

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE

Criteria for Reappointment, Promotion and Tenure



THE COLLEGE OF HUMAN ENVIRONMENTAL SCIENCES



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INTRODUCTION

MISSION AND VISION:

The mission of the Department of Human Development and Family Science (HDFS) is to enhance the quality of life of individuals and families by maximizing the development of individual and relationship competence to provide a dynamic environment for life-long learners through engagement in:

- Instruction** – that fosters creative and critical thinking for individuals in their professional and personal lives;
- Research** – that contributes to the discovery of knowledge and understanding of human development and family relationships; and
- Application** – of knowledge that is responsive to and informed by constituents' needs.

The department's primary focus is on integrative approaches to developing individual and relationship competence. 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 and marriage and family therapy. Because integrative approaches are necessarily broad, the department's focus is on the many ways individual and relationship competence may be discovered, developed, mastered and maintained across human processes and contexts.

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 competence of diverse individuals and relationships.

Consistent with the HDFS mission, faculty in HDFS are committed to continual growth and professional development in the four work areas of instruction, research, extension/outreach, and service. Professional development is essential to achieving and maintaining excellence and fostering intellectual growth.

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 as 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/outreach. 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 activity programs consistent with department priorities. If appropriate to a faculty member's appointment (i.e., Agricultural Experiment Station or Cooperative Extension Service), national Cooperative State Research, Education and Extension Service (CSREES) and state AES/CES initiatives may offer direction as well.

Reappointment, promotion, and tenure are an honor extended by the university in an effort to increase the quality of instruction, research, service, and outreach 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 Environmental Sciences (CHES) 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.

FACULTY EVALUATION:

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 evaluation provides 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 instruction, research, extension/outreach, and service responsibilities. Each faculty member in the professorial ranks, regardless of their appointment, is expected to engage in appropriate scholarship or other creative activity and to be collegial members of the department, college, university and their profession.

ACADEMIC RANKS:

The College of Human Environmental Sciences (CHES) 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 Environmental Sciences Reappointment, Promotion and Tenure Document* (CHES 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.



STANDARD AND EXPECTATIONS FOR REAPPOINTMENT, PROMOTION, AND TENURE:

The standards and expectations presented 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/Outreach, 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/Outreach, and Service (see respective sections below). External review of credentials will be required for promotion and tenure, but not reappointment.

To advance to the next level, a candidate must accomplish all requirements at their current level and show additional growth and development toward the next rank. In the case of reappointment or tenure without promotion (associate professor), the candidates should exhibit the competencies of their current rank.





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. We expect faculty members to achieve high quality performance and to demonstrate attainment of each instructional competency identified for their rank.

ASSISTANT PROFESSOR: Develop competence in teaching and contribute to the dissemination of scientifically based information. Commitment to items 1-7 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 and development 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 outreach 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 outreach education.
5. Advise undergraduate majors, if resident faculty.
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. level graduate committees and demonstrate ability to direct thesis or equivalent project to completion.

ASSOCIATE PROFESSOR: 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:

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 outreach 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 outreach education.
6. Demonstrate consistent positive performance and ratings through student and peer evaluations.
7. Advise undergraduate majors, if resident faculty.
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: 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:

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 outreach 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.
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 undergraduate majors and mentor junior faculty in advising undergraduate majors, if resident faculty.
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 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. Provide examples of course syllabi.
2. Teaching evaluated by students through standard form established by the university.
3. Teaching evaluated other instrument(s) developed by the faculty and/or department.
4. Peer review of instruction.
5. Letters from students/alumni documenting instructional/advising effectiveness.
6. Teaching/advising awards.
7. Letters of support from colleagues familiar with the faculty member's teaching and/or advising skills.
8. Citation and/or use of the faculty's work in instruction by other professionals.
9. Memberships on graduate student committees and titles of completed theses or dissertation advisees.
10. Summary information related to course syllabi, assignments, audio-visuales used in courses, undergraduate and graduate student advisement responsibilities.
11. Awards received by students in which faculty had input.
12. Examples of student work.
13. Attendance at advising workshops or training sessions, college advising update sessions, or other meetings focused on improving advising and instructional skills.
14. Examples of instructional strategies and sharing instructional strategies with peers.
15. Proposals and/or grants submitted for course development.





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 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 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. 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.

CHES DOCUMENTATION REQUIRED AT THE COLLEGE LEVEL



CRITERIA FOR EXTENSION/OUTREACH



Application of knowledge, that is responsive to and informed by constituents' needs, is essential to the department mission. This portion of the HDFFS Criteria distinguishes between faculty with a Cooperative Extension appointment and faculty with a Resident appointment.

COOPERATIVE EXTENSION

An HDFFS 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/OUTREACH RESIDENT INSTRUCTION ASSIGNMENTS

An HDFFS 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 activities that communicate and incorporate the scholarly interests of the department with the broader community.

There are two broad extension/outreach 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/outreach include but 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/Outreach.
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/Outreach.
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/Outreach 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/Outreach program development, implementation, impact evaluation, and scholarship.

EXAMPLES OF DOCUMENTATION

Documentation to show evidence of competence in extension/outreach 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.
13. Complete a brief narrative description of program accomplishments.
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 outreach 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.

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 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 CHES RPT committee are excluded from service. In the event the department has fewer than three eligible faculty members, HDFS will elect a faculty member: 1) from another department/school in the college; 2) who has obtained Emeritus status in the department, who has continued involvement with the university/college and who meets rank requirements; or 3) from another unit at the university who meets rank requirements. Administrators and those faculty serving on the college RPT committee, who will be represented at other points in the RPT process, will not serve on the department RPT committee.

September 15th is the deadline for department RPT committee (chair and members) to be selected.

RESPONSIBILITIES:

The responsibility of the department RPT committee is to recommend whether or not the candidate has met each of the applicable criteria and qualifications for the personnel action being considered. Each department RPT committee will elect a full professor to serve as committee chair. The department members will review the reappointment, promotion and tenure application file(s) for the year's candidate(s) including comments from the external reviewers. The committee will meet and hold a confidential discussion of each candidate's work in relation to the approved RPT criteria. Upon conclusion of the discussion, the committee members will vote. Committee members are to keep the content and process of the discussion as well as the vote confidential even after the personnel decision is made. The committee may also approve and elect a subcommittee from the group, to facilitate the summary of the Statement of Recommendation letter. The HDFS RPT Chair will serve on the subcommittee.

The committee will provide a Statement of Recommendation to the department head and shall specifically address how each criterion and qualification has or has not been met. Each committee member signs the letter. If there is a 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 will forward it, with the faculty member's application file, 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. Faculty member submits a list of names of potential external reviewers of rank equal to or above position sought by **September 22nd** to HDFS department head. Faculty may submit names of persons who should not serve as external reviewers.
2. The department head meets with the HDFS RPT committee to generate additional names that could address a faculty member's expertise portfolio. The head and RPT committee will select four to five reviewers, which will include at least two persons from the candidate's list.
3. There will be at least three external reviewers. 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, tenure and promotion criteria, vita, samples of scholarly activities and the faculty member's instruction and scholarship self-assessments.
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. Faculty submits multiple copies (four or more copies) of external review materials (vita, samples of scholarly activities, and instructional and scholarship self-assessments) with one copy remaining in department office by **October 1st** to department head. The department head provides position description.
7. The department head drafts letter and mails materials to external reviewers and requests reviews returned by **December 15th**.
8. Department head or his/her staff calls reviewers and reminds them of deadlines if reviews are not received.





HDFS TIMELINE

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

- September 1st - 15th** Selection of RPT committee chair.
- September 22nd** Candidate submits list of names potential external reviewers. Candidate may submit list of names of persons who should not review.
- October 1st** Candidate submits materials to department for external review.
- December 1st** Candidate submits materials to department for appraisal (July 1st – December 1st)
- December 15th** Deadline for return of external reviews.
- January 15th** Deadline for RPT notebooks to be turned in by candidates. Meet with department head to review materials. The department provides 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 from peer reviewers for promotion and/or tenure considerations.
- January 15th** The department head will notify the HDFS RPT committee chair of the deadline to turn the RPT Statement of Recommendation letter in to the department head. University policy indicates the faculty review and department head review are to be done “On or About January 15th-February 14th”
- February 14th** Candidates RPT documents along with the HDFS RPT committee letter and department head letter sent to CHES RPT committee.

