CPHHS FACULTY HANDBOOK

2018-2019

INTRODUCTION

This faculty handbook is a compilation of CPHHS and select university-level policies, processes, and practices listed in alphabetical order by topic. In nearly all instances, the information in this handbook is available on college and university webpages or in other documents (e.g., onboarding documents). Starting with AY 2018/19, the college plans to produce a faculty handbook that contains current information, which will be a snapshot at one point in time. It will be updated once per year. During the year, college and university webpages will continue to be the best source of the most current information.

BRAND, LOGO AND LETTERHEAD

The CPHHS marketing and communications team are available to ensure that any materials for distribution conform to OSU branding guidelines. Templates for commonly-used documents are available on the college website. Faculty should use college or school letterhead when sending correspondence. Templates for school letterhead are available from school staff, and templates for college letterhead are available on the college website. The college name should be included on all letterhead, and faculty and staff should not create letterhead for specific programs within the college.

Contact the CPHHS marketing and communications team through Kathryn Stroppel at 541-737-6612 or Kathryn.Stroppel@oregonstate.edu.

CLASSROOM ASSIGNMENTS

Classroom assignments are made by the university schedule desk 3-6 months before the term begins. All classroom-related requests should be made to the college scheduling coordinator, who will communicate with the university schedulers. Classroom space is limited, instructors are asked to check their classroom assignments as soon as they are made. If an assigned room is problematic, we can work to try to find an alternative, but we cannot guarantee that we can find a better room. If special room features such as moveable chairs, a document camera, tiered seating, etc., please communicate this to the scheduling coordinator well in advance.

To schedule a class room for a time outside of the normal class meeting time contact the college scheduling coordinator Nancy Creel at 541-737-2686 or Nancy.Creel@oregonstate.edu.

COLLEGIALITY

Collegiality is important for our college – in terms of our relationships with each other, our ability to get our work done, our creation of a positive environment and culture for work and learning and our role modeling of professional behavior for our students. All faculty, staff and students are expected to be collegial members of the CPHHS community.

See college's full collegiality statement in Appendix A.

CONFERENCE ROOMS

Meeting and conference rooms are available in Ballard Hall, Bates Hall, Hallie Ford Center, Milam Hall, Waldo Hall and the Women's Building. College, school and center staff can direct faculty to the appropriate person to contact for reservations. Please note that it is not our policy to schedule classes in

college meeting rooms. Additionally, the Valley Library has rooms available for student meetings and presentations.

CONSULTING, OVERLOAD AND OUTSIDE EMPLOYMENT COMPENSATION

Faculty frequently have opportunities to provide consulting or engage in service activities (e.g., reviewing grant applications) that include consulting fees or other compensation. Some outside activities require approval. OSU's Conflict of Commitment Policy and applicable forms can be found in the University Faculty Handbook at https://academicaffairs.oregonstate.edu/faculty-handbook/consulting-overload-and-outside-employment-compensation.

CURRICULUM COMMITTEE AND PROPOSAL PROCESS

In spring of 2018, the college developed a new curriculum proposal process and committee structure. The members of the 2018-2019 curriculum committee are:

Faculty members
Adam Branscum (Chair), Karen Elliott, Molly Kile, Jeff Luck, Carolyn Mendez-Luck, Heidi Wegis, Erica Woekel, Jangho Yoon, Ellen Smit
Student members
Greg Heinonen, Chloe Simpson, Hannah Tacke, Laura Arntson
Ex officio members
Erin Heim, CPHHS head advisor
Sheryl Thorburn, associate dean for academic and faculty affairs

Any questions can be directed to the assistant to the associate dean for academic and faculty affairs, Mendy Gayler at 541-737-2643, mendy.gayler@oregonstate.edu .

Proposal process and timeline can be found in Appendix B.

DEAN'S ADVISORY COMMITTEE (DAC)

This standing committee is constituted by elected representatives of faculty, staff, and student groups and will serve two complementary purposes: 1) provide direct advice to the dean about the direction of the college; and 2) to provide an opportunity for everyone in the college to have their voice heard by the dean. The DAC is constituted by 10 members. Representatives are nominated and elected. The DAC is expected to meet at least once per term. Each member is elected for a one-year term and is eligible to be re-elected for no more than three consecutive terms.

Current members: Christine Pollard, Brad Cardinal, Veronica Irvin, Tonya Johnson, Kim Hannigan-Downs, Lori McGraw, Tami Schrock, Catherine (CJ) Clevinger, JP Bigouette (graduate student) and Kiana Barr (undergraduate student).

DIGITAL MEASURES

Academic faculty use Digital Measures (DM) to record and report their teaching, scholarship and service activities. College staff will activate DM accounts for new faculty at the direction of the Director of Assessment and Accreditation.

Faculty receive feedback from electronic student evaluation of teaching (eSet) scores each term from the OSU Office of Academic Programs and Assessment (APA). The Office of APA works directly with faculty and students in the electronic administration of this evaluation process. Following the end of the evaluation period, APA generates a variety of reports. Once this process has been completed, APA informs faculty via email that reports are available. The Director of Assessment and Accreditation uploads these eSet scores to DM as part of the faculty record.

EMAIL

CPHHS faculty and staff are required to use their @oregonstate.edu email addresses when conducting business on behalf of the university. Additionally, faculty and staff who contact OSU students must use the student's @oregonstate.edu email address. If a student contacts faculty using their non-OSU email account, the best practice is to respond to both the non-OSU email address and their OSU email address.

See also: listservs and communicating to groups.

FACILITIES

Building maintenance request should be report to the building manager who will then contact facilities. A list of Building managers can be found at https://facilities.oregonstate.edu/buildings.

Security issues should be reported to Public Safety 541-737-7000. For emergency updates, call 541-737-8000.

CPHHS activity spaces in Langton Hall and the Women's Building can be rented to OSU student groups and academic units. Rooms that are available for rent are: Langton Gym, Langton Pool (lifeguard required), Langton 301, Women's Building Pool (lifeguard required), Women's Building Gym and Women's Building dance room (WB 116). To rent, please call Debi Rothermund at 541-737-3324 or Debi.Rothermund@oregonstate.edu for scheduling, prices and personal use policy.

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380), as amended, Oregon Revised Statutes 351.065 and their implementing regulations afford students certain rights with respect to their educational records and require Oregon State University to assure that those students' rights are not abridged.

All employees of OSU must comply with FERPA. An online certification process is available for employees with an educational need to access student records (e.g., Canvas).

The process takes the form of a tutorial, where employees will learn about the laws and regulations regarding maintaining and using student records. Most faculty take the tutorial during new faculty orientation in September, but if access to Canvas is needed sooner, please contact Nancy Creel at 541-737-2686 or Nancy.Creel@oregonstate.edu. We recommend that employees set aside about 20 minutes to complete this course.

For additional information refer to http://oregonstate.edu/registrar/guidelines-release-information for Release of Student Records.

FACULTY WORKLOAD

The college values teaching, scholarship, outreach and engagement and service. As a college, CPHHS is characterized by a strong commitment to serving a large number of students with quality educational programs. To strengthen our future, these guidelines seek to retain our quality in teaching while elevating our capacity to achieve excellence in scholarship. These guidelines support these results by increasing faculty time available for scholarship and increasing external support for our research endeavors.

See college's guidelines for faculty workload assignments in its entirety in Appendix C.

HEALTH SCIENCES BUSINESS CENTER

The Health Sciences Business Center provides financial and administrative services to the college.

Finance and administration team: 4th floor Snell Hall, 541-737-6195, hsbc@oregonstate.edu.
Human resource team: 4th floor Snell Hall, 541-737-6063, hsbc.hr@oregonstate.edu.

KEYS

Keys or other facility access methods are coordinated by staff in each unit. Faculty and staff should check with their supervisor or administrative staff if they have questions about keys.

LEADERSHIP, KEY ROLES AND RESPONSIBILITIES

Below is a list of selected positions in the college leadership and key responsibilities for those positions. This list is not a comprehensive list of leadership roles or a comprehensive list of responsibilities and duties for any given position. Rather, the list highlights the primary responsibilities of each position, focusing on those key duties that distinguish the position from others.

Dean
- Responsible for all college operations
- Serves as the college's representative to the university, donors, legislators and community stakeholders
- Provides leadership and direction to the college administrative team

Associate Dean for Academic and Faculty Affairs
- Oversees all academic programs; oversees college curriculum review and approval process
- Responsible for academic program expansion, including new programs and joint degrees
- Provides leadership, direction and administrative oversight related to graduate student matters (except graduate student research support)
- Supports faculty development, promotion of faculty excellence and P & T processes through college-level policies and initiatives; serves as a liaison between the college and other units (e.g., the Provost's office) on faculty related matters
- Oversees and maintains college policies and procedures related to academic and faculty affairs

Associate Dean for Outreach and Engagement
- Facilitates integration among the research, teaching and community engagement activities of the college
- Raises profile of outreach and engagement within the college, including
  - representing these activities to stakeholder and constituent groups and

Associate Dean for Research
- Provides leadership, direction and administration of the college's research agenda
- Oversees the provision of administrative support to faculty for proposal preparation/submission and for post-award assistance and services; maintains databases and monitors all CPHHS research activities, grant applications and awards
- Designs and implements initiatives/workshops that promote faculty development and enhance the research productivity and success of the faculty
- Cultivates interdisciplinary research collaboration and team science across the college, university and other organizations
- Fosters research training and experiences for students and post-doctoral fellows

Associate Dean for Student Success
- Oversees the Office of Student Success
- Supports students during their college experience
- Facilitates student recruitment, retention and graduation efforts
- Serves as the college hearing officer for academic misconduct cases

School Head
- Provides leadership for the school's research, teaching and outreach and its contributions to the strategic plan of the college and university
- Oversees and promotes the professional development of the school's faculty and staff – including the development of position descriptions, hiring, annual plans of work, evaluations and merit, tenure and promotion
- Provides leadership related to the management of the school's academic programs and its curriculum, including teaching and GTA assignments
- Leads in ways that enhance the social and cultural environment of the school, including demonstrating commitments to equity, inclusion and diversity
- Champions and raises the visibility of the school's people and programs in the college, university and beyond
- Provides fiscal management for the school

Associate Head
- Oversees the school's course scheduling in collaboration with program directors, advising and school head
- Oversees the school's faculty and GTA teaching assignments in collaboration with program directors and school head
- Oversees the development and evaluation of teaching for faculty and GTAs in the school
- Supports the school's academic programs in curriculum development, management, learning outcomes and student success
- Acts as liaison between the school's academic programs, advising, Ecampus and other university units and as lead for the school's online programs

Extension Family & Community Health Program Leader

- Provides administrative and programmatic leadership to a focused portfolio of Extension programs designed to improve the health status of Oregonians
- Refines and implements strategic goals
- Provides overall program leadership to faculty and staff, on and off campus, in cooperation with regional directors and Extension administration
- Works in tandem with 4-H Youth Development program leader to facilitate cross-program integration to result in operational efficiency and improved outcomes for children, youth, families and communities

Extension 4H Program Leader
- Oversees the development and implementation of the 4-H strategic plan, with input from 4-H faculty and staff, and in alignment with the strategic plan of the college and university
- Oversees all 4-H policies and adherence to the 4-H Name and Emblem Guidelines
- Provides overall program leadership to faculty and staff, on and off campus, in cooperation with the regional directors and Extension administration
- Provides fiscal management for the 4-H program budget and staffing plan
- Provides leadership oversight for the Oregon 4-H Center
- Raises visibility for the program and assists 4-H foundation executive director in development

Director for Strategic Initiatives (currently vacant)
- Coordinates strategic planning process of CPHHS
- Facilitates development of new initiatives
- Collaborates with the senior development officer and the director of OCHI in outside stakeholder engagement activities
- Other duties as assigned by dean

Director of OSU Center for Health Innovation
- Develops new partnership opportunities on innovation with industry, government, community organizations
- Identifies and cultivates opportunities for innovation projects, workforce development, thought leadership
- Promotes engagement with state and county public health (e.g., academic health departments)
- Engages in scholarship in health innovation consistent with the mission and strategic plan of CPHHS

Director of Marketing and Communications
- Brand manager; guides, supports and leads brand management across university, college
- Promotes college faculty, staff and students with clear, consistent, engaging and brand-aligned communications, including print, digital and social media
- Supports college-level recruitment efforts, undergraduate and graduate
- Supports alumni and donor outreach and initiatives
- Services include concept development, visual design, writing/editing for print/online, advertising and media and event support

Director of Assessment and Accreditation
- Responsible for assessment at the program level, and for university and external accreditation and accountability

- Leads development, design, implementation and oversight of assessment systems and programs to evaluate the performance of the college for the university, CEPH and other accrediting bodies
- Leads assessment of student success and alumni readiness; evaluation, tracking and reporting of degree program competencies

LISTSERVS AND COMMUNICATING TO GROUPS

CPHHS, BPHS, SOBE and some academic programs maintain email lists for faculty, staff and/or students in their units. Contact administrative staff for additional information. The dean's weekly newsletter "Las Noticias" contains announcements, events, and other important information for members of our college. If you have an item to submit or if you wish to be added to the list of recipients, please contact Kathryn Stroppel at 541-737-6612 or Kathryn.Stroppel@oregonstate.edu.

For assistance sending email to the correct audience and getting subscribed to the appropriate(s) list at the university level see Appendix D.

MAIL AND OTHER OFFICE RESOURCES

US Mail, campus mail and inter-campus mail is distributed by the unit. Faculty and staff should check with their supervisor or administrative staff if they have questions about mail or other office resources such as photocopiers, fax machine, and supplies.

MENTORING POLICY AND PLAN

In 2017 and 2018, an *ad hoc* mentoring committee developing a new faculty mentoring program for the college. The committee first created a college mentoring policy, and then designed an implementation plan. As recommended in the plan, the college is initially piloting the program with newly hired faculty. Other faculty can continue with their existing mentors. If faculty are interested in participating in the pilot program, please contact Sheryl Thorburn, associate dean for academic and faculty affairs at 541-737-9493 or Sheryl.Thorburn@oregonstate.edu.

See college's Mentoring policy and plan in Appendix E.

OFFICE HOURS

Faculty who teach are expected to maintain in-person office hours each week during the terms in which they are teaching; a minimum of 2 hours per week depending on their teaching schedule and advising load. Office hours are required to be included on course syllabi. It is also recommended that faculty be available to meet with students outside their office hours, especially when students have conflicts with regularly scheduled office hours.

OFFICE OF STUDENT SUCCESS

The Office of Student Success in the college is located in Women's Building 105. It is a place for undergraduate students to connect with academic peer advisors, as well as professional faculty who can assist with internships, study abroad experiences and career development. Online at https://health.oregonstate.edu/success, students can schedule an appointment, as well as find resources for both students and parents.

OFFICE SPACE AND EQUIPMENT

Office space is assigned by the unit. Faculty and staff should check with their supervisor or administrative staff if they have questions about janitorial service, food storage/ preparation areas, office security, furniture, supplies or equipment. Questions about space availability and assignments should be directed to their supervisor.

OREGON STATE UNIVERSITY FACULTY HANDBOOK

The Oregon State University Faculty Handbook can be found at:
https://academicaffairs.oregonstate.edu/faculty-handbook

The Oregon State University, Cascades campus, Faculty Handbook can be found at:
https://osucascades.edu/faculty-handbook

OSU ID

Regular faculty, classified staff and temporary employees may obtain their OSU ID Card at the ID Center in the Memorial Union. Bring state or government issued (driver's license, passport) identification and a copy of the welcome letter (welcome letter will have been sent to the employee and the payroll coordinator by email). The letter will contain their OSU ID number and classification. Non-temporary faculty or staff and who did not receive a welcome letter, may still come to the ID Center, but they cannot issue an ID card until Human Resources has processed their paperwork. A copy of the welcome letter is required for temporary employees to have an ID card issued.

OSU-Cascades faculty, classified staff and temporary employees may obtain their OSU ID card at the ID Center at the OSU-Cascades campus.

Other regular faculty, classified staff and temporary employees should contact the ID Center to make arrangements for their OSU ID Card.

ORGANIZATIONAL CHART

Dean
F. Javier Nieto

Community Advisory Council

Dean's Cabinet

Dean's Advisory Committee
(Faculty, staff, students elected members)

Executive Assistant to the Dean
Kaycee Headley

Associate Dean for Academic & Faculty Affairs
Sheryl Thorburn

Associate Dean for Student Success
Vicki Ebbeck

Associate Dean for Research
Marie Harvey

Associate Dean for Outreach & Engagement
Roberta Riportella

Director of Assessment and Accreditation
Vicki Wise

Office of Academic & Faculty Affairs

Office of Student Success

Office of Research

Family & Community Health
Roberta Riportella

Director of Marketing & Communications
Kathryn Stroppel

School of Biological & Population Health Sciences
Norm Hord

School of Social & Behavioral Health Sciences
Rick Settersten

Center for Global Health
Chunhuei Chi

4-H
Pamela Rose

Manager of Health Sciences Business Center
Tom Fenske

Associate Head
(TBN)

Associate Head
Karen Volmar

Center for Healthy Aging Research
Carolyn Aldwin

Team Oregon
Aria Minu-Sepehr

Senior Director of Development
Heather Brust

Program Directors

Program Directors

Hallie Ford Center for Healthy Children & Families
Megan McClelland

OSU Center for Health Innovation
Allison Myers

Director of Alumni Relations
TBN

Moore Family Center For Whole Grain Foods, Nutrition & Preventive Health
Emily Ho

PARKING

Each campus location has different parking rules.

For Corvallis campus refer to www.transportation.oregonstate.edu/parking
For Cascades please reference www.osucascades.edu/transportation-services/about-us

Guest permits or 3 hour parking permits can be purchased online and emailed to guest/participants. Faculty and staff should check with their supervisor or administrative staff if they have questions about guest/participant parking. New employees are eligible for a free 5 day parking pass, work with administrative staff to obtain.

PEER REVIEW OF TEACHING

Peer reviews of teaching are conducted for and by instructional faculty. The purpose of the peer review of teaching is to provide helpful feedback to each faculty member for the continued improvement of instructional programs and student engagement. Peer reviews are considered in periodic reviews of faculty (PROF).

See college's guidelines for conducting peer reviews of teaching in Appendix E.

PERIODIC REVIEW OF FACULTY

Our college policy is to review faculty in accordance with university guidelines for periodic review of faculty described in the faculty handbook: http://academicaffairs.oregonstate.edu/faculty-handbook/faculty-records-confidentiality-and-periodic-review. As described in the faculty handbook, "a regular review of faculty can improve the quality of the teaching, research and service functions of the University. In addition, it will benefit individual faculty members by assuring that they are regularly informed of their status." The required frequency of review for faculty with an FTE of 0.5 or more depends on the type of appointment.

See college's policy on periodic reviews of faculty policy and frequency table in Appendix F.

PHONE SYSTEM

The OSU Telecommunications website has all the information on the phone system: https://is.oregonstate.edu/telecom.

PROMOTION AND TENURE

Given the organizational structure of our college, we have three committees with responsibilities related to promotion and tenure: the SOBE Promotion & Tenure Committee, the BPHS Personnel Committee, and the College Promotion & Tenure Committee. Following the university guidelines, faculty applying for promotion and/or tenure undergo a multi-step process that includes review at the unit level by their school's committee and school head and by the college committee and dean. The university promotion and tenure guidelines are available at https://academicaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines.

Current composition for all three committees can be found at: https://health.oregonstate.edu/faculty-staff/college-resources.

For information about the CPHHS promotion and tenure timeline, see appendix G.

REGISTRATION OVERRIDES

For a variety of reasons, students may require a registration override for a course. Undergraduate students should request an override from the Office of Student Success, using the class override form found online at https://health.oregonstate.edu/advising/forms. Graduate students should contact Nancy Creel to discuss the procedure for an override. Instructors should direct students seeking overrides to the OSS or Nancy Creel, Nancy.Creel@oregonstate.edu.

The Associate Dean for Research (ADR) provides leadership and vision in planning and implementing the College's research agenda, including strengthening college-wide systems for the preparation and implementation of research initiatives and the attainment of research funding. The ADR oversees and serves as a resource in all matters related to University and College policies, practices and programs for the research enterprise.

The College Research Office (CRO), directed by the ADR, supports and serves the faculty and College Research Centers to strengthen and grow the research enterprise of the College, enhance the research productivity and maximize the research potential and success of the faculty (CRO website at https://health.oregonstate.edu/research). These supports and services are described below.

Support Sponsored Research: Dedicated staff members in the CRO provide pre- and post-award administrative support and services to faculty with sponsored research activities.
- Pre-award support: The Grants/Contracts Coordinator focuses on pre-award activities, working with faculty on the preparation, review, approval and submission of proposals. Support also includes just-in-time (JIT) information updates and making requested revisions to proposals being considered.
- Post-award support: The Director of Post Award Research serves as the primary information and operations resource for PIs managing active grants and contracts. PIs that need to adjust their budget, change key personnel, modify sub-awards, or extend the project period can get assistance working with campus support offices and funding agencies. The Grants/Contracts Coordinator and Director of Post Award Research provide backup to each other as needed.
- Support and Services for Sponsored Research and Projects website at https://health.oregonstate.edu/research/support includes forms for requesting Proposal Assistance and Post-Award Support. This website contains a proposal preparation and submission overview, post award support overview and commonly used templates, rates and award management resources.

Enhance the research productivity and success of the faculty and students: The ADR and the College Research Program Coordinator design and implement initiatives/events that strengthen and grow the research enterprise of the College, enhance the research productivity and success of the faculty and foster research training and experiences for students and post-doctoral fellows.
- Funding Opportunity Announcements are distributed weekly to all faculty as well as targeted announcements to specific faculty per their request. These weekly announcements include foundation, industry, government and nonprofit funding opportunities.
- Faculty forums, workshops and training are routinely offered on emerging topics and areas (e.g., changes in IRB regulations, NIH forms, etc.).
- Grant-writing seminar and workshops for faculty and postdocs are routinely provided. In March 2019 the CRO will host a full-day workshop on Preparing Large, Interdisciplinary Proposals.
- The CRO sponsors the research poster session and reception for graduate students, as well as workshops and seminars on research funding opportunities including pre-doctoral opportunities, postdoctoral opportunities and faculty research career development awards.

Facilitate innovative and transdisciplinary research collaboration: The ADR and CRO cultivate interdisciplinary research collaboration across the College, College Research Centers, University and other organizations and facilitate team science and team-based research for College faculty. The complex nature of the major challenges facing public health today often requires innovative and interdisciplinary approaches.

- The Research Seminar Series provides a weekly forum for researchers both within and outside of OSU to present and discuss current research topics in an environment conducive to stimulating research collaboration and fostering student learning.
- CRO frequently sponsors Ignite Research Colloquia, informal venues that are designed for faculty to present for two minutes on their research expertise and solicit collaborators among other faculty in our College and other Colleges.

SABBATICAL LEAVE

Sabbatical leave is granted to eligible tenured faculty for purposes of research, writing, advanced study, and travel related to the applicant's field or related scholarly or professional activities. Sabbatical leave is a privilege and not a right. It is granted only when it can be shown that the applicant is capable of using this period in a manner that will thereafter increase the applicant's effectiveness to the institution and to the state. Financial and staffing considerations and impact on the academic program(s) or unit may be factors in the decisions to delay approval of a sabbatical leave request. The unit head or dean can delay any sabbatical request that comes to them at their discretion. They will grant approvals in a way that allows the unit to continue to operate in a productive way.

For 9-month faculty, eligibility for sabbatical leave requires continuous appointment without interruption by a sabbatical leave for 18 academic quarters (excluding summer session); for 12-month faculty, 72 uninterrupted months are required. As part of the application, CPHHS faculty must provide a detailed description of the purpose and expected outcomes of the proposed sabbatical leave; the Application and Contract for Sabbatical Leave form provides a small area for this description, and thus faculty should include their description (typically 2-3 pages in length, double-spaced) as an attachment. Faculty should consult with their school head or Extension program leader to determine if any additional information is required. Applications for sabbatical leave must be approved by the faculty member's school head, Extension program leader (if applicable), the dean, and the provost and executive vice president. For additional details about eligibility, salary, and requirements, please see OSU's sabbatical leave policy and procedures at: https://hr.oregonstate.edu/manual/sabbatical-leave.

STUDENT DISPUTE RESOLUTION POLICY

The Student Dispute Resolution Policy for the college provides students with a mechanism to address and resolve questionable treatment by members of the CPHHS including faculty, staff and administrators. Faculty should refer students with concerns to the policy at https://health.oregonstate.edu/academics/student-dispute-resolution-policy.

SYLLABI

All courses offered in the college must follow our college's syllabi template, which can be found on the http://health.oregonstate.edu/faculty-staff. Please read the instructions carefully, and take note that the format must adhere to university and the college curriculum committee standards. The syllabus that faculty distribute to their students will likely include additional information (e.g., weekly course schedule, specific assignments and policies for late or missed work). We encourage faculty to ask their colleagues for copies of their syllabi to review as examples. All college syllabi should also be available on our website: https://health.oregonstate.edu/academics/syllabi. Our college collects syllabi from instructors every term.

TRAVEL AND OUT OF THE OFFICE

Faculty must notify their supervisor if they will be out of the office for extended travel (e.g., to a conference or research-related activities) or due to extended illness/surgery. This information will assist the unit in responding to questions regarding faculty schedules and availability. Faculty should discuss with their supervisor if they have questions about what to report and supervisor preferences about notification (e.g., email, how far in advance, etc.).

All OSU-affiliated international travel must be reported prior to departure: https://international.oregonstate.edu/international-travel .

If traveling internationally on grant funding, work with the Human Sciences Business Center to ensure all necessary approvals are in place before travel arrangements are made.

For assistance with travel reimbursement contact Meghan Foster at meghan.foster@oregonstae.edu or 541-737-5205.

For additional travel topics, see https://transportation.oregonstate.edu/travel-1.

WEB PAGES- FACULTY AND STAFF

The coordinator of web and social media will assist all faculty and staff with their OSU profile page. Faculty should provide an updated CV annually. Please remember to contact the web coordinator with job changes (e.g., changes in rank or title) to keep all information current.

Web Coordinator contact information: Alan Calvert, 202 Bates Hall, 541-737-2315 or Alan.Calvert@oregonstate.edu.

Collegiality is important for our college – in terms of our relationships with each other, our ability to get our work done, our creation of a positive environment and culture for work and learning and our role modeling of professional behavior for our students. All faculty, staff and students are expected to be collegial members of the CPHHS community. In our new strategic plan, the college has set the goal to create a culture of health that promotes equity, inclusion and social justice. In doing so, we will foster a participative, collaborative and supportive work climate. Collegiality is about treating one another with respect and mutual support. The following principles and practices exemplify collegiality and serve to guide the behavior of college faculty and staff, regardless of position, rank or scope of work.

• We align our work with the mission of the college; our personal energies are focused on the common good.
• We recognize and ensure that equity, inclusion and diversity are central tenets of our mission.
• We share responsibility for our college's success.
• We hold ourselves accountable to our values.
• We work together to use shared resources for the betterment of all.
• We invite collaboration.
• We value transparency and sharing information.
• We are open to conversations about what doesn't work.
• We address areas in need of improvement.
• We are authentic in our words and actions.
• We take responsibility for our actions.
• We keep our commitments to each other.
• We actively participate.
• We celebrate creativity and novel ideas.
• We recognize shared human experiences.
• We are supportive and helpful.
• We are kind to ourselves and others.
• We are on each other's side.
• We acknowledge and appreciate each other.
• We seek and appreciate varying perspectives.
• We respect each other in our actions and words.
• We are honest in our communications with each other.
• We listen respectfully and generously.
• We recognize that we are responsible for our effect on each other, the university, Oregon and beyond.
• We value healthy relationships with all colleagues.
• We respect a healthy work-life balance.

College of Public Health and Human Sciences
Curriculum Committee and Proposal Process
Approved by CPHHS faculty, February 16, 2018[1,2]

COLLEGE Curriculum Committee
Charge of the Committee

The charge of this committee is to review, evaluate and make decisions concerning appropriate action on Category I and II curriculum proposals, as well as changes to concentrations, in the College. More specifically, curriculum proposals to be reviewed by the committee include those pertaining to:

- Initiation or discontinuation of courses included in the curriculum
- New courses to be offered in the College
- Revision of courses offered by the College
- Revision of academic programs and curriculum (i.e., changes to majors, minors, options, concentrations and certificates)
- New academic programs (degrees, majors, minors, options, concentrations and certificates)

All of the above types of proposals must be approved by the College Curriculum Committee before submission to the university for review.

<u>Committee Membership</u>

The committee shall consist of a minimum of eight faculty members, four students, the College's Head Advisor (ex officio) or designee and the Associate Dean for Academic and Faculty Affairs (ex officio). School Heads, other Associate Deans and the Dean are not eligible to serve.

- Faculty members are nominated each year by the School Heads, Program Directors and the faculty. (A call for nominations will be sent to the College faculty, providing them with the opportunity to nominate others or themselves.) From those nominations, eight are elected by the faculty to serve two-year staggered terms. Thus, four are elected each year (with the exception of the inaugural year, when eight are elected and half will be assigned shorter terms). Faculty in the College involved in instruction and/or curriculum development (i.e., tenured and tenure-track faculty, instructors, clinical faculty and professors of practice) are eligible to vote in the elections. The committee's membership will provide broad representation of the academic programs. The committee does not need to include faculty members from every academic or degree program in the College. To ensure broad representation, the Dean may appoint additional members to the committee. Committee members may serve multiple terms, but will be limited to a maximum of two two-year consecutive terms.
- Student members are nominated by the Undergraduate Student Council, the Graduate Student Council, Program Directors and School Heads. The student members are appointed by the Dean. A minimum of one undergraduate student and one graduate student will serve on the committee. Students are non-voting members and serve a one-year term, with the possibility of reappointment for a maximum of two consecutive terms.
- The College's Head Advisor or designee will provide input on the potential impact of proposals on undergraduate students. This committee member is non-voting.
- The first meeting of each new academic year shall be called by the Associate Dean for Academic and Faculty Affairs, at which time the committee shall elect a chairperson from among the faculty members serving on the committee. The committee will meet monthly. The Assistant to the Associate Dean for Academic and Faculty Affairs will schedule the meetings and provide support to the committee.

CURRICULUM PROPOSAL PROCESS

Curriculum proposals generally originate from faculty within one or more specific programs, and such proposals require documented approval by the program(s). Because the programs in our College vary in size and complexity, programs can choose whether or not they have program-level standing or *ad hoc* curriculum committees and determine their membership. Other proposals may originate from individuals or groups charged by the Dean with addressing a specific curriculum issue or need in the College (e.g., developing a new academic program).

The process for seeking review and approval of curriculum proposals by the College Curriculum Committee is as follows:

- Once the details of the proposal have been agreed to by those generating the proposal, the person(s) leading the proposal will submit the proposal via email to the Associate Dean for Academic and Faculty Affairs. For proposals involving new academic programs or major changes to the curriculum, the lead person(s) should contact the Associate Dean for Academic and Faculty Affairs while the proposal is being developed to discuss the forthcoming proposal, timeline, etc.
- Proposals should be submitted as Word documents (e.g., syllabi, summary of revisions to degree requirements, justification, etc.). Documentation of program approval and liaison with other programs within or outside the College, if applicable, can be submitted as PDFs. *Faculty and School staff should <u>not</u> create proposals in the university's online system.*
- Proposal originators can choose to present their proposal in person to the committee and/or be present to answer questions by the committee. In addition, the committee may request that the person(s) leading the proposal or a representative attend the committee to give a presentation and/or answer questions about the proposal.
- The committee will review and vote on proposals involving **minor corrections and additions** (e.g., updating to reflect other changes, deleting courses that are no longer offered, creation of Special Topics course numbers, adding online delivery of existing course). If approved by the committee, the proposal will be entered into the Curriculum Proposal System by the Assistant to the Associate Dean for Academic and Faculty Affairs.
- The committee will review and vote on proposals involving **minor revisions** to courses, majors, minors, options, concentrations and certificates. If approved by the committee, the proposal will be presented to those members of the College faculty involved in instruction and/or curriculum development (i.e., tenured and tenure-track faculty, instructors, clinical faculty and professors of practice) via email with an invitation and deadline for voting (nonresponse is interpreted as approval). Proposals for minor revisions that clearly impact only one specific academic program will not require vote by the College faculty. If approved, the proposal will be entered into the Curriculum Proposal System by the Assistant to the Associate Dean for Academic and Faculty Affairs.
- The committee will review and vote on **all Category I proposals** and proposals for **new courses, new options and new concentrations**, as well as **major revisions** to courses, majors, minors, options, concentrations and certificates. If approved by the committee, the proposal will be presented to those members of the College faculty involved in instruction and/or curriculum development (i.e., tenured and tenure-track faculty, instructors, clinical faculty and professors of practice) via email with an invitation and deadline for voting (nonresponse is interpreted as approval); one voting option will be to request discussion of the proposal at a faculty meeting. If approved, the proposal will be entered into the Curriculum Proposal System by the Assistant to the Associate Dean for Academic and Faculty Affairs.
- The Associate Dean for Academic and Faculty Affairs will determine if a proposal is a minor correction or addition, minor revision, or major revision; and determine if additional liaisons with other programs in the College are needed prior to consideration by the College Curriculum Committee.
- The Associate Dean for Academic and Faculty Affairs or designee will notify proposal originators of the outcome of the College Curriculum Committee's review and, if applicable, the outcome of the review by faculty. If a proposal is not approved, proposal originators can revise the proposal and submit it for review and approval through the same process.

PROPOSALS NOT REQUIRING REVIEW BY COLLEGE COMMITTEE

Changes in degree requirements that do not require a Category II proposal, notification of the Graduate School, and/or approval by an accrediting body do not require review and approval of the College Curriculum Committee. Examples of such changes may include revisions to the format of the written comprehensive exam or the format of theses or dissertations. The Program Director should notify the Associate Dean for Academic and Faculty Affairs of the proposed changes and provide a final copy of the document describing the new requirements (e.g., the revised handbook). If such proposed changes involve more than one program, evidence of support by all programs impacted must be submitted before the changes are finalized and implemented.

[1]*Revised by the Associate Dean for Academic and Faculty Affairs on March 8, 2018 to consistently use "curriculum" and not "curricular" throughout the document.*
[2]*Revised by the Associate Dean for Academic and Faculty Affairs on April 26, 2018 to change all instances of "Program Coordinator" to "Program Director" because the program coordinator positions have been retitled.*

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Curriculum Committee Meetings and Proposal Submission
Timeline for AY 2018-19

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Below is a description of the timeline for reviewing curriculum proposals in the College during academic year 2018-2019.

- Review and vote on proposals for **minor corrections and additions** will be sent via email by Sheryl/Mendy to the curriculum committee on Tuesdays, with a deadline for review of Friday at 5:00pm (i.e., a 3-day review period). **Some proposals for minor revisions** may also be determined to be appropriate for review and vote by email, depending on the timing of the submission and the nature of the revisions. We expect to review **all other proposals** at scheduled committee meetings.

- The curriculum committee meets monthly; dates are set (see below).

- Proposals will be sent by Sheryl/Mendy to the committee on the Tuesday in the week prior to the scheduled meeting, providing the committee with ~10 days to review.

- Proposals must be ready for review by 5:00 on the Friday that is two weeks before the committee meeting. "Ready for review" means that Sheryl has reviewed the proposal, provided feedback and any needed revisions have been completed and submitted by the proposal originators.

- To be reviewed at a curriculum committee meeting, proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on the Tuesday that is 2.5 weeks before the committee meeting. This deadline will help ensure that Sheryl/Mendy can conduct a preliminary review and the proposal is ready to review by the Friday deadline. *We strongly encourage proposal originators to submit their proposal well in advance to ensure that the proposal is ready for review by the deadline.*

- Proposal originators can submit their proposals to Sheryl (copy Mendy) at any point in time, but the timing of the review will depend on the schedule described above and the results of the initial

screening of the proposal (e.g., if additional liaisons, additional documents and/or any revisions are requested).

- Proposals that are approved by the committee and require a vote by College faculty will be sent by Sheryl to CPHHS faculty for a vote. Faculty will generally be given one week to indicate their vote on a proposal.

- If no concerns about a proposal are raised (i.e., the committee approves without requesting revisions, the faculty approve without requesting a meeting), proposals have the potential to be approved by our College in less than one month from the time they are ready to be reviewed by the committee.

The meeting schedule and associated deadlines are as follows:

Meeting: Friday, October 12, 3:00-4:30
Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, September 25th.
Proposals must be "ready for review" by 5:00 on Friday, September 28th.
The agenda and proposals will be sent to the committee on Tuesday, October 2nd.

Meeting: Friday, November 2, 3:00-4:30
Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, October, 16th.
Proposals must be "ready for review" by 5:00 on Friday, October 19th.
The agenda and proposals will be sent to the committee on Tuesday, October 23rd.

Meeting: Friday, December 7, 3:00-4:30
Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, November 20th.
Proposals must be "ready for review" by 5:00 on Friday, November 23rd.
The agenda and proposals will be sent to the committee on Tuesday, November 27th.

Meeting: Friday, January 25, 3:00-4:30
Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, January 8th.
Proposals must be "ready for review" by 5:00 on Friday, January 11th.
The agenda and proposal will be sent to the committee on Tuesday, January 15th.

Meeting: Friday, February 22, 3:00-4:30
Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, February 5th.
Proposals must be "ready for review" by 5:00 on Friday, February 8th.
The agenda and proposal will be sent to the committee on Tuesday, February 12th.

Meeting: Friday, March 15, 3:00-4:30
Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, February 26th.
Proposals must be "ready for review" by 5:00 on Friday, March 1st.
The agenda and proposal will be sent to the committee on Tuesday, March 5th.

Meeting: Friday, April 12, 3:00-4:30
Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, March 26th.
Proposals must be "ready for review" by 5:00 on Friday, March 29th.
The agenda and proposal will be sent to the committee on Tuesday, April 2nd.

Meeting: Friday, May 17, 3:00-4:30

Proposals must be submitted to Sheryl (copy Mendy) no later than on 5:00 on Tuesday, April 30th.
Proposals must be "ready for review" by 5:00 on Friday, May 3rd.
The agenda and proposal will be sent to the committee on Tuesday, May 7th.

Guidelines for Faculty Workload Assignments
(Revised 2006, and 2012; addendum added 2017
Approved by the CPHHS Dean, Associate Deans and School Co-Directors)

Intent

These guidelines are developed to:

- clarify faculty distribution of effort,
- achieve consistency across schools within the College,
- provide a framework for decisions that advance faculty and program excellence in teaching, scholarship, outreach and engagement and service.

The College of Public Health of Human Sciences values teaching, scholarship, outreach and engagement and service. As a College, PHHS is characterized by a strong commitment to serving a large number of students with quality educational programs. To strengthen our future, these guidelines seek to retain our quality in teaching while elevating our capacity to achieve excellence in scholarship. These guidelines support these results by increasing faculty time available for scholarship and increasing external support for our research endeavors.

Faculty expectations and evaluation involve measures of both quality and quantity of teaching, scholarship, outreach and engagement and service. For example, devoting more time to scholarship increases the responsibility to be productive in a manner that can be evaluated objectively by one's peers. This document primarily addresses issues relating to quantity: the relation between teaching FTE and course credits; the distribution of faculty effort across teaching, advising and other assignments; research and scholarship; outreach and engagement; and service. The quality of a faculty member's work will be objectively evaluated in accordance with school and College review and University Promotion and Tenure Guidelines.

"FTE" and PHHS Faculty Expectations

In this document, the level of effort and relative distribution across different functions are described in terms of full-time equivalents (FTE). Faculty appointments are professional positions with quality standards established independent of the amount of time it takes to complete a task. FTE estimates are interpreted as guidelines for the relative distribution of effort, not a mechanism for determining the number of hours dedicated to a given task.

Currently, the balanced, standard resident tenured or tenure-track faculty position within the College of Public Health and Human Sciences reflects a load of .45 FTE teaching, .45 FTE research and scholarship and .10 FTE service.

Multiple Factors will influence Individual Faculty Expectations

Each faculty position is unique; therefore defining a rigid set of expectations for all faculty members in the College is neither possible nor appropriate.

School co-directors work to maximize the effectiveness of their faculty to meet the school and College goals related to teaching, scholarship, outreach and engagement and service. They do so by individualizing faculty assignments to meet the different responsibilities needed to fulfill the mission and goals of the unit, recognizing the talents, interests and expertise of the faculty. The following are some of the factors that may result in differences between individual faculty assignments:

- External funding sufficient to warrant reduced teaching expectations
- Increased teaching expectations congruent with the faculty appointment (e.g., Instructor, Clinical Assistant Professor) or to meet school needs
- Major administrative appointments (such as major program leadership or school co-director responsibilities)
- Specific position expectations such as for Extension programming
- Location on and off-campus or at OSU-Cascades campus
- Differential emphasis in graduate advising based on the degree program and research emphases
- Allocation of Ph.D., M.S. and MPH advisees
- Class size and distribution of GTA support
- School differences in accredited professional training programs and related constraints of these programs
- Involvement in important outreach efforts and their contribution to scholarship and/or teaching
- Distance education and priority academic program development
- Start-up time for new hires, when teaching and service expectations are reduced

Documentation of Individual Faculty Assignments

General roles and responsibilities associated with a specific assignment are described in a *position description*. This document should be reviewed annually but should be general enough that it only needs to be revised when there are significant changes in the overall role and responsibilities associated with a specific position. Such revisions, when needed, are made by the school co-directors in conjunction with the faculty member. Specific expectations for a faculty member in a given year or time period may be defined in a *plan of work*. The plan of work describes the specific courses, scholarship and other major tasks that a faculty member is expected to complete over the specified period of time. The faculty member and co-directors will develop this plan in conjunction with the periodic review of faculty (PROF).

Faculty position descriptions assign FTE in up to four areas: 1) teaching, advising and other assignments; 2) research and scholarship; 3) outreach and engagement; and 4) service. The following sections describe College guidelines for faculty expectations in each of these areas.

Teaching, Advising and Other Assignments

Teaching a standard 3-credit course (undergraduate or graduate) is considered .25 FTE per term or .083 FTE per 9-month academic year. (This FTE level applies across the College, to faculty in professorial rank and instructors.) The current balanced standard for tenure and tenure-track faculty assignments is to have no more than 45% of the available FTE assigned to teaching. This FTE represents five 3-credit, four 4-credit, or three 5-credit classes per academic year. As described above, multiple factors will influence individual faculty expectations assigned by school co-directors.

Quality teaching is essential and is at the heart of OSU's mission as a public land-grant and research university. It is imperative that all tenure and tenure-track faculty contribute to the teaching mission, with priority given to teaching the core courses within one's academic program. Therefore, it is expected that all tenure-track and tenured resident faculty, regardless of their graduate-student advising and ability to fund "release time," will teach a minimum of 2 core courses (6-8 credits; .17-.22 FTE per academic year), and a guiding principle is that all faculty will teach in the undergraduate curricula.

Professional advising and related work, such as mentoring masters and doctoral students, are recognized as teaching expectations. Whether or not any FTE is assigned specifically for graduate advising will be determined based upon the level of advising that is assigned to a faculty member, which varies among the College's graduate programs.

Research and Scholarship

All tenured and tenure-track faculty members are expected to conduct rigorous, high-quality research and scholarship. According to University guidelines, at least .15 FTE must be allocated to scholarship.

Tenured and tenure-track faculty members with a scholarship assignment are expected to consistently publish journal articles reflecting rigorous research activity. A common frame of reference is that faculty should have a significant authorship role on a minimum of two peer-reviewed articles a year. Ideally, these publications would appear in journals with measurable and moderate-to-high impact as appropriate for their field of study. Specific expectations vary according to the nature of the research faculty members' conduct. For individual faculty members, these expectations will be negotiated by the school co-directors and the faculty member and will be indicated in the plan of work. Expectations for faculty members' scholarship obligations include publishing with graduate students.

Tenured and tenure-track faculty members are expected to seek, obtain and manage external funding for research. Specific expectations for individual faculty members will be negotiated by the school co-directors and the faculty member and will be indicated in the plan of work.

External Funding and Release Time

External funding can change teaching and research assignments when the funding provides sufficient faculty salary and benefits to justify the adjustment and when the faculty member and co-directors agree. The basic formula for reducing teaching load is as follows:

> Reduce annual teaching load by one 3-credit course for every 8.3% of faculty salary and OPE (or one 4-credit course for every 11% of faculty salary and OPE) secured through external sources (i.e., one 3-credit course reduction is 25% of salary and OPE per term or 8.3% of salary and OPE for the 9-month academic year).

> Unless justified by unusual circumstances, tenured and tenure-track resident faculty will not be approved to reduce teaching loads below a minimum of two courses per academic year (i.e., a minimum of 6-8 credits per academic year, which is .17-.22 FTE).

Funds "released" through this process (because a portion of the faculty salary is now being paid through external funds) will be available to the school co-directors to cover the cost of teaching the course or courses from which the faculty member has been released, associated administrative costs and other investments. Release-time for faculty with Extension appointments may be for the reduction of FTE devoted to education or program development rather than for a formal course.

Extension Assignments

The workload of tenured and tenure-track faculty who are supported through funds originating in OSU Extension can be similarly profiled. These positions are typically 12 month. Typical expectations relating to the allocation of effort across the three missions of the University for full-time Extension faculty vary depending on whether the position is located on- or off- campus:

> Off-campus positions typically have assignments that are 80% teaching, 15% research and scholarship and 5% service, whereas

> On-campus positions typically have assignments that are 60% teaching, 30% research and scholarship and 10% service.

County-based faculty members link University expertise and research with community needs. Their "teaching" role is to identify the needs of the community, develop and deliver an education program impacting those needs, grow support for needed programs and evaluate and report outcomes. Scholarship expectations include meaningful participation in and growing financial support for applied research to increase understanding of important public health issues relating to their communities and sharing their innovative work with peers in a manner that can be validated as significant.

On-Campus Extension faculty members are a critical bridge between on-campus faculty and students and community education through Extension off-campus faculty and other community collaborators. A College goal is to increase flexibility, funding stability and program strength through on-campus resident and Extension faculty whose appointments can be interchanged for short and longer periods of time depending on needs and opportunities. An important role of these positions is to help assure that Extension community education programs take advantage of and reflect the best available research findings on a given topic. A second important role is to develop and lead applied research and education programs to help resolve important public health issues within Oregon's communities. Up to .20 FTE may be allocated to outreach and engagement for time-limited periods for on-campus, non-Extension faculty when appropriate and by mutual agreement.

AES Supported Research

One funding source for research within the College of Public Health and Human Sciences is through federal support for the Agricultural Experiment Station (AES). The College is moving toward a model in which AES support is competitively allocated in a manner that aligns AES investments with AES priorities, and when appropriate will help generate additional extramural funds. As this shift is implemented, AES support will be treated the same as other competitive grant support in determining faculty workload expectations. High research-related FTE commitments, when funded from AES or other internal or external research funds, can justify reductions in teaching load, consistent with the College policy on release time.

Service and Administrative Duties

All tenured and tenure-track faculty members are expected to provide an appropriate balance of institutional (school, College, University) and professional service. The recommended "standard" resident faculty position within the College of Public Health and Human Sciences will include a 0.10 FTE for service. As noted above, the FTE allocated to service is a guideline for relative distribution to tasks and not intended to reflect actual hours worked.

Faculty members are often assigned administrative duties as part of their responsibilities to their school, College, or University. If these appointments involve extensive time commitments that consume significant FTE over a significant period of time, faculty members may discuss a change in workload to reflect these responsibilities. Typically, chairing school or College committees or providing leadership for a faculty search is within the normal realm of service to the school and College and do not warrant re-negotiation of work expectations. Allocation of FTE for school or academic program administrative duties (e.g., graduate coordinator, program coordinator) is negotiable between the school co-directors and the faculty member. When such duties are sufficient to justify a change in pre-existing expectations and are likely to last for a significant period of time, they should be documented in a revised position description. Other assignments, when significant, should be documented in a person's position description, with FTE allocated (e.g., internship coordination, extended education, international programs and academic affairs).

Revised 2006
Revised 2012; *Approved by the CPHHS Dean, Associate Deans and School Co-Directors*

ADDENDUM
CPHHS Guidance Document on Teaching Assignments
(March 6, 2017)

Given the College's commitment to the university's land grant mission, undergraduate and graduate student success and ensuring all students have access to the diverse expertise and talents of our faculty, the following principles and policies will inform teaching assignments:

- A "full" teaching load is, on average, 12 credits per academic year. This credit load is three 4-credit course or four 3-credit courses. For faculty teaching a combination of 3- and 4-credit courses, average course load over multiple years will be considered.
- All tenure-track and tenured resident faculty, regardless of their graduate-student advising and ability to fund course buy-outs, will teach a minimum of two courses (6-8 credits; .17-.22 FTE) per academic year.
- When faculty are at the minimum teaching load, the priority will be for them to teach required courses in their program's curriculum.
- In general, our expectation is that all faculty will teach in the undergraduate curricula. The frequency will depend on program needs and other factors. For example,
  - Programs without an undergraduate major, option, or minor may have few undergraduate courses. If there is little need or opportunity to teach undergraduate courses, faculty are strongly encouraged to demonstrate engagement with undergraduate students in other ways (e.g., working with undergraduate students on research, serving as faculty advisor for an undergraduate student club, participating in a student success initiative).
  - Programs may need to offer required graduate courses and have few qualified faculty available to teach them.
  - In determining the course schedule and teaching assignments, priority will be given to requests that help facilitate our ability to offer required courses, followed by courses in a "select from" list, followed by general electives.
  - If multiple faculty in the same academic program are seeking release from teaching undergraduate courses in a given year, priority will be given to faculty who have not recently had such a request approved, all other factors being equal.

- o Release from teaching undergraduate courses should not adversely affect the School's ability to meet the curricular needs of programs.

OSU Today

OSU Today is daily email newsletter for Oregon State University faculty and staff, with a subscriber base of nearly 10,000. *OSU Today* will let faculty and staff know about:
- where OSU is featured in the news media
- events or program opportunities
- news and features involving OSU faculty, staff and academic programs
- newsletters and notices
- employee information and job postings
- traffic and maintenance notices
- weather updates

Submission guidelines: http://oregonstate.edu/osutoday/?p=6898
Contact: OSU Today: osutoday@oregonstate.edu
You may subscribe here: http://lists.oregonstate.edu/mailman/listinfo/osutoday

OSU Calendar

OSU events open to the public can be submitted to the OSU online calendar by going to the calendar page: http://calendar.oregonstate.edu/ and logging in with your ONID password.
Guidelines are available on the site.

LIFE@OSU

This online faculty and staff news magazine offers feature stories, videos and photo galleries focused on the OSU community. You can read it here: http://oregonstate.edu/dept/ncs/lifeatosu/
LIFE@OSU includes events, awards, honors, personality profiles and stories on faculty, staff and students. Story ideas are always welcome. To submit a suggestion, email lifeatosu@oregonstate.edu.
LIFE@OSU Editor: Theresa Hogue; theresa.hogue@oregonstate.edu

Inform-C Email Lists (Commonly known as INFORM OSU)

The Inform-C email lists are updated automatically using BANNER. This means that units and departments must keep their personnel records in BANNER current and accurate, including preferred email addresses. Employees may check to verify their preferred email address in the system by:
1. Go to MyOSU at http://myosu.oregonstate.edu
2. Log in with your ONID credentials
3. Click on the Employee tab
4. In the My Employment Details area, click on Update Email Address
5. Follow the on-screen instructions to insert a new address and mark it as Preferred.
All Inform-C email lists are visible in the global address book:
- Inform-C1: deans, executives, chief officers
- Inform-C2: top academic/research administrators: department and school heads/chairs; center directors, etc.
- Inform-C3: top administrators: administrative unit directors, etc.
- *Inform-C6: all OSU classified employees

- *Inform-C7: all OSU professional faculty
- *Inform-C8: all OSU instructors, research associates/assistants
- *Inform-C9: all OSU professors, associate professors, assistant professors
- Inform-C10: academic advisors
- Inform-C11: office managers, executive assistants, administrative assistants
- *Inform-C12: other (postdoc scholars, clinical fellows, courtesy appointments, postdoc fellows, graduate fellows, temporary employees and academic wage appointments)
- Inform-C13: emeritus faculty
- *Not currently in use: Inform-C4, C5*

*When you need to reach all employees, use lists C6, 7, 8, 9 and 12. Depending on your message, you may also wish to add on INTO OSU Joint Venture employees and OSU Foundation employees. Email Gigi Bruce to discuss the audiences you are trying to reach.

OSU has an acceptable use policy that limits broadcast emails. In general, information broadcasted should be relevant to all recipients.

When you send information to **any** Inform-C list, you will receive an auto-reply indicating that the list moderator will approve or disapprove your request. Emails that are not acceptable within the use policy will not be approved.

Common requests for broadcast emails include the following, but will very likely not be approved for distribution by email list serve distribution:

- **Newsletters** (from departments, colleges and divisions): All electronic newsletters should be posted to the web. Share the link with the campus via *OSU Today*
- **Workshops, Seminars, Training**: Workshops and seminars should be communicated through *OSU Today*. Units may email information to unit heads and office managers if appropriate (inform C2, 3, 11), but should not broadcast announcements to all employees unless the information is relevant to all recipients.
- **Calls for proposals, etc.**: These should be communicated through *OSU Today*. Units may email information to unit heads and office managers if appropriate (inform C1, 2, 3, 11), but should not broadcast announcements to all employees unless the information is relevant to all recipients.
- **Position announcements**: Position announcements are posted to the HR employment web page. They may also be communicated via *OSU Today*. Only announcements regarding positions that impact the full campus community should be shared in broadcast emails (e.g. deans, vice presidents, etc.).
- **Award, fellowship and scholarship information**: Units are asked to limit their broadcast emails only to information that is relevant to all recipients. It is rare that these announcements should be broadcasted broadly. Usually, sharing these announcements with unit heads and office managers is most appropriate, as well as posting them to *LIFE@OSU*.
- **Road closures, traffic announcements, construction announcements**, etc.: Submit your announcement to *OSU Today*.
- **Retirement receptions**: Submit your announcement to *OSU Today*.
- **Events**: Use *OSU Today*.

Contact for INFORM emails: Gigi Bruce; gigi.bruce@oregonstate.edu

Orange Media Network and the Daily Barometer

The Orange Media Network includes six student media formats to inform the OSU Corvallis campus community: The Daily Barometer (a free weekly student newspaper); Beaver Digest Magazine (published three times annually); Prism Magazine (a literary and arts magazine published three times annually); KBVR-FM; KBVR-TV; and DAMchic Magazine. The Barometer is published in print weekly during fall,

winter and spring terms and monthly during the summer and is available daily on-line at:
http://www.orangemedianetwork.com/daily_barometer/
The Barometer is a source of news for both students and faculty and staff. To submit an event or story idea, email news@dailybarometer.com

Student Email Lists
Many departments/units have student email lists that they use at the local level. The University has email lists that reach all undergraduate and/or graduate students. Requests to send to these lists should be directed to the Office of the Registrar.

Alerts & Emergency Notifications
The OSU Alert portal allows you to provide OSU with your current emergency contact information. This information will only be used to notify you in the event of an emergency. The OSU Alert portal is a hosted service by AT&T Rave Guardian and they are contractually obligated to protect your information and will not sell or share it with anyone.
If you need help signing into or using the OSU Alert portal, please contact the OSU Computer Helpdesk through their contact form at (541) 737-3474.
For policy questions about the OSU Alert service, please contact the Emergency Preparedness Manager – at (541) 737-4713.

Sign up for OSU Alert
Please read these instructions carefully. To receive OSU alert notifications, you need to login to your account and update how you want to receive your alerts. OSU encourages you to add a text capable device to receive an urgent message if an incident is under way.
Login to the portal (https://www.getrave.com/login/oregonstate) using your ONID email and password. Update and save your contact information.
Close the web browser when complete.

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APPENDIX E – MENTORING POLICY AND PLAN

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College of Public Health and Human Sciences Faculty Mentoring Policy
6.13.17

The CPHHS mentoring policy aims to meet the effective practices of mentoring defined by Hanover Research (2014). The effective practices include:

1. Support from top-level administrators
2. Integrative strategy for faculty development and success
3. Voluntary participation
4. Mentee involvement in pairing process
5. Availability of resources to assist in mentorship (e.g., training, forms)
6. Establishment of clear goals and expectations

The availability of effective mentoring is a key component of professional development for faculty in our College. The present policy was designed to address mentoring for tenure-track/tenured faculty and non-tenure track faculty, including instructors and clinical professors. Mentoring can include support in multiple overlapping areas including: informational or procedural resources, research, teaching, and

service/leadership. Mentoring may include guidance on achieving balance in meeting responsibilities and goals across the various domains in which faculty members function.

Mentoring is a voluntary collaboration between faculty members at different levels (e.g., instructors and senior instructors; pre-tenure and tenured faculty). Mentoring may be especially critical at particular junctures (e.g., the first year on faculty, third year review, promotion), but should be available for all interested faculty regardless of level of advancement. It is expected that the mentor(s)/mentee collaborate to establish appropriate goals and expectations (e.g., tasks, number of meetings, review of progress), and agree upon strategies to achieve those goals. At the same time, the mentorship plan should be flexible in order to meet the needs of the individuals involved.

Mentors must be individuals with the requisite skills and willingness to offer guidance on one or more of the areas identified above. It is not required that mentors are from the mentee's discipline, School, or College. This is consistent with the interdisciplinary nature of our College. Although the selection of mentors is at the discretion of the mentee, School-level leaders will ensure that mentors have the potential to serve in this capacity. We recommend that implementation of this policy includes tangible acknowledgement of mentoring responsibilities in ways that will contribute to the overall success of the mentor.

Given the importance of mentoring to faculty professional development, the College commits to making mentoring resources available, accessible, and periodically updating materials and resources. This may include a handbook with names of key contacts, curriculum and mentoring guidelines, mentoring and program evaluation guidelines, initial orientation, workshops and additional trainings (for mentors and mentees), and a mentoring recognition policy. The present policy should be integrated with existing activities in the College that aim to support faculty advancement.

Hanover Research. (2014). Faculty Mentoring Models and Effective Practices.

College of Public Health and Human Sciences Faculty Mentoring Plan
September 2018

Faculty Mentoring in the OSU College of Public Health and Human Sciences

The recommendations below describe a mentoring program that builds on best practices in the field and on successful mentoring programs. The goal of faculty mentoring is to create an environment that provides strong support to faculty members in order to enhance their ability to advance within their field and the institution. We aspire to cultivate a collegial, inclusive, and productive work environment that builds our individual and collective strengths. We recognize that faculty needs differ depending on position (e.g., primarily teaching, heavy research load), benchmarks (e.g., tenure vs. promotion), and current level of the mentee (e.g., assistant vs. associate).

The development of the plan has been guided by six effective practices identified in the field:

1. Support from top-level administrators
2. Integrative strategy for faculty development and success
3. Voluntary participation
4. Mentee involvement in pairing process
5. Availability of resources to assist in mentorship (e.g., training, forms)

6. Establishment of clear goals and expectations
(also see CPHHS Mentoring policy 6.13.17)

I. Committee Structure and Function for each faculty category

a. Assistant Professors (tenure track)

Committee Structure. Tenure-track assistant professors will have a mentoring committee composed of two to three individuals. It is strongly recommended that one mentor come from outside the college (e.g., within or external to OSU). One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed jointly by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentors. The goal is to establish a mentoring committee within six months of a faculty member's initial appointment. The committee should include mentors at multiple levels (e.g., associate, full), and mentors from more than one discipline. If mentees would like to have a mentor external to OSU, the mentee will identify and obtain agreement from that individual to serve on the mentoring committee. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

We recognize that new faculty will need basic orientation to the university and college prior to establishing a mentoring committee, and that this guidance should come from other sources.

Committee Function. The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., teaching, research, outreach, service). The committee will advise and support the junior faculty member in all aspects of career development, including establishing priorities and time management. The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual and mid-term reviews to facilitate the mentee's future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of two times during the first year and at least once per year in subsequent years. The chair of the mentoring committee should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

b. Associate Professors (tenured, pre-tenure)

Committee Structure. Tenure-track and tenured associate professors will be offered the opportunity to have a mentoring committee composed of one or more faculty members at the Professor level. It may be useful to also include one mentor from outside the college (e.g., within or external to OSU). One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentor(s). We recommend reconstituting a mentoring committee or continuing with prior mentoring committee within six months of promotion and tenure. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

For faculty hired as pre-tenure associate professors, the goal is to establish a mentoring committee within six months of a faculty member's initial appointment. In these cases, the primary goal of guidance is toward tenure and promotion [refer back to *Assistant Professors (tenure track)*].

Committee Function. The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., teaching, research, outreach, service). The

committee will advise and support the faculty member in all aspects of career development, including establishing priorities and time management. Mentoring must take into account discipline-specific challenges (e.g., not all programs have undergraduates, not all programs have a graduate program). The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual reviews to facilitate mentees' future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of once per year and should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

c. Instructors and Senior Instructors I

Committee Structure for Instructors. Instructors will have a mentoring committee composed of two to three individuals, typically from within the College. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentors. The goal is to establish a mentoring committee within six months of an instructor's initial appointment. The committee should be balanced with regards to faculty appointment, including at least one instructor or senior instructor I. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

We recognize that new faculty will need basic orientation prior to establishing a mentoring committee, and that this guidance should come from other sources.

Committee Structure for Senior Instructors I. Senior Instructors I will be offered the opportunity to have a mentoring committee composed of one or more faculty members, at multiple levels. It may be useful to also include one mentor from outside the college. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentor(s). There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

Committee Function for Instructors and Senior Instructors I. The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., teaching, outreach, service). The committee will advise and support the faculty member in all aspects of career development, including establishing priorities and time management. The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual reviews to facilitate mentee's future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of once per year and should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

d. Assistant and Associate Professors (Senior Research, Clinical, Practice)

Committee Structure for Assistant Professors (Senior Research, Clinical, Practice). Assistant professors (senior research, clinical, or practice) will have a mentoring committee composed of two to three individuals, typically from within the College. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentors. The goal is to establish a mentoring committee within six months of a faculty member's initial appointment. The committee should include mentors who reflect the domains in which the assistant professor functions (e.g., clinical, research, teaching, outreach), and mentors from more

than one discipline. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

We recognize that new faculty will need basic orientation prior to establishing a mentoring committee, and that this guidance should come from other sources.

Committee Structure for Associate Professors (Senior Research, Clinical, Practice). Associate professors (senior research, clinical, or practice) will be offered the opportunity to have a mentoring committee composed of one or more faculty members who reflect the domains in which the associate professor functions (e.g., clinical, research, teaching, outreach). It may be useful to also include one mentor from outside the college. One of the members of the committee (preferably a College faculty member) will act as chair. The committee will be appointed by the Associate Dean for Academic and Faculty Affairs and School Head/Extension Program Leader, in consultation with mentee and prospective mentor(s). We recommend reconstituting a mentoring committee or continuing with prior mentoring committee within six months of promotion. There should be flexibility in changing the composition of committee over time as needed; composition of the committee will be examined on an annual basis.

Committee Function for Assistant and Associate Professors (Senior Research, Clinical, Practice). The mentoring committee aims to facilitate the mentee's progress and development across the domains in which the mentee functions (e.g., clinical practice, teaching, research, outreach, service). The committee will advise and support the junior faculty member in all aspects of career development, including establishing priorities and time management. The committee functions in an advisory role. In this regard, the mentoring committee can aid in interpretation of annual reviews to facilitate mentee's future progress. Another function of the committee is to provide a sounding board for academic or personnel issues of concern to the mentee. The committee should meet a minimum of once per year and should report priorities (e.g., recommended strategies, concerns) to the School Head/Extension Program Leader annually (by June 15).

II. Tools and Resources for Mentee and Committee

We recommend that committee members and the mentee consider using the Mentoring Guidelines (below) and the Individual Development Plan in order to facilitate their work together. We also recommend regular feedback, not only informally, but also through an annual reflection of how the mentor/mentee relationship is functioning. It is not required that committees use these tools. The School Head/Extension Program Leader and the Associate Dean for Academic and Faculty Affairs will serve as sounding boards that can help facilitate positive mentoring relationships, as well as problem solve.

We recommend that the university continue its affiliation with the *National Center for Faculty Development and Diversity*, which is currently available free of charge to OSU faculty. Over time, other valuable resources may be added or substituted.

III. Resources and Training for Mentors

Mentors may want to supplement their skills and knowledge through participation in irregularly scheduled mentoring events on campus (e.g., Graduate School) or offered through Equity, Inclusion, and Diversity efforts in the College. We believe that coordination between faculty serving as mentors and the EID committee presents an opportunity to enhance mentoring activities. We encourage mentors to participate in these types of activities as they see the need and time allows. Additionally, there is a growing literature on best practices in mentoring, as well as numerous websites that offer resources. We recommend that the College creates a repository of useful resources for mentors that is periodically updated.

The only faculty members explicitly excluded from serving as mentors are those in a direct or indirect supervisory role (e.g., School Head, Dean). All other faculty may serve in this role.

IV. Recognizing Mentor Contributions

The effort of mentors should be recognized in their percent effort as service to the College, and formally reflected in reports (e.g., digital measures), CV (OSU version), and faculty evaluations. In order facilitate high quality mentoring, it is recommended that each mentor have no more than two to three mentees at any one time.

V. Mentoring Committee Guidelines

Drawing from existing programs, we have identified six principles to guide mentoring committees-mentors and mentees alike. Other guidelines may be set collaboratively by the mentoring committee.

1. Commit to making the time to meet on a regular basis, no less than once a year.
2. Commit to keeping the content of discussions confidential.
3. Utilize relevant documents (e.g., Individual Development Plan, CV, plan of work, annual review, peer teaching evaluations) to guide mentoring.
4. Practice active listening.
5. Provide each other with honest, direct, and respectful feedback.
6. Allow for flexibility in the composition of the committee (reviewed on an annual basis).

VI. Recommended Implementation Timeline

Based on an assessment of capacity and the desire to 'pilot' the mentoring program, we recommend a phase-in process. It is recommended that the program be initiated in the upcoming academic year with new faculty (i.e., hired in 2017-18 or 2018-19). If there is capacity, the program could be extended to a handful of interested faculty members. A trial period will provide opportunity to observe strengths and weaknesses and to adjust accordingly; give faculty time to become comfortable with the program and gain their commitment to participate; and build capacity (e.g., mentoring training; faculty promotions will lead to more potential mentors).

APPENDIX F – PEER REVIEW OF TEACHING

PEER REVIEW OF TEACHING GUIDELINES
COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES
Approved by School Heads (formerly, Co-Directors) February 17, 2015

Summary:
- Together with the instructor, peer reviewers identify one course this academic year to review
- Both peer reviewers attend the same session of that course
- Review the syllabus, observe one class session (50 to 60 minutes maximum) and review any documents and activities from that class session
- Jointly write an evaluation letter to the School Co-Directors
- Submit the review no later than the end of the quarter in which faculty conducted their observation and no later than June 1st if they are observing in spring quarter.

The purpose of the peer review of teaching is to provide helpful feedback to each faculty member for the continued improvement of instructional programs and student engagement. Peer reviews are required in promotion and tenure dossiers and are considered in periodic reviews of faculty (PROF).

Only one course per instructor will need to be peer reviewed during the academic year. Together with the instructor being reviewed, peer reviewers will decide, of the courses taught this year by the instructor, which will be reviewed. Peer reviewers are expected to review the course syllabus and attend a single class session on a date that is agreeable to both the reviewers and the instructor. Reviewers should also evaluate any materials distributed during the session they attend. If the class meets for longer than 60 minutes, peer reviewers need attend only one hour.

Following the session, peer reviewers should jointly write an evaluation of the syllabus, any class materials and the class session; the evaluation letter should be addressed to the School Co-Directors. A copy of the review will be given to the faculty member by the School Co-Directors; the original will reside in the faculty member's personnel file. The evaluation should include the name of the instructor, the names of the reviewers, course number and title and the date the class was observed. Peer reviewers should be open to meeting with the faculty member if requested to do so.

Following is a guide to be used in peer evaluation of teaching materials (e.g., syllabi, handouts, assignments) and in observation of classroom teaching. In the review, address the relevant points and include an overall summary statement.

Peer reviewers should be cognizant of class size, level and any special requirements of the course being evaluated. Some points may not be applicable to all situations, whereas others may need to be added, depending upon the circumstances. Not all peer evaluators are equally qualified to use a particular point in judging teaching materials or in observing classroom teaching. Any qualifiers should be noted in the peer review.

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POINTS TO CONSIDER IN THE
EVALUATION OF COURSE MATERIALS

</div>

I.   COURSE ORGANIZATION

To what extent:
- Does the syllabus include the minimum required information (see the College's sample course syllabus here: http://health.oregonstate.edu/faculty-staff)?
- Are the objectives of the course clearly specified?
- Do the learning competencies represent the intent of the course in the program curricula?
- Is the content of the course reflective of the course objectives?
- Is the outline/sequence of the content covered in the course logically organized?
- Is the content relevant and/or up-to-date?
- Are the emphases given to various topics of reasonable balance and breadth?
- Does the content cover material from a variety of theoretical, biological, social and/or cultural perspectives?

II.   COURSE REQUIREMENTS

To what extent:
- Are the reading assignments relevant and/or up-to-date?
- Are the reading assignments appropriate for the course level?

- Are the written assignments reflective of the course competencies?
- Is there a reasonable amount of time for students to complete the course assignments?
- Are the directions for the requirements clearly specified?
- Do the teaching materials and assignments allow students the opportunity to be active in the learning process?
- Are the assignments required of students reasonable for the number of students enrolled in the class and the instructor's allotted time for teaching the course?

III.   COURSE GRADING
- To what extent are the standards for grading clearly specified?

IV.   COURSE MATERIALS

- What aspects of the instructor's teaching materials clearly stand out as effective in facilitating students' learning? Why?
- What recommendations do faculty have that might aid in improving the instructor's teaching materials?

POINTS TO CONSIDER IN THE
OBSERVATION OF CLASSROOM TEACHING

To what extent:

- Did the class session start on time?
- Was the instructor knowledgeable about the material presented?
- Were the objectives of the lesson/activity clearly defined for students?
- Did the lesson/activity coincide with the objectives specified?
- Was the lesson/activity appropriate to the audience?
- Was the lesson/activity logically organized?
- Was the lesson/activity effectively communicated to students?
- Was the lesson/activity in adequate detail for the topic and the audience?
- Were the diverse learning styles of students considered in the approaches (e.g., PowerPoint, handouts, videos, discussion, etc.) used in communicating the contents?
- Did the instructor stimulate the interest of students?
- Did the instructor refer to recent developments in the field?
- Did the instructor communicate an enthusiasm for the material?
- Did the instructor have mastery over the content covered?
- Did the instructor respond to students' interests, questions and comments in a respectful and appropriate manner?
- Did the instructor treat students from all social and cultural backgrounds with respect and consideration?
- Did the instructor encourage students to think critically about the contents?
- Did the instructor emphasize important points?
- Did the instructor summarize as appropriate?
- Did the instructor emphasize transitions?
- Did the instructor provide opportunities for participation?
- Did the instructor allow opportunities for questions?
- Did the instructor check to see whether the information was understood?
- Did the instructor deal with controversial topics in a way that helped students feel comfortable?

STRENGTHS AND AREAS FOR IMPROVEMENT

- Describe several strengths evident in the instructor's classroom teaching.
- Identify suggestions that might aid in improvement the instructor's overall teaching effectiveness.

APPENDIX G – PERIODIC REVIEW OF FACULTY (PROF)

CPHHS Policy on Periodic Reviews of Faculty
(Approved by the Dean's Cabinet, 05-17-2018)

Our college policy is to review faculty in accordance with university guidelines for periodic review of faculty described in the faculty handbook: http://academicaffairs.oregonstate.edu/faculty-handbook/faculty-records-confidentiality-and-periodic-review. As described in the faculty handbook, "a regular review of faculty can improve the quality of the teaching, research and service functions of the University. In addition, it will benefit individual faculty members by assuring that they are regularly informed of their status." The required frequency of review for faculty with an FTE of 0.5 or more depends on the type of appointment. Based on the required frequency and the timing of the fixed term faculty annual renewal/non-renewal process, we have set the following review schedule and timeline for periodic reviews of faculty.

Frequency of Reviews by Appointment Type	
Faculty with these appointments:	*Are required to be reviewed….*
Tenure-track faculty	Annually
Tenured Associate Professor	Annually during their second through fifth years in rank at OSU and during any period in which they are reviewed intensively for promotion in rank. Otherwise, they shall be reviewed at least once every three years.
Tenured Professor	At least once every three years
Instructors and Senior Instructor (I and II)	Annually during their first five years of service, during any period in which they are being reviewed intensively for promotion in rank and at least once every three years thereafter.
Assistant Professor (Clinical) Associate Professor (Clinical) Assistant Professor (Senior Research) Associate Professor (Senior Research)	Annually during their second through fifth years in rank at OSU and during any period in which they are reviewed intensively for promotion in rank. Otherwise, they shall be reviewed at least once every three years.

Professor (Clinical) Professor (Senior Research)	At least once every three years
Assistant Professor (Practice) Associate Professor (Practice) Professor (Practice) Other fixed term faculty with professorial rank other than Clinical and Senior Research professorial appointments	Annually during their first five years of service, during any period in which they are being reviewed intensively for promotion in rank and at least once every three years thereafter. Extension county faculty with these appointments are reviewed annually.
Faculty Research Assistants, Senior Faculty Research Assistants (I and II) and Research Associates	Annually during their first five years, during any period in which they are being reviewed intensively for promotion in rank and at least once every three years thereafter.
Professional faculty	Annually
Emeritus appointments, temporary postdoctoral appointments and visiting appointments for two years or less	No periodic review required.

Note: Any faculty member eligible for review is entitled to a review at any time, upon the member's request.

Timeline for conducting reviews	
Fixed-term faculty with six or more years of continuous service, tenure-track faculty and tenured faculty (not including Extension)	
Faculty submit Annual Summary of Academic and Professional Activities Report (hereafter "Annual Summary") for the year (July 1 to June 30) and current CV to School Head/Direct Supervisor	By July 15
School Head/Direct Supervisor prepares written evaluation	Prior to individual meeting
Faculty member meets with School Head/Direct Supervisor for in-person meeting to discuss the review and written evaluation (faculty member is responsible for scheduling the meeting)	By October 1 for SOBE; by end of fall term for BPHS*
Faculty sign written evaluation prepared by School Head/Direct Supervisor	Within 1 week of meeting
Annual summary and signed written evaluation placed in faculty member's personnel file (the faculty member may provide written comments,	Immediately

| explanations, or rebuttal to be placed in faculty member's file at their request) | |

BPHS's process includes the review of faculty by the BPHS Personnel Committee prior to School Head's review, thus requiring additional time to complete the reviews.

Timeline for conducting reviews	
Fixed-term faculty with less than six years of continuous service (not including Extension)	
Faculty submit Annual Summary of Academic and Professional Activities Report (hereafter "Annual Summary") for the year (January 1 to December 31) to School Head/Direct Supervisor	By January 15
School Head/Direct Supervisor prepares written evaluation	Prior to individual meetings
Faculty meet with School Head/Direct Supervisor for in-person meeting to discuss the review and written evaluation (faculty member is responsible for scheduling their meeting)	By April 1
Faculty sign written evaluation prepared by School Head/Direct Supervisor	Within 1 week of meeting
Annual summary and signed written evaluation placed in faculty member's personnel file (the faculty member may provide written comments, explanations, or rebuttal to be placed in faculty member's file at their request)	Immediately

Timeline for conducting reviews	
All Extension faculty	
Faculty submit Annual Summary of Academic and Professional Activities Report (hereafter "Annual Summary") for the year (January 1 to December 31) to Extension Program Leader	By January 15
Faculty meet with Regional Director and/or Extension Program Leader	Varies between December and February (contact supervisor for details)
Extension Program Leader in collaboration with appropriate Regional Director or School Head prepares written evaluation	After individual meetings but no later than April 1

Faculty sign written evaluation prepared by Extension Program Leader and others	By April 30
Annual summary and signed written evaluation placed in faculty member's personnel file (the faculty member may provide written comments, explanations, or rebuttal to be placed in faculty member's file at their request)	Immediately

Timeline for conducting reviews	
Faculty Research Assistants, Senior Faculty Research Assistants (I and II), Research Associates and Professional Faculty	
Faculty work with supervisors to schedule periodic reviews in accordance with frequency guidelines	Within 30 days of start date anniversary or based on schedule set by supervisor

CPHHS Timeline for P & T Process (AY 2018-2019)*

(Final version: 09-06-2018)

Overall Deadlines		Tenure/Promotion
Candidates wishing to be considered for promotion inform School Heads		Winter term prior to Spring submission of dossier
Candidate hands off dossier to unit		June 30*
Unit hands off completed dossier to College Committee		December 15*
College Committee hands off dossier and letter to Dean		January 20*
College hands off final dossier		2nd Friday in February
Provost notifies candidate of decision		By June 15*
Timeline for each component and task	Responsibility	Promotion/Tenure
Initial dossier (candidate's portion) and any updates		
Notify School Heads/Extension PL of candidacy (if non-mandatory)	Candidate	Winter term prior to Spring submission of dossier (by the end of February)
Preparation of candidate's portion of dossier	Candidate	April-June
Identify 5-8 suggested external reviewers	Candidate	By June 1*
Provide suggested names of student letter writers and student committee members	Candidate	By June 1*

Fill and submit Form A	School Administration	June 15*
Finalize initial dossier	Candidate	June 30*
Candidates sign (or do not sign) waiver of confidentiality	Candidate	June 15*
Materials complete by		June 30*
Provide list (separate list) of any dossier updates to School Heads; School Heads will forward as needed	Candidate	September-December
External reviews		
Identify candidate reviewers	School Administration/Extension PL	June
Contact candidate reviewers requesting participation	School Administration/Extension PL	June
Send initial dossier to reviewers—includes request letter, CV, Candidate Statement, 3-5 publications, review criteria, PDs/annual work plans, etc.	School Administration/Extension PL	June-July
Collect external letters (with reminders or substitutes)	School Administration/Extension PL	July-August
Document the external review process in the dossier	School Administration/Extension PL	Ongoing
Materials complete by		September 15*
Student letters		
Identify students for student letter writers and student committee	School Administration	June-July
Collect individual student letters	School Administration	June-July

Arrange for student committee to meet and write letter	School Administration	October- 2nd week of classes
Collect summary student letter	School Administration	3rd week of classes
Document the student letter process in the dossier	School Administration	October 15*
Materials complete by		October 15*
Client/learner letters (Extension only)		
Identify client/learners and request input	Extension PL	August-September
Extension Specialist summarizes input in letter	Extension PL	October 1*
Document the client/learner letter process in the dossier	Extension PL	October
Materials complete by		October 25*
Peer teaching evaluations		
Identify peer teaching evaluators and solicit evaluation letters	School Administration	Once annually
Arrange for peer teaching review committee to summarize all peer teaching reviews over the evaluation timeframe	School Administration	October 20*
Extension Specialist summarizes peer teaching reviews in letter (for Extension faculty only)	Extension PL	October 1*
Materials complete by		October 31*
School Committee letter		

Complete Form A for the dossier	School Administration	September
Contact candidate to request list of significant updates	School Administration	September-October
If applicable, incorporate candidate's updates into dossier	School Administration	September-October
Share PDF of the dossier (open portion only) with the candidate for approval	School Administration	September-October
Meet with the School Committee, as needed, to discuss criteria	School Committee	September-October
School Administration gives dossier to School Committee	School Administration	November 1*
Review materials	School Committee	November
Discuss case, vote and draft committee letter	School Committee	November
Review and finalize committee letter	School Committee	Mid-November
Materials complete by		November 20*
School Heads letter		
Review materials	School Heads Extension PL/Other Supervisor (for Extension candidates)	Late November-early Dec
Other supervisor (if appropriate) writes letter	Other Supervisor	Late November-early Dec
Extension Program Leader co-writes administration letter with School Heads (for Extension candidates)	School Heads and Extension PL	Late November-early Dec
Finalize School Heads letter	School Heads	Early December

School Heads and Extension PL (if appropriate) meet with candidate (School Heads/Candidate meeting)	School Heads and Extension PL	Prior to term break
Materials complete by		December 15*
Optional candidate rebuttal		
Review materials and write letter	Candidate	7 days after School Heads/Candidate meeting
Assembly of School-level dossier		
Assemble materials from external, peer, student and School reviews	School Administration	As items are complete
Finalize and submit to College P&T Committee or Dean only	School Administration	After School Heads/Candidate meeting
Materials complete by		December 15*
College P&T Committee letter		
Meet as needed to discuss criteria	College Committee	Fall term
Contact candidate to request list of significant updates	College Committee	Late December
Review materials	College Committee	Late Dec to mid-January
Discuss case, vote, draft committee letter and finalize letter. Give letter to Dean	College Committee	January 20*
Materials complete by		January 20*

Dean's letter		
Review materials	Dean	Late Jan to early Feb
Finalize Dean's letter	Dean	Late Jan to early Feb
Dean's and College Committee's letters made accessible to candidate	Dean and College Committee	Late Jan to early Feb
Materials complete by		Late Jan to early Feb (depending on which day of the week Feb 1 falls on)
Optional candidate rebuttal		
Review materials and write letter	Candidate	7 days after Dean's and College's letter received
Materials complete by		2nd Thursday in February
Assembly of college-level dossier		
Assemble materials	College Administration	2nd Friday in February
Finalize and hand off	College Administration	2nd Friday in February
Materials complete by		2nd Friday in February

*if the date listed in the timeline falls on a nonbusiness day, the deadline will be the following business day