adapting courses to reflect changing needs and knowledge in the field.
10) Continue to demonstrate intellectual growth by attending professional meetings, workshops, and/or courses to attain and integrate recency of best practices, methods, and/or knowledge in the profession into instruction or extension or community education.
11) Serve as a member and chair on M.S. and/or Ph.D. graduate committee and mentor junior faculty in directing graduate committees.
12) Provide leadership in development and evaluation of departmental curricula.
13) Continue to demonstrate ability to direct and document student systematic progress toward completion of thesis and/or dissertation research or equivalent project.
14) Assist students and/or faculty members 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.
3) Identification of new course preparation.
4) Examples of success in meeting unique teaching circumstances (online 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 mentoring skills.
11) Citation and/or use of the faculty member’s work in instruction by other professionals.
12) Memberships on or chairing of graduate student committees (list advisees and titles of completed theses or dissertations).
13) Summary information related to course syllabi, assignments, audio-visuals, technology used in courses, undergraduate and graduate student mentoring responsibilities.
14) Awards received by students in which the faculty member had input.
15) Examples of student work.
16) Attendance at workshops, training sessions, or other meetings focused on improving mentoring 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.
19) Attendance at college, university, or conference recruiting events.
CRITERIA FOR RESEARCH

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

REAPPOINTMENT AS ASSISTANT PROFESSOR:

For reappointment, faculty members with a 50% research assignment should meet all five expectations below; faculty members with a 25% research assignment should meet expectations 1 through 4.

Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

EXPECTATIONS

1) Develop and implement 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) Prepare for visibility by regularly submitting to respected, nationally peer-reviewed publications with an average of 1-2 per year accepted for publication by time of tenure.
4) Work effectively with graduate students and other faculty.
5) Submit or resubmit proposals to obtain extramural support for scholarly activities.

PROMOTION TO ASSOCIATE PROFESSOR:

“Promotion to Associate Professor with tenure requires tangible evidence of sustained excellence in accomplishments as measured by an appropriate assessment of his or her work, as defined in the academic unit standards. The dossier must provide tangible evidence that the faculty member shows clear promise of becoming a leading scholar, teacher, creative artist, and/or provider of outreach/extension, according to the primary assigned responsibilities. A recommendation for tenure should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in research/creative work, teaching, outreach/extension and service, and has demonstrated a high likelihood of sustaining contributions to the field and to the academic unit, so that granting tenure is in the long-term best interests of the academic unit and the university.” (OSU Policy and Procedures #2-0902, p. 3).

For promotion to associate professor, faculty members with a 50% research assignment should meet all six expectations below; faculty members with a 25% research assignment should attain expectations 1-3 as well as 5 and 6 and show progress on 4.
Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

**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 respected, nationally refereed publications in areas of specialization. Maintain an average of 1-2 publications a year.

4) Consistently submit or resubmit quality proposals for research support.

5) Provide effective guidance and assistance with graduate student research activities.

6) Shows clear promise of attaining national status in area of expertise.

**PROMOTION TO PROFESSOR:**

“Promotion from Associate Professor to Professor requires tangible evidence that the faculty member has attained a national or international reputation in a field and that he or she is a leading scholar, teacher, creative artist, and/or [boldface added] provider of outreach/extension, according to primary assigned responsibilities and criteria established in departmental, college, and university standards. A recommendation for promotion to Professor should be based upon an assessment that, since the last promotion, the candidate has made sustained contributions of appropriate magnitude, independence and quality in research/creative work, teaching, outreach/extension and service, and has demonstrated the ability to continue to sustain contributions to the field and to the academic unit, so that granting the promotion is in the best interest of the academic unit and the university” (*OSU Policy and Procedures #2-0902, pp. 3-4*).

For promotion to professor, faculty members with a 50% research assignment should attain number 3 and number 7 as well as four of the remaining six. Faculty members with a 25% assignment should meet number 3 as well as four of the remaining six.

Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

**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, ideally demonstrating leadership in professional organizations.

3) Maintain visibility through respected 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) Provide effective guidance and mentoring for graduate student research activities.

7) Achieve national or international status as a leader in research -- unless reputation/leadership has been demonstrated in another domain.
EXAMPLES 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 & 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.
7. Letters of support from junior faculty members on research mentorship.
CRITERIA FOR EXTENSION/OUTREACH/COMMUNITY ENGAGEMENT

Application of knowledge, that is responsive to and informed by constituents’ needs, is essential to the mission of the department in a land-grant institution. This portion of the HDFS criteria distinguishes between faculty members with a 100% Resident appointment and a community engagement/outreach obligation versus faculty members with varying percentages of Cooperative Extension appointments/assignments.

Extension/outreach/community engagement scholarship can be an outgrowth of the faculty member’s extension/outreach/community engagement work and might include program development and evaluation; in turn, the faculty member’s scholarship can inform his/her extension/outreach/community engagement efforts. Extension/outreach/community engagement scholarship is generating, interpreting, transmitting, applying, and preserving knowledge that results in new insights and understanding for the direct benefit of external constituents.

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/OUTREACH/COMMUNITY 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/Outreach/Community Engagement activities that communicate and incorporate the scholarly interests of the department with the broader community.

Examples of resident instruction Extension/Outreach Community Engagement include but are not limited to:

- Off-campus Credit and Non-credit Instruction
- Program Evaluation
- Consultation with External Groups
- Policy Analysis
- Program Design
- Clinical Assessment and Services
- Application of Research Findings to General Public

REAPPOINTMENT AS ASSISTANT PROFESSOR:

COOPERATIVE EXTENSION: Demonstrate expertise in five out of the seven criteria for 100% Extension; four out of seven for 50%; and two out of seven for 25% Extension.

RESIDENT: Demonstrate expertise in one out of the seven criteria.
Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

**EXPECTATIONS**

1) Identify strategies to use to establish leadership in areas of specialization.
2) Develop ability to be an effective educator in Extension/Outreach/Community 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.

**PROMOTION TO ASSOCIATE PROFESSOR:**

Promotion to Associate Professor with tenure requires tangible evidence of sustained excellence in accomplishments as measured by an appropriate assessment of his or her work, as defined in the academic unit standards. The dossier must provide tangible evidence that the faculty member shows clear promise of becoming a leading scholar, teacher, creative artist, and/or provider of extension/outreach/community engagement, according to the primary assigned responsibilities. A recommendation for tenure should be based upon an assessment that the candidate has made contributions of an appropriate magnitude and quality in research/creative work, teaching, extension/outreach/community engagement and service, and has demonstrated a high likelihood of sustaining contributions to the field and to the academic unit, so that granting tenure is in the long-term best interests of the academic unit and the university.” (OSU Policy and Procedures #2-0902, p. 3).

**COOPERATIVE EXTENSION:** Demonstrate expertise in seven out of the seven criteria for 100% Extension; seven for 50% Extension; and three out of seven for 25% Extension.

**RESIDENT:** Demonstrate expertise in two out of the seven criteria.

Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

**EXPECTATIONS**

1) Establish leadership in areas of specialization at state or regional level.
2) Demonstrate ability to be an effective educator in Extension/Outreach/Community Engagement.
3) Develop creative/innovative programs, evaluation tools, proposals, and/or 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.
PROMOTION TO PROFESSOR:
Promotion from Associate Professor to Professor requires tangible evidence that the faculty member has attained a national or international reputation in a field and that he or she is a leading scholar, teacher, creative artist, and/or provider of outreach/extension, according to primary assigned responsibilities and criteria established in departmental, college, and university standards. A recommendation for promotion to Professor should be based upon an assessment that, since the last promotion, the candidate has made sustained contributions of appropriate magnitude, independence and quality in research/creative work, teaching, outreach/extension and service, and has demonstrated the ability to continue to sustain contributions to the field and to the academic unit, so that granting the promotion is in the best interest of the academic unit and the university (OSU Policy and Procedures #2-0902, pp. 3-4).

COOPERATIVE EXTENSION: Meet eight of eight expectations for 100% Extension; eight of eight for 50% Extension; and four of eight for 25% Extension.

RESIDENT: Meet three of the eight expectations.

Percentage assignments reflect common assignments/appointments in HDFS in 2018. Faculty members with divergent percentages of assignment should extrapolate and document to justify their niche and primary areas of assignment.

EXPECTATIONS
1) Establish leadership in areas of specialization at the national level.
2) Be an effective educator in Extension/Outreach/Community 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 faculty in Extension/Outreach/Community Engagement program development, implementation, impact evaluation, and scholarship.

EXAMPLES OF DOCUMENTATION
Documentation to show evidence of competence in Extension/Outreach/Community Engagement should be part of a career portfolio. The following items are examples of documentation that may appear; however, not all must be included and others may be more appropriate.

1) Membership in community or other outside-of-university task force, interest group, coalition, or other involvement or recognition related to area of specialization.
2) Provide examples of a needs assessment, review of existing curricula, and/or literature review.
3) Effectively implement plan of work goals or objectives for instruction.
4) Provide technical assistance and consultation for OCES staff.
5) Demonstrate progress toward disseminating information to general audiences.
6) List and give examples of indicators for program impact.
7) Develop new curriculum materials grounded in theory and current research and responsive to learner needs.
8) Revise curriculum responsive to evaluation and program assessment.
9) 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, state/national agencies, and/or professional associations.
10) Demonstrate ability to meet requirements of external funders.
11) Provide oversight of budget, programming, personnel, and/or evaluation efforts for a funded project.
12) Complete a brief narrative description of program accomplishments.
13) Disseminate evaluation findings to stakeholders.
14) 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.
15) Plan and conduct in-service education opportunities for professional and/or community partners.
16) Make a national and/or international presentation related to extension/outreach/community engagement at peer-reviewed conferences or meetings.
17) List awards for extension/outreach/community engagement or programming activities.
18) 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.
19) Disseminate findings to other professionals in refereed publications and presentations.
20) List and provide examples of off-campus credit and non-credit instruction and evaluations.
21) List and provide examples of consultation about program evaluation.
22) List and provide examples of consultation about policy analysis.
23) List and provide examples of consultation about program design.
24) List and provide examples of observation and consultation provided for schools and/or community programs.
25) List and provide examples of extension/outreach/community engagement-related research design, interpreting extension/outreach/community engagement-related research findings, and/or applying research findings.
26) 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 administration, committee work, special events, and programs.

Evidence of accomplishments by rank might include, but is not limited to, the following:

REAPPOINTMENT AS ASSISTANT PROFESSOR:
• Participation in department, college, and/or university committees, activities, and/or organizations.

PROMOTION TO ASSOCIATE PROFESSOR:
• Increasing responsibilities and/or roles in department, college, and/or university committees, activities, and/or organizations.
• Example serving in an administrative capacity at any of the three levels.

PROMOTION TO PROFESSOR:
• Taking a leadership role in department, college, and/or university committees, activities, and organization
• Example serving in an administrative capacity at any of the three levels.
• Taking a leadership role in faculty governance.
• Taking a leadership role as an administrator at the department, college, or university level.

SERVICE TO THE PROFESSION:
Evidence of accomplishments by rank might include but is not limited to the following:

REAPPOINTMENT AS ASSISTANT PROFESSOR:
• Professional organization membership.
• Reviewer for respected journals.
• Reviewer of abstracts and papers submitted for conferences.

PROMOTION TO ASSOCIATE PROFESSOR:
• Increasing responsibilities and/or roles in state, regional, national and/or international professional associations.
• Increasing reviewer responsibilities and/or roles for respected journals.
• Increasing reviewer responsibilities pertaining to abstracts and papers submitted for conferences.
PROMOTION TO PROFESSOR:

- Leadership positions and/or activities in national and/or international professional associations.
- Editorship or editorial board election/selection to state, regional, national and/or international professional/scholarly journals.
- Contributing revising, reviewing, jurying, or consulting services to advance the profession.
- Reviewing manuscripts, proposals, abstracts and papers submitted for professional meetings, grants, textbooks, software, and curricula are appropriate examples.
- Other examples include external program reviews and serving as an external reviewer for promotion and tenure.
- Solicitation of expertise to represent the profession (e.g., testimony, media outlets)
- Mentoring junior faculty and graduate students about service opportunities in the profession.
- Featured/invited national speaker in area of expertise for professional audiences

EXAMPLES OF DOCUMENTATION

1. Letters of recommendation, invitation, and/or acknowledgement that indicate the faculty member’s contribution in the professional service area.
2. Newspaper articles, newsletters, trade magazines, brochures, program agendas, websites, etc. that show service activities have and are continuing to attract recognition at the local, state, regional, national, and/or international level (e.g., having an impact on society meetings, conferences, agencies, schools, organizations, communities, and/or public policy).
HDFS RPT 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 reappointment at the assistant professor rank or promotion to associate professor or for tenure within the same rank of associate professor.

- Each academic unit will formalize a mechanism by which all unit faculty may provide input to the personnel committee. The input received will be addressed in the committee’s written recommendation to the unit administrator (Oklahoma State Policies and Procedures, 2-0902, p. 5).

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 15th, 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 15th, 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 or committee chair(s) 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/portfolio to the HDFS department head.

A copy of the unit personnel committee's Statement of Recommendation, as defined above, shall be given to the faculty member in a confidential manner, normally within five working days, after the recommendation is finalized (Oklahoma State Policies and Procedures, 2-0902, p. 14).

**Candidate Rights and Responsibilities:**
Once the department RPT committee recommendation is made, the candidate is not allowed to add or delete materials.

However, the candidate is allowed to respond to negative majority or minority opinions within the Statement of Recommendation and have that response added to his/her file. “The candidate will have three working days following receipt of the Statement noting denial of the proposed action to formulate a response no longer than 1,000 words” (Oklahoma State Policies and Procedures, 2-0902, p. 13).

Candidates should be aware that the University Ombudsperson ([http://president.okstate.edu/obmudsman; ombuds@okstate.edu](http://president.okstate.edu/obmudsman; ombuds@okstate.edu)) is available for consultation throughout the RPT process. At any point in the process, a candidate for promotion may elect by written request to withdraw his/her name from further consideration (Oklahoma State Policies and Procedures, 2-0902, p. 15).
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** candidates who plan to apply for tenure or promotion in the fall should submit 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 and must specify clearly the relationship of each external reviewer to the candidate, including 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. The candidate may also submit a list of names of persons who should not review, provided he/she specifies valid personal or professional reasons for the exclusion. The external reviewers must be individuals with no direct professional or personal interest in the advancement of the candidate’s career (for example, they should not be former advisors or mentors, and generally should not be co-authors or co-investigators on previous work). Candidates who decide after May 15th to submit materials for promotion or tenure must provide external reviewer names and information no later than September 15th.

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. The department head solicits four to five reviewers; at least two of the solicited reviewers must be from the list generated by the candidate.

3. There will be a minimum of three completed external reviews. “All solicited external review letters received before the deadline must be included in the file” (Oklahoma State Policies and Procedures, 20902, p. 11). 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 electronic copy of their vita, an overview statement, and narrative self-assessments for instruction, research/scholarship, extension/outreach/community engagement, and service. Candidates are encouraged judiciously to 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 provided to the candidate and included in the documentation file.

6. A candidate may waive the right to access outside reviews. Such waivers shall not be assumed, implied, or coerced, and must be executed in writing prior to the solicitation of outside reviews. The scope of the waiver shall be clearly indicated in writing prior to solicitation of outside reviews. A copy of the executed waiver shall become a part of the documentation file. Any letter soliciting an outside review shall inform the potential reviewer of the extent to which contents of the review will be known to the candidate (Oklahoma State Policies and Procedures, 2-0902, p. 11).

7. The department head 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>
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<tbody>
<tr>
<td><strong>April 1st</strong></td>
<td>Election of RPT committee chair(s).</td>
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<tr>
<td><strong>April 1st</strong></td>
<td>The department head solicits names of potential external reviewers from members of the departmental RPT committee.</td>
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<tr>
<td><strong>April 1st</strong></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 15th to submit materials for promotion or tenure must provide external reviewer names and information no later than September 15.</td>
</tr>
<tr>
<td><strong>April 15th</strong></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>
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<tr>
<td><strong>September 15th</strong></td>
<td>Candidate submits their letter of intent to apply for reappointment, promotion, or tenure to the department head.</td>
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<tr>
<td><strong>October 1st</strong></td>
<td>Candidate submits an electronic searchable PDF file of the documentation file to department for external review.</td>
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<tr>
<td><strong>December 1st</strong></td>
<td>Candidate submits materials to department for annual appraisal (e.g., for the period of January 1st – December 1st)</td>
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<tr>
<td><strong>December 15th</strong></td>
<td>Deadline for return of external reviews.</td>
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**January 15th**
Deadline for complete documentation files to be turned in by candidates. 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 15th**
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 14th**
Candidates’ RPT documents along with the HDFS RPT committee letter and department head letter sent to the College of Human Sciences RPT committee.