



**Oregon State University**  
College of Agricultural  
Sciences

# Hiring and Staffing Manual for College of Agricultural Sciences' Appointments

November 8, 2023

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# 1 INTRODUCTION

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The College of Agricultural Sciences (College) developed a series of policy documents covering staffing, recruiting, and current employee human resource actions for administrative leaders, academic-ranked faculty (tenured, tenure-track, non-tenure-track professorial ranks; research associates; faculty research assistants; and instructors), and staff. This manual consolidates all College policies into a single document and eliminates the duplication among individual documents. The manual is arranged into three primary sections. First, a section explains where the College applies and acts concerning our commitment to diversity and community. The second section on staffing and recruitment covers submitting a request for a position, initial posting, the interview process, salary negotiations, and developing a letter of offer. The third section covers current employee human resource actions and policies for faculty after they begin their position, but does not cover routine HR actions such as timesheets, PAR forms, job change forms, etc. Additional information and expectations for academically ranked faculty can be found in the [Collective Bargaining Agreement](#) between Oregon State University and the United Academics of Oregon State University.

## 2 COMMITMENT TO DIVERSITY AND COMMUNITY

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Updated October 2021

Equity, inclusion, and civil discourse are core values of the College and a key component in fulfilling the Land Grant mission of the University and College. As such, College leaders, faculty, staff, and students need to think purposefully about developing and demonstrating a commitment to diversity and inclusion, which will result in a college-wide culture that embraces all aspects of diversity. The College's commitment to equity and inclusion is such that **all** positions, regardless of rank, will address achievement in this important area in the position descriptions, annual performance assessment, and dossier construction and assessment. This document details our commitment to becoming a more diverse and welcoming environment and guides how College leaders, faculty, staff, and students can promote equity and inclusion in all aspects of what we do. This document also details hiring practices and language for position descriptions that will authenticate our commitment to diversity. The College's document, [Community Agreement for Real Engagement \(CARE\)](#), outlines the College's principles and practices for creating a welcoming, inclusive environment for all employees and stakeholders.

### 2.1 INCREASING RACIAL, ETHNIC, AND GENDER DIVERSITY OF COLLEGE'S FACULTY OF THE FUTURE

The College has identified several strategies to diversify pools or proactively recruit potential candidates including the following:

- Establish relationships with potential candidates at professional meetings.
- Establish post-doc positions that can transition to Assistant Professor within 3 years.
- Establish a training institute, conference, or another recurring event to draw Ph.D. candidates/early career professionals to campus with equal goals of establishing network relationships, supporting the professional preparation of future faculty, and showcasing what OSU has to offer prospective colleagues.
- Invite and fund visits by potential diversity candidates to give department seminars and tour the campus.

The College will consider proposals from units to provide matching resources (50%) for these strategies.

### 2.2 LEADERSHIP

The College expects all unit leaders to demonstrate leadership in changing the culture of their unit and college in promoting diversity and inclusion. Unit leaders are expected to use the College's CARE document (referenced above) as the basis for guiding unit conversations

during unit meetings and retreats. Furthermore, leaders are expected to seek input from faculty and stakeholders periodically to assess activities in these areas. Leadership in this area may take several forms. Leaders should state their commitment clearly and regularly to faculty and staff in meetings or through other channels and should consider engaging their units in learning and skill-building opportunities regarding diversity and inclusion at unit meetings or retreats while also supporting unit members of all ranks engage in similar professional development opportunities during work hours in partial fulfillment of their duties in this area. The OSU Office of Intentional Diversity offers numerous [educational programs](#) to assist units and individuals in growing their knowledge, skills, and values in this important area, and participating in these programs is a clear demonstration of a faculty member's commitment to DEI. Leaders might consider establishing a committee to develop a unit diversity plan. Leaders should include "demonstrate commitment to diversity and inclusion" or a stronger commitment in **all** position descriptions and should discuss diversity and inclusion activities and professional development during annual evaluations with unit members under their leadership. The college will actively work to identify and promote diversity within the College leadership ranks and has established a diversity award to acknowledge efforts related to diversity and inclusion among individuals or teams of students, staff, and faculty. Furthermore, all unit leaders are to become Search Advocates and maintain their certification.

## 2.3 POSITION DESCRIPTIONS

Position descriptions for **all** faculty and staff will contain measurable, assessable expectations that the employee demonstrates a commitment to diversity and inclusion, including efforts to promote equitable outcomes among learners of diverse and underrepresented identity groups. Furthermore, position descriptions will contain a statement that all faculty will adhere to the principles and practices in the College CARE document (referenced above). Individual faculty might consider putting this expectation in position descriptions for graduate students and post-doctoral trainees. We acknowledge that positions funded on grants and contracts may have fewer expectations beyond nominal expectations for service and civility. Expectations and duties regarding diversity and inclusion could be included in a general statement regarding the purpose of the position, or they may be more specifically identified under teaching, research, extension, service, or other duties as assigned. In many cases, this expectation will represent a minimal commitment of time and might include activities or enhancement of activities or practices in which faculty and staff are already engaged. All position descriptions will include an expectation that faculty will participate in DEI training annually (see [OID educational programs](#)) Some units may have a greater need for diversity-related activities and may have faculty who would like to commit significant time (≥25%) to these efforts (see **Table 1**). In those cases, specific expectations or assigned duties should be included in position descriptions and these activities need to be tracked and their impact needs to be evaluated for annual review, as well as promotion and tenure. Efforts by a faculty member with significant activities assigned to diversity and inclusion should be acknowledged



by reducing expectations in other duties (e.g., teaching one less class). In the following sections, we suggest activities that might be accomplished in each major area of expectations for performance reviews and promotion and tenure. Appendix A provides example language for these expectations for incorporation into position descriptions.

## **2.4 PROFESSIONAL DEVELOPMENT TO SUPPORT CULTURALLY COMPETENT ENGAGEMENT IN ALL ASSIGNED DUTIES**

- Participate in educational and skill-building professional development offered by OSU and professional associations.
- Continually build a foundation of knowledge and cultural competence skills to allow constructive support of individuals from underrepresented populations and reciprocal engagement with underserved communities.
- Completion of train-the-trainer workshops and subsequent co-facilitation of workshops for other OSU community members.
- Form or participate in College or Department organized learning communities that support exploration, learning, and skill-building through shared readings, discussions, and workshops.
- Participate in cultural events or additional opportunities on- or off- campus each year.

## **2.5 SERVICE**

- Complete Search Advocate training.
- Maintain Search Advocate status with additional professional development programs.
- Serve as Search Advocate on a search committee.
- Service on a university, college, or department committees or in a professional society related to diversity and inclusion.
- Take the Difference Power and Discrimination (DPD) summer training or ADVANCE training.
- Participate in professional society workshops or other continuing education events.
- Host foreign visitors, scholars, or exchange students in departments, labs, or at Branch Experiment Stations.

## **2.6 TEACHING AND ADVISING**

- Incorporate culturally-sensitive teaching, advising, and mentoring practices in your daily duties.
- Mentor/advise graduate or undergraduate students from underrepresented groups.
- Serve as a “safe place” point of contact for a unit.
- Add lectures, discussions, assignments, or activities on issues of difference, power, discrimination, and their effects or relationships (or the flipside – case studies of where

broadened participation, engagement, and diverse perspectives transformed/catalyzed advances) to the subject matter in any class.

- Engage in recruitment, mentoring, and retention efforts related to individuals from underrepresented populations.

## **2.7 RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY**

- Participate in an education/training grant specifically targeting recruitment or retention of underserved populations in any discipline covered under College activities.
- Participate in a research grant concerning the use by, participation among, or accessibility to underrepresented and underserved groups to resources, activities, or decision-making in any discipline covered under College activities.
- Develop scholarship related to activities described in this document.
- Give an invited presentation on a diversity and inclusion topic in your discipline.
- Learn about and begin incorporating the principles and concepts of engagement scholarship, including underserved community groups or individuals in the co-creation, co-management, and co-dissemination of research questions, processes, and products.

## **2.8 OUTREACH AND ENGAGEMENT, INCLUDING EXTENSION**

- Develop and deliver pre-college programming specifically addressing the needs of underrepresented populations. In some cases, may require collaborative efforts with Oregon Open Campus, 4-H, and/or FFA where available.
- Develop and deliver engaging programs (integrated combinations of research, education, and/or outreach) in full collaboration with community partners.
- Teach approved college-level courses (e.g., Extension minor) that embrace the diversity of learners.
- Participate in providing and promoting experiential learning especially centered on underrepresented learners in programs of work.

Table 1. Examples of duties with significant activities associated with diversity and inclusion and suggestions for how the impact of these duties might be assessed.

Duty	Activity	Amount of effort <sup>1</sup>	Assessment
<b><i>Teaching and Advising</i></b>	Complete DPD training; teach a DPD class	10%	Peer review of teaching, focus group feedback from students, SET scores <sup>2</sup>
	Serve as a unit diversity recruiter	5% <sup>3</sup>	Number of initial contacts, change in numbers of traditionally underrepresented students, exit interviews, student input for student committee letter
	Serve as unit diversity adviser	5% <sup>4</sup>	Student surveys, exit interviews, student input for the student committee letter
	Serve as advisor for student club/group	5%	Student surveys, exit interviews, student input for the student committee letter
<b><i>Outreach and Engagement, including Extension</i></b>	Develop and present programs specifically targeting underrepresented populations.	5-10% <sup>5</sup>	Survey of stakeholders/clientele that assesses the impact of the program, bilingual or other accessibility-sensitive scholarship products produced to support program, peer review of teaching events, awards

<sup>1</sup> Estimated amount of effort; the actual level will be set via discussion between the unit leader and faculty member.

<sup>2</sup> SET scores for faculty teaching DPD classes are typically lower than SET scores for non-DPD classes.

<sup>3</sup> Preparing for, participating in, and doing follow-ups for a recruitment event at a national conference might take 2% of a faculty member's time. A person assigned this duty would likely participate in 2 or more of these conferences per year.

<sup>4</sup> Depends on the number of minority students in the unit; assumes person would participate in advisor training and activities associated with minority populations (i.e., advise sponsored student organizations).

<sup>5</sup> Amount of effort will depend on the scope of the program (number of components or presentations, scholarship requirements, etc.) and could include all of a faculty member's time assigned to outreach and engagement.

Table 1. Continued.

<b>Research, Scholarship, and Creative Activities</b>	Write an education/training grant specifically targeting recruitment, mentoring, and retention of underserved populations in any discipline covered within the College.	5-10% <sup>6</sup>	Peer review scores, grant-funded, scholarship related to education project, confidential testimonial reflections by mentees upon completion
	Write a research grant concerning the use of, participation in, or access of underrepresented groups to resources in any discipline covered within College activities.	5-10% <sup>7</sup>	Peer review scores, grant-funded, scholarship related to the research project
	Publish peer-reviewed journal articles on diversity, Equity, and inclusion.	5% <sup>8</sup>	Citation rate
	Write or translate extension bulletin, paper, training manual, or other program materials in or to non-English language.	5% <sup>8</sup>	Citation rate, downloads, adoption in other programs
<b>Service</b>	Multiple service activities are specifically associated with diversity, inclusion, and climate within the unit and college.	5-25%	Survey of stakeholders/clientele that assesses the impact of activities, awards
	Develop or provide leadership in professional society diversity, equity, and inclusion programs.	5% <sup>9</sup>	Survey of membership or participants that assesses the impact of the program, awards
	Chair unit diversity committee or another unit- or college-level diversity assignments.	5%	Survey of stakeholders/clientele that assesses the impact of activities, awards

<sup>6</sup> Funded grants will require significantly more time to complete the training or educational activities proposed in the grant.

<sup>7</sup> Funded grants will require significantly more time to conduct the research proposed in the research.

<sup>8</sup> Amount of effort is dependent on the length of the paper.

<sup>9</sup> Amount of effort is dependent on the nature, scope, and size of the program.

## 3 STAFFING AND RECRUITMENT

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### 3.1 FACTORS INFLUENCING STAFFING DECISIONS

Updated July 2023

Periodically (usually annually) the Dean's office releases a priority staffing call guiding units to request their top one to three priority faculty positions (tenure-track or professor of practice). Priority staffing requests will typically include a position description for each position and an explanation of the priority need for the position(s). These *priority-staffed* positions if approved are placed on the unit's category 1A list. The priority staffing process may also include requests for unit support funds for specific purposes for up to three years. Once all the requests are assembled, the Dean's office summarizes the requests and shares them with unit leaders to determine if there may be shared interests in positions. The number of requests always exceeds the college's capacity to fill positions, so the Dean's office spends considerable time determining what positions to fund once the college's funding capacity is analyzed. Priority-staffing requests are maintained in the Dean's office and frequently inform conversations with the legislature regarding additional funding, or with potential donors. The factors below are used by the Dean's office when ranking positions for possible funding.

Positions vacated when tenure is denied based on a unit-level recommendation will remain in the unit, with the understanding that the unit must submit a new position description for review and approval through the College's priority staffing process; the new position description will be evaluated using the criteria outlined below.

#### 3.1.1 Addresses Planning Goals

Supports teaching, research, or Extension (or a combination thereof) in the basic or applied sciences essential for research or the education of new generations of students and stakeholders to advance the goals emphasized in the following:

- Unit Strategic Plan or Intent,
- CAS Strategic Advantages,
- OSU Strategic Plan,
- OSU Extension Strategic Plan,
- National priorities (USDA, NSF, NIH, NOAA, etc.) and State priorities (ODA, ODFW, etc.)

#### 3.1.2 Relevance

- Provides present value to the people of Oregon: economic, environmental, and social.
- Capitalizes on an opportunity to increase the future value of education or research for the people of Oregon and beyond.

- Promotes and enhances diversity and inclusiveness.
- Reflects or anticipates the direction of contemporary science.
- Contributes to integration and collaboration across the College's mission areas, disciplines, and geographic locations.
- Has political or economic support from outside the University.

### 3.1.3 Quality and Performance

- Maintains the integrity of a core program (e.g., a curriculum, a research program, or an Extension program) of high value and impact.
- Has the potential to generate high productivity, as measured by the metrics used within the College of Agricultural Sciences to assess academic programs and units.
- Leverages other funds through partnering, collaboration, and shared funding arrangements.
- Considers the position and potential of the unit in relation to national comparators, including outcomes of college, university, or other external review.

Note: Positions vacated when tenure is denied based on a unit-level recommendation will remain in the unit, with the understanding that the unit must submit a new position description for review and approval through the College's priority staffing process; the new position description will be evaluated using the criteria outlined in this document.

## 3.2 CAS POSITION DESCRIPTION AND ANNOUNCEMENT REQUIREMENTS

Updated April 2022

The College of Agricultural Sciences is fully committed to the University's vision that we need to hire in a different way to enhance learner success and advance the diversity of our faculty and staff. To achieve this end, the College of Agricultural Sciences will include specific expectations in new position descriptions, add preferred qualifications to position announcements, and implement new search procedures where appropriate. Recruiting units should check with OSU [position description guidelines](#). If the appointment includes teaching in the position duties, please also reference the [CAS Teaching Load Guidelines](#) while building the position description. Priority staffed positions will have the position description reviewed by the Associate Dean of Faculty Affairs prior to submission to UHR for posting. At the time of recruitment, position descriptions are entered into the OSU [position description template](#) and submitted to Compensation & Classification (C&C) for approval. The final approved position description is submitted by C&C to the Recruitment team to be entered into People Admin (PA7) where the official record is maintained. The same process is required for updating position descriptions where the current, updated version is also maintained in PA7.

### **Required information to be included in all CAS position descriptions:**

- There is an expectation that, as part of your role in the college, you embody and advance the principles and practices conveyed in the [CAS CARE Commitment](#) document.

### **Required information to be included in CAS position announcements and/or recruitment materials:**

- Oregon State University's commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. Our [Strategic Plan](#) articulates the strategies we believe are critical to advancing and equalizing learner success. The College of Agricultural Sciences is likewise committed to the success of all learners accessed through its extension and outreach programs.
- Please specify that letters of application speak to each required qualification (this can be added as a special instruction).
- Extension faculty positions filled through Extension Administration also require the standard language currently used by Extension for recruitments.

### **Required Qualification for all CAS positions:**

- Commitment to promoting and enhancing diversity, equity, and inclusion.

### **Professorial-ranked position additional required preferred qualification:**

- Record of/commitment to work with underrepresented/underserved students or other audiences.
- Life experience, education, or training that broadens capacity to equalize student success or impact underserved audiences. (For positions with Extension or teaching duties).

## **3.2.1 Professorial-Ranked position description requirements and guidelines**

Updated April 2022

Note: Language in bold and italicized must be included in position postings.

In addition to the above requirements, the following position description guidelines are to be used by the College of Agricultural Sciences units when recruiting professorial-ranked faculty (tenured or tenure track, professor of practice, senior research, and research associate positions).

### 3.2.1.1 Position Description

**Name and Rank, (title if appropriate):** A position description for recruitment does not have a name; the name should be inserted after the selected candidate has accepted the position. Most recruitments will be at the lowest rank (i.e., Assistant Professor, Research Associate, etc.), but the Dean's office may approve a multiple ranks (i.e., Assistant or Associate Professor) or a senior rank (i.e., Associate Professor or Professor) recruitment depending on anticipated applicant pool or to meet unit needs (i.e., no or few senior faculty members). Positions that support specific programs in the college may also have a title (i.e., Extension Wildlife Specialist, Berry Specialist, etc.).

**Appointment:** 9-month or 12-month

**FTE:** Anticipated level of funding support. For Cat 1A positions this is typically 1.0 FTE for 9-month or 0.75 FTE for 12-month positions. Professor of Practice position is typically 1.0 FTE for 12 months. For soft-funded positions, FTE may vary depending on grant or contract support.

### 3.2.1.2 Position Summary:

Applications are invited for a [9-month or 12-month], [FTE] [tenure-track, professor of practice, senior research or research associate] position at [rank, positions above Assistant require approved by Dean's office] in [title or discipline] in the [department or experiment station] of Oregon State University.

One to several paragraphs on the scope, mission, and expected impacts and outcomes of the position.

All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship is intellectual work in research, teaching, or extension that is shared with peers in journals, in formal peer-reviewed presentations at professional meetings, or comparable peer-evaluated forums.

***“College of Agricultural Sciences faculty are committed to enhancing student success by engaging students in quality academic, research, internships, global studies, and other experiential learning opportunities. Positions with primary responsibility for extension and outreach are likewise committed to learner success through programming appropriate for diverse audiences. There is an expectation that, as part of your role in the college, you embody and advance the principles and practices conveyed in the [CAS CARE Commitment document](#).”***

This position carries the general and specific responsibilities of a faculty member described in the Faculty Handbook and the promotion and tenure guidelines of Oregon State University. These include effective research and extension programs, demonstrable scholarship and creative activity, service contributions, and active professional development.



The incumbent must demonstrate a commitment to diversity, equity, and inclusion through service or specific job duties. The next section on our Commitment to Diversity and Community guides how to incorporate diversity, equity, and inclusion into position descriptions.

This faculty member will design, maintain and/or carry out programs to ensure that all people have equal employment opportunities and equal program participation opportunities regardless of race, color, religion, sex, sexual orientation, gender identity or expression, genetic information, national origin, age, marital status, disability, or veteran's status.

### 3.2.1.3 Decision-Making Guidelines (add as appropriate)

### 3.2.1.4 Position Duties:

All professorial-ranked faculty must have assigned duties (research, teaching, extension, and outreach, or other) service, and scholarship in their position descriptions. If scholarship is not a separate duty then it must be combined with research. Below are examples of primary duties and common responsibilities under each. The percent effort for the italicized sections of "Position Duties" should sum to 100%. The % FTE allocated to Research, Teaching and Extension should align with the budget lines funding the position.

### Research and Scholarly Activities – (XX %)

Include in this section:

- Mentoring graduate research assistants or undergraduate researchers who contribute to your research accomplishments, including those for which you serve as a major professor.
- All priority staffed tenure-track positions with an Agricultural Experiment Station (AES) appointment of 0.20 full-time equivalent (FTE) or greater are required to be an investigator for at least one NIFA Hatch collaborative or Hatch multistate project. Assignment to a NIFA Hatch project will occur within six months of the start date. This statement should be added to the position description "*Serve as an investigator on a USDA-NIFA Hatch collaborative or Hatch multistate project.*"
- Maintain an externally funded research program that adheres to OSU's requirements for research integrity, compliance, and safety.
- Research is expected to lead to scholarly outcomes, including refereed journal articles, oral and poster presentations, abstracts, and proceedings of professional meetings.
- Description of research management duties such as grant applications, compliance, budget management, and supervision if not listed below, etc.
- Scholarship from other duties....

## **Teaching and Advising – (XX %)**

Include in this section:

- Assigned courses—the number of courses and total student credit hours should align with unit guidelines on teaching loads.
- Advising undergraduate students.
- Serving on committees of graduate students for which you are not serving as a major professor.
- Serving as faculty advisor of student clubs.

## **Extension and Outreach – (XX %)**

Faculty with formal Extension responsibilities will show this category as their major effort and should specify the expected scholarly outcomes in this section.

The outreach program is expected to lead to scholarly outcomes including, but not limited to:

- Discovery, creativity, integration, research, and applications communicated and validated through regional, statewide, national, or international peer-reviewed or peer-refereed publications, as appropriate.
- Communication and validation of scholarship through presentations at professional meetings.
- Development and communication of innovative educational materials and effective teaching methods that meet clientele needs, with materials, methods, and outcomes.

For faculty without an Extension appointment, an Outreach section can be included to account for professionally relevant interactions with the “public”. If this effort is less than 5%, outreach should be included in “other assigned duties”

## **Other assigned duties – (XX %)**

These may include:

- Supervision (5 to 10%) is a commonly assigned duty for faculty who supervise faculty research assistants, classified employees, or postdocs.
- Special assignments such as museum curation; facilities management; website, social media or unit communications; etc.
- Other duties that don't makeup 5% of efforts such as serving on graduate student committees for a faculty member who doesn't have any other duty that fits in “teaching and advising.”
- Professional development (could also be combined with service).

## **Service – (XX %)**

Activities in support of the University and its units, or the Profession. Expected of all Faculty. Usually, 1-10%, depending on rank, but some faculty may have increased service expectations based on college or unit needs, especially in the area of diversity, equity and inclusion.

### **Scholarship – (XX %)**

Scholarship, defined by OSU is intellectual work whose significance is validated by peers and which is communicated, may result from any of the assigned duties. For positions where the “research and scholarly activities” section above is not analogous with scholarship, position descriptions must designate the proportion of time allocated to scholarship.

#### **3.2.1.5 Minimum Qualifications:**

List minimum qualifications for the position. To increase the potential applicant pool and diversity of applicants, list only the qualifications that an applicant must have to be successful in the position. List all other, “nice to have” qualifications under preferred qualifications. For example, if we are searching for a person to conduct research on onions we might list “experience conducting research on agricultural, vegetable or root crops” as a required qualification and list “experience conducting research on onions” as a preferred qualification.

#### **3.2.1.6 Additional preferred qualifications:**

- *Record of/commitment to work with underrepresented/underserved students or other audiences.*
- *Life experience, education, or training that broadens capacity to equalize student success or impact underserved audiences. (For positions with Extension or teaching duties).*
- List qualifications that would increase likelihood of success or effectiveness in the position.

### **3.2.2 Examples of text used in Professorial-Ranked position descriptions**

#### **Decision Making Guidelines:**

The incumbent is responsible for all decisions regarding program management, including expenditure of funds, supervision of personnel, mentorship of students, and maintenance of a safe working environment. Decisions to initiate major new programs are reviewed by the Department Head (or Branch Experiment Station Director). Participates in academic curriculum development and delivery. Participates in decision making in departmental, college, and university committees. All decisions made according to Departmental and OSU Policies and Procedures.

Position Duties:

### **Research and Scholarly Activities – (XX %)**

Develop and maintain an externally funded program conducting original and independent research and training in \_\_\_ that is relevant to the agricultural or natural resource interests of Oregon.

Scholarship must be based on a high level of professional expertise, must give evidence of originality, must be documented and validated through peer review, and must be communicated in appropriate ways so as to have impact and significance beyond the University. Activities include, but are not limited to: success in seeking competitive grants and contracts, peer reviewed publication of scientific research, development of scientific technologies/methodologies, and integration of knowledge leading to new interpretations.

Add scholarship from all duties.

### **Teaching and Advising – (XX %)**

Contribute to undergraduate/graduate student teaching in the \_\_\_ program by teaching \_\_\_ undergraduate and \_\_\_ graduate classes per year. Participate in graduate or undergraduate level seminars, workshops, guest lectures, and/or discussion groups. In addition to formal coursework, provide mentorship to graduate students in their advanced degree programs and undergraduate students in experiential learning projects. Demonstrate a commitment to diversity and inclusion, including efforts promoting equitable outcomes among learners of diverse and underrepresented identity groups.

### **Extension and Outreach – (XX %)**

Develop an extension presence; start and maintain applied research in support of extension activities

- Conduct needs assessments and work collaboratively with other faculty, agricultural stakeholders, community partners, and state and federal agencies to establish a robust Extension program that meets the needs of Oregon's diverse cropping systems, agroecosystems and environments.
- Collaborate with area field crops, forages, horticulture and livestock faculty to coordinate and make available Extension programs related to \_\_ techniques, such as \_\_\_.
- Conduct applied research on \_\_\_ to improve \_\_, sustain agricultural production, and enhance \_\_\_.
- Develop and update educational materials and products on best management practices based on \_\_\_ as part of the tools for period trainings for field Extension faculty.
- Utilize appropriate communication channels including websites, social media, publications, electronic messaging, workshops, field demonstrations and noncredit courses as ways to reach target audience across Oregon and PNW.

- Provide leadership for Extension agriculture work groups related to \_\_\_ and work with neighboring states for multi-state collaborative projects and trainings.
- Obtain local, regional and national funding and utilize fee-based programming and cost-recovery methods to support \_\_\_ research and Extension programs.
- Participate routinely in the evaluation of the quality and impact of educational programming that is provided to audiences and report outcomes in Digital Measures reporting software.

The faculty member is expected to publish results in peer-reviewed journals and transfer information to industry audiences through extension and industry publications. These findings will also need to be presented at grower meetings and field days.

Other assigned duties – (XX %)

These may include special assignments such as museum curation; website, social media or unit communications; facilities management; etc.

#### **Service – (XX %)**

Faculty are expected to be collegial members of their units, and to perform appropriate service that contributes to the effectiveness, diversity and inclusiveness of their departments, colleges, the University, and their professions. University service includes serving the University-wide community of research, teaching, and extension faculty including development of community resources. Professional service includes, but is not limited to, reviewing manuscripts for journals and proposals for national funding agencies, and involvement in professional organizations.

### **3.2.3 Approved language for Extension Tenure-track position duties Ag Extension**

Updated 2022

#### **Instructions**

Please use this approved language to define duties and responsibilities that suits the Extension position in your department/unit. Select appropriate text that defines your position's Extension teaching criteria and evaluation. Select other language that compliments and adds value to the other assignments that qualify and strengthen Extension teaching and research. It is recommended that you do not copy and paste all these duties into one PD, but rather use this document as a set of menus that you can choose from to meet the needs of your position. You may add other Extension unit specific metrics that supports the position's mission. Cumulative allocation of position duties should always equal to 100%.

#### **1.0 XX% Extension Teaching and Related Assignments**

***(a) Extension Teaching Language***

- Utilize Oregon State University's [six principles of teaching excellence](#) that include audience consideration, planning, enhanced engagement, teaching, assessment, and reflection to provide a high level of non-credit teaching for extension audiences.
- Conduct on-going needs-assessment activities to determine the educational needs specific to this position's audiences.
- Recommended audiences for this Extension program are [*insert audience types*].
- Develop, design, and deliver statewide Extension educational programming in the [*insert specific discipline(s) of the position*].
- Subject matter areas include ...
- Utilize a variety of teaching and engagement opportunities (online and face-to-face) to convey useful information to Extension audiences.
- Create innovative educational materials and use effective Extension teaching methods that meet clientele needs, with materials, methods, and outcomes shared with peers in the state, region, and/or nation.
- Design programs that can be offered centrally or online to maximize client participation across Oregon and beyond.
- Extension teaching methods may include but not be limited to classroom teaching, workshops, seminars, online teaching, hybrid teaching, all Professional and Continuing Education (PACE) formats, etc.
- Meet the information needs of local and regional audiences by accessing information from a variety of sources and disseminating it through appropriate mechanisms (internet, newsletter, newspaper, radio, television, presentations, etc.).
- Design or adapt a clear evaluation protocol to evaluate and to report research and Extension program impacts locally, regionally and/or internationally.
- This position is expected to solicit peer teaching evaluations and citizen evaluation of teaching.
- Participate in presenting guest lectures in [*insert disciplines(s)*] classes as needed to stakeholders.
- Use technology as a tool to increase the impact of program delivery for constituents including participating in Ask-Extension.
- Extension teaching may also involve providing one-on-one consultation and educational programs to target audiences depending on their needs.
- Engage and contribute to equity, inclusion, and diversity as part of teaching, educational delivery, advising, research, Extension, service, and/or scholarly outcomes. Outputs and impacts of efforts to promote equity, inclusion, and diversity should be included in promotion dossiers.

### ***(b) Partnerships/Collaboration/Networking***

- The program should be developed and implemented in collaboration with industry, research, Extension, and academic teaching colleagues to achieve national and international recognition by keeping abreast of, interpreting, and presenting results from Oregon, regional, national, and international sources to Extension audiences.
- Develop networks of formal and informal interest groups in subject matter areas where appropriate. Utilize partnerships with diverse interest groups to provide advisory support and to enhance program quality and delivery. This will likely include [*insert partners/interest groups here if applicable*].
- Identify program needs and priorities by engaging [*insert stakeholders type here*].
- Develop annual plans of work that address educational needs as well as evaluate the quality and impact of educational and research programs.
- Collaborate with other researchers and Extension faculty and agencies [*insert partners here if applicable*] to develop relevant science-based solutions to address prioritized challenges and opportunities.
- Engage with community-based and regional, and national organizations to support innovation, entrepreneurship, and economic development within local, regional, state, or national boundaries as appropriate.
- Participate in presenting guest lectures in [*insert disciplines(s)*] classes as needed to stakeholders.
- Travel is required to provide these Extension educational programming and services.

### ***(c) Accountability***

- Develop annual plans of work that address educational needs as well as evaluate the quality and impact of Extension educational and research programs.
- Regularly measure and report program impact in the Faculty Success online platform.
- Serve as a team member of the [*insert name of group(s) if appropriate*] Extension working group.
- Keep records and provide necessary reports to Extension Administration, the department and/or college, including plans of work, narrative reports, impact statements, statistical reports, and reports of accomplishments. Report outputs and outcomes to Extension regional directors and elected officials (where applicable) in the areas served.
- Provide community and statewide opinion leaders and decision makers relevant, science-based topical information when requested.
- Engage and contribute to equity, inclusion, and diversity as part of teaching, educational delivery, advising, research, Extension, service, and/or scholarly outcomes.

Outputs and impacts of efforts to promote equity, inclusion, and diversity should be included in promotion dossiers.

### **YY% Applied Research**

- Conduct applied research activities that supports Extension programming as well as demonstration projects in areas of specific need and clientele interest in [*insert applied research areas specific to the position*] that emphasize multi-tactic practices, management, and novel technologies. Collaboration is expected with colleagues in other supporting disciplines [*include disciplines as appropriate to support this position*].
- Evaluate and document applied research and Extension impacts of programs and communicate the results to target audiences.
- Collaborate with professional colleagues, industry members, and field representatives [*delete and/or add others as appropriate to meet position needs*] to develop and implement applied research programs in [*insert discipline or subject matter area*].
- Communicate applied research progress and results to stakeholders and provide educational opportunities using peer reviewed publications, professional meetings, commodity group presentations, extension events and electronic communication (i.e., web sites, publications, video conferencing and other online methods).
- Supervise [*insert classification categories that the position will supervise*] program support personnel. These could include Faculty Research Assistants, Post-docs and Bio Science Research Technicians etc. to expand staff capacity within the program to serve broader needs and reach more people.
- Serve as major professor or co-advise or participate as a committee member for graduate students committees as appropriate.
- Individually and as part of teams, secure outside grants, and contracts and/or service fees to support and enhance position-appropriate educational and applied research programs and service activities. The faculty member will be expected to meet all reporting requirements of the funding sources, department, college, and university.
- Create, review, edit, and update appropriate Extension publications that serve the needs of the clientele served.
- Keep abreast of, and interpret scientific, technological and industry developments and trends at state, regional, national, and international levels.

### **XX% Scholarship**

Discover new knowledge and develop creative solutions and applications for problems related to aspects of [*insert specific disciplines here if appropriate*].



Research discoveries should be communicated to the scientific community, Extension audiences, and practitioners using innovative and contemporary tools in both oral and written venues, including web-based formats. Communication may include refereed journal articles, Extension publications, presentations to state, regional, and national commodity and professional groups, media, and other outlets as appropriate.

Assigned duties for this position are expected to result in scholarly outcomes. Scholarly and creative work is intellectual work whose significance is validated by peers and that is communicated. Emphasis in scholarship should be placed on outcomes that recognize activities as a professional practitioner in community settings, as defined in this position description.

Appropriate types of scholarship for this position include, but are not limited to:

- Teaching, discovery, engagement, creativity, integration, research, and application that are communicated and validated through regional, statewide, and/or national publications, as appropriate, and/or through presentations at professional meetings.
- Innovative educational materials and effective teaching methods that meet clientele needs, with materials, methods, and outcomes shared with peers in state, region, and/or the nation.
- Solicitation of private and public support for Extension programs and the Oregon State University Extension Service.

Best practice is to ensure an inclusive scholarship:

- Including diverse perspectives on the research team, particularly among co-principal investigators.
- Emphasizing diversity to address broadening participation in grant proposals.
- Writing articles and books that address issues of diversity/social justice.
- Presenting conference papers on issues of diversity/social justice.
- Increasing the diversity of students who serve as research assistants.

#### **XX% Service**

- Serve as a liaison to area organizations that serve the position's target audiences.
- Participate in departmental and faculty meetings and committees, and serve on departmental, Extension, College and University committees that are consistent with the duties of this position. There is an expectation to balance service at multiple levels within the institution with service to the profession (e.g. professional societies).

- Serve on Department, College, Extension, and University committees as appropriate. Become involved in community service through cooperation with other agencies and organizations. Contribute to the common goals and needs of Extension.
- Serve on industry boards such as [*insert appropriate boards specific to the position*].
- Develop and maintain year-round public relations connections to [*insert industry or community groups if appropriate*].
- Market and promote the Extension Service and Oregon State University. Solicit private and public support for OSU programs.
- Participate in professional development opportunities including in-service training, international volunteer technical consultancies, and active involvement in professional domestic and international societies and associations as appropriate.
- The faculty member is expected to provide service to the department, college, university, and community through committee service or serving on boards, leadership, and liaison roles as appropriate and as requested by unit and university administrations.
- Service on local, state, regional, and national advisory committees, and task forces, as appropriate to position responsibilities is expected.
- Assists with the maintenance of the OSU Extension system on a statewide level. Cooperates with agencies and organizations statewide and other relevant locations.
- Serve as a safe space point of contact for diverse students, faculty, and staff in [*insert unit or department or school*].
- Assist in cohesive marketing of Extension locally, regionally, and statewide.
- Contribute to a welcoming and respectful workplace environment.
- Provide mentorship for newer faculty and students.
- Participate in appropriate professional and scientific organizations specific to the position discipline.
- Participate in professional development opportunities that enhance the educational programming capacities that support this position.
- Maintain active membership in appropriate professional organizations such as [*insert examples of professional organizations*].
- Utilize appropriate and effective methods of communication to promote programs and market Extension across Oregon and nationally.

### **3.2.4 Approved language for Extension Professor of Practice position duties Ag Extension**

Updated 2022

#### **Instructions**

Please use this approved language to define duties and responsibilities that suits the Extension position in your department/unit. Select appropriate text that defines your position's Extension teaching criteria and evaluation. Select other language that compliments and adds value to the other assignments that qualify and strengthen Extension teaching and research. It is recommended that you do not copy and paste all these duties into one PD, but rather use this document as a set of menus that you can choose from to meet the needs of your position. You may add other Extension unit specific metrics that supports the position's mission. Cumulative allocation of position duties should always equal to 100%.

## **XX% Extension Teaching and Related Assignments**

### ***(a) Extension Teaching Language***

- Utilize Oregon State University's [six principles of teaching excellence](#) that include audience consideration, planning, enhanced engagement, teaching, assessment, and reflection to provide a high level of non-credit teaching for extension audiences.
- Conduct on-going needs-assessment activities to determine the educational needs specific to this position's audiences.
- Suggested audiences for this Extension program are [*insert audience types*].
- Following a prioritized needs assessment, develop, design, and deliver Extension educational programming in the [*insert specific discipline(s) of the position*].
- Utilize a variety of non-credit teaching and engagement opportunities (online and face-to-face) to convey useful information to Extension audiences.
- Create innovative educational materials and use effective Extension teaching methods that meet clientele needs, with materials, methods, and outcomes shared with peers in the state, region, and/or nation.
- Design Extension programs that can be offered centrally or online to maximize client participation across Oregon and beyond.
- Extension teaching methods may include but not be limited to: classroom teaching, workshops, seminars, online teaching, hybrid teaching, all PACE formats, etc.
- Meet the information needs of local and regional audiences by accessing information from a variety of sources and disseminating it through appropriate mechanisms (internet, newsletter, newspaper, radio, television, presentations, etc.).
- Design or adapt a clear evaluation protocol to evaluate and to report research and Extension program impacts locally, regionally and/or internationally.
- Use technology as a tool to increase the impact of program delivery for constituents including participating with Ask-Extension.
- Extension teaching may also involve providing one-on-one consultation and educational programs to target audiences depending on their needs.

- Participate in presenting guest lectures in [*insert disciplines(s)*] classes as needed to stakeholders.
- Engage and contribute to equity, inclusion, and diversity as part of teaching, educational delivery, advising, research, Extension, service, and/or scholarly outcomes. Outputs and impacts of efforts to promote equity, inclusion, and diversity should be included in promotion dossiers.
- This position is expected to solicit peer teaching evaluations and citizen evaluation of teaching.

***(b) Partnerships/Collaboration/Networking***

- Develop networks of formal and informal interest groups in subject matter areas where appropriate. Utilize partnerships with diverse interest groups to provide advisory support and to enhance program quality and delivery. This will likely include [*insert partners/interest groups here if applicable*].
- Organize and maintain program advisory and management committees to help identify program needs, make recommendations, assist in program implementation, and evaluate program effectiveness.
- Identify program needs and priorities by engaging [*insert stakeholders type here*]. Collaborate with other researchers and Extension faculty and agencies [*insert partners here if applicable*] to develop relevant science-based solutions to address prioritized challenges and opportunities.
- Engage with community-based and regional organizations to support innovation, entrepreneurship, and economic development within local, regional, or state boundaries as appropriate.
- Develop and maintain efficient methods for addressing high volumes of topically repetitive clientele inquiries through scholarly outputs like Extension publications, videos, and other electronic and media communication tools and strategies.

***(c) Accountability***

- Develop annual plans of work that address educational needs as well as evaluate the quality and impact of Extension educational and research programs.
- Regularly measure and report program impact in the Faculty Success online platform.
- Implement fee-based programming and cost-recovery practices to support and enhance program delivery.
- Serve as a team member of the [*insert name of group(s) if appropriate*] Extension working group.

- Keep records and provide necessary reports to Extension Administration, the department and/or college, including plans of work, narrative reports, impact statements, statistical reports, and reports of accomplishments.
- Report outputs and outcomes to Extension regional directors and elected officials (where applicable) in the areas served.
- Provide community and statewide opinion leaders and decision makers relevant, science-based topical information when requested.
- Utilize appropriate and effective methods of communication to promote Extension programs and market Extension across Oregon and nationally.
- Travel is required to provide these Extension educational programming and services.

### **XX% Applied Research**

- Conduct applied research activities that supports Extension programming as well as demonstration projects in areas of specific need and clientele interest in [*insert applied research areas specific to the position*] that emphasize multi-tactic practices, management, and novel technologies. Collaboration is expected with colleagues in other supporting disciplines [*include disciplines as appropriate to support this position*].
- Evaluate and document applied research and Extension impacts of programs and communicate the results to target audiences.
- Collaborate with professional colleagues, industry members, and field representatives [*delete and/or add others as appropriate to meet position needs*] to develop and implement applied research programs in [*insert discipline or subject matter area*].
- Communicate applied research progress and results to stakeholders and provide educational opportunities using peer reviewed publications, professional meetings, commodity group presentations, extension events and electronic communication (i.e., web sites, publications, video conferencing and other online methods).
- Design or adapt a clear evaluation protocol to evaluate and report research and Extension program impacts.
- Supervise [*insert classification categories that the position will supervise*] program support personnel. These could include Faculty Research Assistants, Post-docs and Bio Science Research Technicians etc. to expand staff capacity within the program to serve broader needs and reach more people.
- Individually and as part of teams, secure outside grants, and contracts and/or service fees to support and enhance position-appropriate educational and applied research programs and service activities. The faculty member will be expected to meet all reporting requirements of the funding sources, department, college, and university.

- Keep abreast of, and interpret scientific, technological and industry developments and trends at state, regional, national, and international levels.

## XX% Scholarship

See section V of the OSU faculty P&T handbook:

<https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines#Practice>

Discover new knowledge and develop creative solutions and applications for problems related to aspects of [insert specific disciplines here if appropriate].

Research discoveries should be communicated to the scientific community, Extension audiences, and practitioners using innovative and contemporary tools in both oral and written venues, including web-based formats. Communication may include refereed journal articles, Extension publications, presentations to state, regional, and national commodity and professional groups, media, and other outlets as appropriate.

Scholarly and creative work is intellectual work whose significance is validated by peers and that is communicated. Emphasis in scholarship should be placed on outcomes that recognize activities as a professional practitioner in community settings as defined by the incumbent's position description.

To achieve promotion, scholarship for this position must include peer reviewed materials that are durable and findable in the web environment. These are typically of the two types shown below but as our communication worlds change, other types of scholarship may fit these durability and findable criteria:

- Publications in peer-reviewed journals which might encompass description and evaluation of novel community-based professional practice or research application, program development and innovation, outcomes of innovative programs and/or services, definitive professional practice reviews, or case reports among others.
- Authorship of extension publications, local or regional "practice" publications, book chapters, other educational materials, and electronic information delivery media if it is either peer reviewed before dissemination or if there is evidence of its adoption and use by peers.

To achieve promotion, there must be an on-going record that both of these types of scholarship are being done though each does not need to be present in every year of record. Documentation must also be provided that shows these scholarly outputs have had impact. These durable, web-findable materials may be augmented by other forms of peer validation such as the following:

- Invited presentations, poster and podium presentations, and published abstracts and/or proceedings at state, regional and national levels, provided that evidence of peer validation is provided.
- Documented impact due to local or regional adoption of improved practices, methods, or programs.
- Secured competitive grants and contracts appropriate for the scope and focus of the faculty member's position.
- Named inventor of a protected intellectual property in the faculty member's field.
- Recognition as a professional practitioner in community settings as demonstrated by
  - honorary degrees
  - awards recognizing community, professional and/or scientific achievements
  - fellowships in national professional and/or scientific organizations
- Requests to serve as a technical advisor to government agencies, industry, or professional groups

Best practice is to ensure an inclusive scholarship:

- Including diverse perspectives on the research team, particularly among co-principal investigators.
- Emphasizing diversity to address broadening participation in grant proposals.
- Writing articles and books that address issues of diversity/social justice.
- Presenting conference papers on issues of diversity/social justice.
- Increasing the diversity of students who serve as research assistants.

### **XX% Service**

- Serve as a liaison to area organizations that serve the position's target audiences.
- Participate in departmental and faculty meetings and committees, and serve on departmental, Extension, College and University committees that are consistent with the duties of this position. There is an expectation to balance service at multiple levels within the institution with service to the profession (e.g. professional societies).
- Become involved in community service through cooperation with other agencies and organizations. Contribute to the common goals and needs of Extension.
- Serve on industry boards such as [*insert appropriate boards specific to the position*].
- Develop and maintain year-round public relations connections to [*insert industry or community groups if appropriate*].
- Participate in professional development opportunities including in-service training, international volunteer technical consultancies, and active involvement in professional domestic and international societies and associations as appropriate.

- Service on local, state, regional, and national advisory committees, and task forces, as appropriate to position responsibilities.
- Assists with the maintenance of the OSU Extension system on a statewide level. Cooperates with agencies and organizations statewide and other relevant locations.
- Serve as a safe space point of contact for diverse students, faculty, and staff in [*insert unit or department or school*].
- Assist in cohesive marketing of Extension locally, regionally, and statewide.
- Contribute to a welcoming and respectful workplace environment.
- Provide mentorship for newer faculty and students where applicable.
- Participate in appropriate professional and scientific organizations specific to the position discipline.
- Maintain active membership in appropriate professional organizations such as [*insert examples of professional organizations*].

### 3.3 COLLEGE SEARCHES (NON-UNIT LEADER)

Updated April 2022

Though units oversee the hiring process for employees within their unit, CAS does have recommended guidelines for such searches and interviews, to be carried out consistently across the College. Search Advocates should serve on committees beginning with development of the position description through presentation of strengths and weakness of interviewees to faculty or administration. Stakeholders may serve on search committees provided they are given the guidance listed below and do not take control of the search process. Search committees **must** reach out to potential candidates and insure a diverse applicant pool. The National Science Foundation's [Survey of Earned Doctorates](#) provides data on the gender and racial background of recent doctoral graduates by discipline and subdiscipline. Make up of applicant pools for all priority staffed positions is expected to approximate the gender and racial diversity of recent graduates. We are also aware that we need to increase the number of Search Advocates available to assist in searches within and outside the college; units are encouraged to ensure that their units have enough representatives from a breadth of appointment types.

#### 3.3.1 Tenure-track and priority staffed position search requirements

- Unit leaders are expected to provide administrative assistance to search committees in developing a diverse list of potential applicants to recruit. This would include using professional association contacts and others.
- The Associate Dean of Faculty Affairs will review and approve the position description before submitting to UHR for posting to OSU Jobs.



- Search committee members and members of the home unit are expected to utilize personal contacts and networks to identify potential candidates and encourage applications from underrepresented groups.
- Phone interviews of top candidates prior to finalizing the recommended interview list are strongly encouraged.
- The Dean and/or the Associate Dean of Faculty Affairs will review and approve each pool and campus interview list prior to scheduling interviews to ensure alignment with diversity and student success goals. Applicant pools that are not diverse may result in a restart of the search.
- Additionally, all searches will use Search Advocates on search committees (2 required on all Priority staffed positions)

### **3.3.2 Search requirements for non-tenure-track and non-priority staffed positions**

It is the college's intent that good search advocacy processes be applied to all recruitments. It is recognized that the nature of the position, size of search committee, and breadth of recruitment will vary.

#### **Required for all CAS searches:**

- All searches will use a Search Advocate on a search committee (2 required on all priority staffed positions)

#### **Instructor searches (exception is made for hiring from an Instructor Pool):**

- Chair should have Search Advocacy training

### **3.3.3 Establishing the Search Committee for Tenure-Track and priority staffed positions**

- It is recommended that search committees have five to seven members. The hiring manager appoints a search committee chair and begins compiling a "short list" of possible names for appointment to the committee.
- Search committee chair and department head must have completed search advocate training.
- The committee should include an independent search advocate from outside the hiring unit.
- It is recommended to include a graduate student representative who is from the hiring department and works in the similar areas with the person appointed to the position.
- For Extension faculty searches, it is up to the department head in consultation of the position description whether to include a stakeholder on the committee.
- Committee members should be diverse in terms of gender and race to bring diverse choices and perspectives to the committee work. Each member should possess

technical expertise sufficient to make astute comparisons among applicants. Each member should be willing to assume the committees' assignments.

The College provides budget allocation to cover external search expenses for approved Priority Staffing and Capacity positions (Category 1a List Faculty) at a rate of \$3,500 per external recruitment. Please email [Jackie.Thorsness@oregonstate.edu](mailto:Jackie.Thorsness@oregonstate.edu) and copy [Sunny.Rong@oregonstate.edu](mailto:Sunny.Rong@oregonstate.edu) at the beginning of your search to receive your budget transfer. Support is not provided for internal searches.

### **3.3.4 Search steps for Tenure-Track and priority staffed positions**

The search committee chair/office manager will submit the finalized position description to the Associate Dean for Faculty Affairs for review and approval prior to submission to UHR for posting to OSU Jobs.

The committee is responsible for recommending to the hiring authority a list of candidates to be interviewed. Phone interviews may be used to be sure the committee is comfortable with the pool of candidates who are brought to campus for interviews.

After a committee has recommended candidates for on-campus interviews, the unit leader must first email the [Associate Dean for Faculty Affairs](#) to obtain permission to interview potential candidates. In the email request, please include:

- names of interview candidates
- EEO report that can be downloaded from OSU job posting website
- Position description
- diversity considerations, and why they stand out
- how many applicants there were in total
- their gender and ethnic profiles
- disposition of the remainder (total number of applicants, how many you did phone interviews with, how many were close unqualified, etc.)
- It is also important to identify if you plan to keep any on hold during the process, or letting the rest go and why.

Once permission is obtained, the committee chair (with help from a support person) can proceed with setting up dates for face-to-face interviews.

### **3.3.5 Extension Hiring Process for Academic Faculty**

1. Associate Dean for Extension is contacted regarding position vacancy or a proposed new position by a department head, unit head, school head or Regional Director.
2. Associate Dean for Extension requests permission from the Vice Provost of Extension and Engagement to approve the position as PoP or tenure track. Associate Dean for Extension also checks with CAS Dean to ensure administrative agreement.

3. Associate Dean for Extension requests a new PD template with all approved Extension language and provisions included from Marcia Dickson; in addition, the Department or School Head, as appropriate, and the Associate Dean for Extension select bullets from approved menu of options.
4. PD is collectively revised to ensure conformity with all Extension statements, language, and provisions to match position classification.
5. Associate Dean for Extension ensures search committee is diverse and conforms to OSU Extension guidelines for searches.
6. Associate Dean for Extension sends draft revised PD to Search Committee for review. For campus-based positions, the Department/School Head also reviews the PD.
7. Associate Dean for Extension makes final decisions on incorporating suggested edits from Search Committee/Department/School Heads.
8. A copy of the final position description should be shared with the Vice Provost of Extension & Engagement/Director-OSU Extension by the Associate Dean of Extension.
9. For county positions, PD is sent to Marcia Dickson for review and to confirm that Equity and Inclusion language and current Extension standard language is included. Marcia then sends to Class and Comp and finally to HR.
10. For on-campus positions, Associate Dean of Extension engages the school head or department head to process the PD through Class and Comp and to HR for posting.
11. Following the recruitment and interview process, the Associate Dean for Extension or hiring authority requests approval to negotiate with the top candidate within a specified salary range.

### 3.3.6 Setting up interview dates

When scheduling interview dates, we recommend they be a *minimum* of 3 weeks out from the date you are calling candidates to setup interviews. This is being respectful to not only the candidates and their busy schedules and time to prepare, but also to your team who is pulling the interview schedules together. These are very time consuming and can be pulled off much more professionally when they are done with time and consideration.

#### Tenure-Track Faculty Searches:

Work with the [Administrative Assistants](#) in the Dean's office to identify potential dates for meeting with the associate dean(s) for 30-minutes. These meetings should take place after the seminar/forum and interview with the committee. Then work with the committee to build the remainder of the itinerary. Follow up with the administrative assistant by relaying candidate interview dates and include each applicant's full application packet (e.g., cover letter, CV), as well as the position description. Final itineraries can be sent when they are complete.

Tip: Make sure you have more dates available than candidates, as you may be unable to get the last person into the last spot. The candidates have busy schedules, as well and could be traveling.

### 3.3.7 Interview schedules

Candidates should be escorted from one meeting location to another to keep them on schedule, and to keep them from getting lost. This courtesy shows a positive face for OSU and CAS. It also shows a level of caring to the candidate and lets them know that we are truly interested in their interview and are taking care of them while they are here.

Itineraries should have a minimum of 10 minutes between meetings (15 when there is a building change). If they are familiar with campus or your area, it's ok for them to travel between meetings on their own, but please be sure someone within each meeting can keep meetings on time. This break allows candidates to pull themselves together for the next meeting, walk to different locations, bathroom breaks, etc.

If candidates are traveling between locations, offer a shuttle service (OSU person to chaperone, or a private company) or rental car. Each candidate should be allowed to choose which transportation options they are most comfortable with. If in a remote location, offer to escort to/from main campus, etc.

### 3.3.8 Interview components for Tenure-Track faculty searches

Interviews should include:

#### On-campus interviews:

- A seminar with the topic related to the position they are applying for. Seminar is to be recorded and made available for those who cannot watch during the seminar time. The deans, all unit leaders, departmental faculty, stakeholders and any others potentially interested are to be invited to participate in the seminar (the earlier in the interview process, the better).\* **Recordings should not be posted online or shared until all candidates have interviewed.**
- Meet with an Associate Dean for 30-minutes. Schedule through [CAS Administrative Assistants](#).
- Meet with the potential academic home faculty (at least the P&T Committee faculty). Can be an informal chalk-talk covering their research and how they best see themselves fitting in with the potential academic home department. The optional chalk-talk should be an interactive session between the candidate and faculty, however it does not necessarily need to be recorded or made available to off-campus faculty. \*\*
- Meet with potential collaborators, students, and support staff as appropriate.
- Tour of the department.
- Meet with [HR Support Services](#) contact to discuss OSU benefits.
- Interview wrap up, preferably last item on schedule (best to be scheduled with the hiring authority).
- Other things may be included that are unique to the given unit.

### Off-campus interviews:

In addition to the on-campus visit, the station visit should include:

- Tour of facilities.
- Meeting with the unit faculty (Could repeat the chalk-talk from campus visit). This should be an interactive session between the candidate and faculty. \*\*
- Meet with support staff and stakeholders as appropriate.
- Other items unique to the given unit.
- Interview wrap-up, should be done at the end of the interview depending on where the second day of the search occurs. This meeting should be scheduled with the Hiring Authority.

A day on campus must be provided as well as a day at the unit. The on-campus portion would follow the same format as above.

### 3.3.9 Committee report

The Chair of the search committee is responsible for submitting a report to the hiring authority. For Tenure Track searches this will be the Unit Leader, who will transmit the report along with their hiring recommendation to the Associate Dean of Faculty Affairs. At a minimum, the report will contain a list of strengths and weakness of each candidate and if they are qualified or unqualified for the position and will summarize the input received from people participating in the interviews.

For additional details, please refer to the [OSU Search Excellence](#) webpage.

\*For off campus interviews, the seminar can be at either location, and must be made available electronically for people at the other location to participate.

\*\*Meeting with faculty (at least the P&T committee) should address the research portion of the position and how it supports/ties to the unit. This must happen during the on-campus visit, should the unit need to provide support for P&T review for an academic home.

## 3.4 COLLEGE UNIT LEADER SEARCH

Updated June 2023

Unit leader positions (Department Heads, Branch Experiment Station Directors, Center and Institute Directors) in the College of Agricultural Sciences (CAS) are critical in ensuring that the college addresses all three of OSU's missions and in maintaining our national and international reputation as a leading Land Grant institution. Unit leaders are integral in developing and maintaining rapport with the college's diverse stakeholders and in stewarding relationships with potential donors and supporters. CAS unit leaders hire, mentor, and promote the development of successful faculty and staff and are expected to demonstrate a commitment to diversity, equity and inclusion and learner/student success. Consequently, hiring a new unit leader is a crucial decision for the college. These guidelines establish the

college's process and expectations for unit leader searches that are conducted with the highest integrity and exceeds best-practice expectations for a search at OSU. These guidelines also establish a stakeholder involvement process that will be more comprehensive than processes the college has previously employed.

Note: Recruitment and interview costs for unit head positions (external searches) will be incurred by the unit and the college provides a \$7,000 budget to provide cost support. Budget will be transferred following the Dean's charge to the search committee.

### 3.4.1 Search process

Each unit leader search will be conducted under the direct supervision of the Dean. The Dean and/or Associate Dean will be responsible for developing the search committee and in ensuring that the search is conducted according to these guidelines. A unit leader from another CAS unit will serve as chair of the search committee and that person must be a trained Search Advocate. A Search Advocate from outside the unit, and preferably from outside the college, will be appointed to serve as the official Search Advocate for the search. Search committees typically will not have more than ten members. Other search committee members will be selected to represent diverse interests within the unit, and other interests at OSU where appropriate. Search committees are also expected to be diverse with respect to discipline, types of employees (tenure-track, professional faculty, and classified staff), gender and other backgrounds within the unit. Academic units search committees should also include a graduate student. All search committees will comply with OSU guidelines for search training and [search excellence](#).

Once the Dean and/or Associate Dean has identified members of the search committee, the Dean will charge the committee (See Appendix C for draft language for charge) and will meet with the entire committee, if possible, but at a minimum with the Chair and Search Advocate. The Dean will articulate his/her expectations for a search that meets the college's high standards, attracts a diverse candidate pool and his/her expectations for a report at the end of the search. The Dean will review the candidate pool at each stage (initial screening, initial short list, phone interviews [if appropriate] and on-campus interviewees) to check for diversity and inclusion considerations prior to proceeding to the next stage.

### 3.4.2 Search committee member roles

***Committee Chair.*** Responsible for the oversight of the search process from the acceptance of the assignment from the Dean through providing a report to the Dean with the strengths and weaknesses of each interviewed candidate.

***Committee support person.*** Identified when the committee is created. This person assists the Chair with setting committee meeting times (rooms, video if needed, etc.), works with Dean's Office staff to coordinate meetings with the deans, acts as a liaison to the business center for advertising and interview permissions, helps setup travel, interview itineraries, etc. for the selected candidates. Also helps with making sure bills and reimbursements are paid, collects

feedback on candidates for committee review, and other miscellaneous tasks that may arise. Typically, this individual is in an administrative role for the hiring Unit/Department. If there are two different interview locations, this person will help coordinate logistics for the secondary site visit (e.g., escorts from one location to another, catered lunches, etc.).

***Search Advocate:*** Serves as a consultant and participates in advocating for the search process by helping the committee identify practices, which minimize the effects of unconscious and unintentional biases.

### 3.4.3 Search committee responsibilities

The responsibilities of the search committee are to:

1. Refine the draft position description and advertise the position. Application materials will include at least a letter of application addressing qualifications, curriculum vitae, a statement regarding diversity, equity and inclusion and minimum of three references. Other materials may be solicited depending on the position.
2. Actively solicit applications from a diverse candidate pool. The search committee will develop a plan for attracting a diverse candidate pool, and provide the diversity plan to the Dean at the onset of the search.
3. Solicit and transmit nominations of candidates to the Dean's office so we can follow-up with an invitation to apply. Search committee members should follow-up with a phone call to further encourage applications.
4. Review applications and select 2-4 candidates for on-campus interviews. Search committee will discuss the selection process with the Dean, including a description of how the diversity plan was carried out by the search committee. Phone interviews may be a necessary preliminary step.
5. Develop an interview schedule (See 3.4.5 or example itinerary) and conduct interviews. The interview should be a minimum of two days in length and should include the following components depending on the unit. The itinerary should be developed referencing the CAS Hiring Instructions for Searches policy to aid with best practices. The meetings below are not arranged by priority, but by level of difficulty scheduling with the individual/group. The College suggests developing the itinerary in this order to reduce scheduling challenges:
  - a. A meeting with the Dean.
  - b. A meeting with the CAS Associate Dean's group.
  - c. A stakeholder session with a broad invitation to stakeholders and either conference call or video conferencing capabilities. This is a Q&A session that does not require a presentation.
  - d. A meeting with other CAS unit leaders. This meeting could also include leadership across campus that may have interest in the position such as the Research Office, Graduate School, Ecampus, etc.
  - e. Meetings with the search committee at the beginning and possibly at end of the search.

- f. A leadership forum in which the candidates explain their background and interest in the position and their vision for the unit. This session should be recorded for later viewing and broadcast to other locations for faculty and stakeholders. This is a question-and-answer forum and candidates should be told not to use more than half of their allotted time for their presentation. **Recordings should not be posted online or shared until all candidates have interviewed. Please make the Assistant to the Associate Dean for Faculty Affairs a collaborator on the video recordings of forums.**
  - g. A meeting with faculty of the unit and from the candidate's potential academic home(s) if different from the unit.
  - h. A meeting with other unit internal stakeholders depending on the unit (students, professional faculty, classified staff, etc.).
  - i. A meeting with CAS/OSU Foundation and Agricultural Research Foundation development teams.
  - j. A tour of facilities.
  - k. A tour of campus and community.
  - l. An exit interview with the search committee chair.
6. Solicit input on the candidates broadly from among faculty, students, and other stakeholders. A Qualtrics survey is the most effective means of soliciting and assembling input from a broad array of people. The Dean's office staff will create and send the survey to the search committee support person for distribution with forum announcements and provide a final report of survey responses to the committee prior to the committee's candidate(s) debrief meeting. Input from the college's external stakeholders will be solicited by the Dean's office.
  7. Develop a list of the candidates' strengths and weakness, including a copy of all the input received from others and provide a written report for consideration by the Dean.

#### 3.4.4 Stakeholder engagement

Stakeholder engagement is an important part of a CAS unit leader search because we rely on our stakeholders to keep us abreast of on-going issues, needs, student training and other demands facing their industries. Likewise, we rely on our stakeholders to support the college and our individual units during biennial legislative sessions and in assisting with the college's development activities. Our unit leaders are frequently the college's most common point of contact with our stakeholders.

These guidelines articulate a model of engagement with stakeholders for our unit leader searches. In the past, stakeholders were represented by one to three stakeholders serving on the search committee. Although we have hired good leaders with this model, the stakeholder engagement part of the process is frequently problematic for a number of reasons. First, many units serve multiple stakeholder groups, some of which have very different agendas, making the selection of one to three individuals representing diverse stakeholder groups challenging. Second, search committee service is a time intensive commitment and frequently stakeholders' schedules require them to miss committee meetings and parts of interviews,



resulting in inconsistent input across candidates. Third, the prolonged search process, interview schedule and OSU search practices are often an enigma or source of frustration to stakeholders.

The CAS stakeholder engagement process for unit leader searches will be managed by the Dean's office in conjunction with and parallel to the search committee. The Dean will invite a panel of 6-12 stakeholders representing diverse interests to engage in the search process (See Appendix D. Draft letter/email from the Dean inviting stakeholders to participate in a unit leader search.). The panel will be invited to comment on the draft position description before the search committee meets to review and refine it. This meeting will be conducted via a conference call with the Dean. The panel will be invited to participate in the interviews by: (1) attending the leadership forum, and (2) participating in a discussion between the panel and each candidate. Panel members may encourage others from their interest groups to participate in these two components. Finally, the Dean's office will solicit input from stakeholders via a conference call, a meeting with the Dean or by panelists contacting the Dean directly via phone, letter, or email. The Executive Assistant to the Dean will be the point of contact for the stakeholder panel including scheduling all phone conferences, one on one meetings with the dean and distributing candidate interview information to panel members.

### 3.4.5 Draft interview schedule for CAS unit leader candidate

Interviews for unit leaders are complex even for small units and become more complex depending on the size and operation of the unit. Search committees should also reference the CAS Hiring Instructions for Searches policy for best practices in developing an itinerary. All unit leader interviews will include an on-campus component and many unit leader interviews for on-campus units may also include a visit to off-campus facilities (experiment stations, research farms or research facilities). During group meetings, typically only one group is represented at a time.

#### Day 1

- Travel (most candidates will rent a car at the airport)
- Dinner with Search Committee Chair, members of Search Committee and or Faculty

#### Day 2

- Typical schedule for on-campus unit leader—can be adjusted to better facilitate movement of candidate from meeting to meeting or on and off campus.
- Breakfast with Search Committee (1.5-2 hrs.)
- Group meetings (Faculty, students, professional faculty, staff)
- Seminar prep (30 min)
- Seminar/forum (1 hour, 15 min)—This will need to be broadcast to off/on-campus faculty and stakeholders and recorded. **Recordings should not be posted online or shared until all candidates have interviewed.**
- Lunch with a few faculty, students, or other interest group

- Group meetings (Faculty, students, professional faculty, staff, stakeholders)
- Associate Deans (45 minutes)
- Dean (45 minutes)
- Stakeholder Panel (1 hr.)—This will need to be a conference call or broadcast to off/on-campus stakeholders.
- Dinner with a few faculty or search committee members
- Social (usually hosted by faculty member)

#### Day 3

- Breakfast with a few faculty
- Group meetings (Faculty, students, professional faculty, staff)
- Meeting with other OSU Administrators with interest in the position (Research Office, Agricultural Research Foundation, Ecampus, etc.)
- Meeting with CAS Development Officers
- Lunch with CAS Unit Leaders (may include unit leaders from other colleges)
- Meeting with HR to discuss benefits and personnel support
- Tour of campus, tour of facilities or travel to off-campus site
- Group meetings (Faculty, students, professional faculty, staff)
- Exit Interview with Search Committee
- Depart for airport or stay over another night (Dinner with a few Search Committee members or faculty)

### 3.5 SALARY NEGOTIATIONS AND OFFER LETTER ROUTING

Updated June 2023

Below is the communication workflow for approval of salary offers, start-up amounts, and other agreements during tenure-track and unit leader recruitments. The College’s accounting team has put together some example language for different positions in an effort for clarity in budget allocations and allows for more flexibility for the newly appointment employee. Please see Appendix F. Example language for offer letters for more details. The DocuSign signing order also ensures that all parties in the recruitment process receive a final copy of the offer letter for recording and accounting purposes.

#### 3.5.1 Tenure-Track hires

1. The unit leader will contact the Associate Dean for Faculty Affairs (ADFA) for approval of salary, start-up negotiations (see example language in 5.6.1), and any other agreements.
2. Upon agreement of salary and other start-up amounts between the ADFA and unit leader, the unit leader (or their administrative support person) will send the completed [Offer Letter Details Template](#) to Human Resources Recruitment (HRR) with “CAS”

included in the subject line. Note: there may be emails between OSU's Academic Officer and OSU Classification/Compensation regarding the correct content of tenure-track language in the offer letter.

3. After HR Recruitment creates the draft offer letter and uploads it in People Admin, CAS Search Support emails the draft offer letter to ADFA for review. Upon approval by the ADFA, CAS Search Support emails the Unit Search Support to let them know the Department can extend the letter of offer upon their review and approval.
4. CAS Search Support contact downloads the signed offer letter and emails to Jackie Thorsness.

### **3.5.2 CAS Unit Leader hires**

Hiring for a Branch Experiment Station Director, Department Head, or Center or Institute Director

- 1) The Dean and the Associate Dean of Faculty Affairs (ADFA) will negotiate and authorize salary, start-up negotiations (see example language in Start-up package: 5.6.1), and any other agreements.
- 2) The Dean, or a Dean's assistant will send the completed [Offer Letter Details Template](#) to Human Resources Recruitment (HRR) with "CAS" included in the subject line.
- 3) After HR Recruitment creates the draft offer letter and uploads it in People Admin, Unit Search Support contact submits the draft offer letter to ADFA for review. Upon approval by the ADFA, Unit Search Support contact submits "CAS-approved letter" to candidate for signature.
- 4) Search Support contact downloads the signed offer letter and email to ADFA & Jackie Thorsness.

## **3.6 ASSOCIATE UNIT HEAD POLICY**

Updated July 2020

A unit leader may provide a position description update and designate an Associate Unit Head with the approval of the Executive Associate Dean. For additional information, please contact the [College's Chief Operating Officer](#). The College does not normally provide additional funding in support of associate unit head positions.

## **3.7 ENDOWED FACULTY APPOINTMENTS AND PROGRAMS**

Updated December 2021

### 3.7.1 Introduction

Endowed faculty positions and programs bring unique visibility and prestige to the College of Agricultural Sciences (College). The College awards appointments to faculty and administrators for their excellence and prominence as researchers, teachers and Extension educators. Endowed faculty appointments and programs are typically supported by gifts to the OSU Foundation that honor the names of the donors. Endowed positions and programs are established to attract and retain outstanding faculty who have distinguished themselves through their teaching, research, scholarship, and creative works. The College currently has numerous endowed positions and programs. The creation of endowed faculty positions and programs are among the highest continuing-priority for the College's development program. This document establishes policy and procedures for the College's endowed positions and programs and is consistent with OSU Named Faculty Appointments and the [OSU Foundation's guidance on endowed gifts](#).

### 3.7.2 Purpose and definitions

The purpose of endowed positions and programs is to enhance and facilitate the research, teaching, and outreach missions of the College. Criteria for appointments to endowed faculty positions and programs will reflect the stated priorities and restrictions established in the gift agreement when the endowment was created. The following general definitions and criteria will apply to the five endowment categories.

**A. *Endowed Department Head, Station, or College Center/Institute Director***—Named Department Head, Station, or College Center or Institute Directors are the highest named appointment titles in the College of Agricultural Sciences and are established by the Dean. Establishment of a named department head or director can only occur once for the unit. Therefore, it is important that the gift supporting the position be at a significant level. Currently the minimum gift to establish a named department head, station director or college center or institute director is \$3 million. Any changes to the current established minimums will be noted on the OSU-F website. The specific amount must be approved in advance by the Dean. The income budget from the gift fund will be placed annually in the discretionary fund of the department head or director. The use of gift funds is to align with the intentions of the donor and may be set forth in the gift agreement. The specific use of funds for a named department head or station, center or institute directorship is at the discretion of the Dean. A named department head or named station, center or institute director must be held by a tenured professor.

**B. *Endowed Chair***—An endowed chair is one of the highest honors that can be bestowed on a faculty member. The highest level of performance, and national and international distinction of that performance, are inherent guidelines for appointment of a chair holder. The college's expectation of unquestionable excellence in at least one of the four position dimensions (research, teaching, outreach and service) must be met in addition to any specific selection criteria associated with a particular endowed position. The appointment to an

endowed chair may recognize a current faculty member or may be associated with recruitment of a new faculty member; but, in all appointments, excellence should be evidenced by several years of outstanding performance based on national and international standards. Minimum gift to establish an Endowed Chair is \$2 million. The use of gift funds is to align with the intentions of the donor and set forth in the gift agreement. The specific use of funds for a named chair is at the discretion of the Dean. A named chair must be held by a tenured professor.

**C. *Endowed Professorship***—The holder of an endowed professorship should be considered as receiving a high honor, as well as recognition of consistently outstanding performance and ability. The College's expectation of a distinguished record of performance in one of the four position dimensions (research, teaching, outreach and service) must be met in addition to any specific selection criteria associated with a particular endowed position. The appointment to an endowed professorship may recognize a current member of the faculty or it may be associated with recruitment of a new faculty member. Minimum gift to establish an Endowed Professorship is \$1 million. The use of gift funds is to align with the intentions of the donor and set forth in the gift agreement. The specific use of funds for an Endowed Professor is at the discretion of the Dean. A named chair must be held by a tenured faculty member and are typically held by professors. An associate professor may be appointed to a named professorship when justified by truly extraordinary merit. An assistant professor may not be appointed to a named professorship.

**D. *Endowed Faculty Fellows or Scholars***—The awarding of an endowed faculty fellow or scholar is to recognize and encourage a current member of the faculty who has achieved distinction or who has displayed significant promise for future eminence in research, teaching and/or outreach. The College's expectation of the promise of higher performance must be met, as well as any criteria stated in the gift agreement. Named faculty fellows and named faculty scholars are appointments typically supported by gifts of \$500,000 and \$250,000, respectively. Generally, they are intended to support the work of exceptionally promising assistant and associate professors. However, as warranted by specific gift agreements or other circumstances, named fellow or scholar appointments may be appropriate to support the work of professors; research or teaching faculty; or in instances when the gift does not reach the threshold for a professorship or chair. The specific use of funds for a named faculty fellow or scholar is at the discretion of the Dean and must align with the gift agreement. Faculty appointed to endowed fellow or scholar positions may be on tenure-track or non-tenure-track appointments.

**E. *Endowed Programs***—The establishment of an Endowed Program enhances the visibility, quality and effectiveness of the College's research, education and outreach programs, and related activities. Establishing an endowed program will require a minimum endowment of \$50 thousand. Endowed Programs support broad areas of the College mission such as resident instruction, research, and extended education. There may be more than one

endowed program in any one area, but each program will have a unique identity. For example, there could be two endowed programs in resident instruction in a department—one for undergraduate education and a separate one for graduate education. Income from endowed programs may be used to pay faculty or other salaries, but individuals associated with an endowed program do not normally carry an honorific academic title. Each endowed program will have a designated program manager with an administrative assignment.

### 3.7.3 Establishing new endowed positions or programs

The OSU Foundation works with the Dean and donors to establish a new gift fund to support a named faculty position or program. The OSU Foundation approves [minimum gift levels](#) for establishing appointment types and works with donors and the Dean, who approves the establishment of the gift fund. The Provost also approves establishment of new funds to support all appointment types. Appointments are typically named in honor of the donor. The name of a position supported by an endowed fund is agreed to by the OSU Foundation, the donor, and the Provost.

Donors make the formation of endowed positions and programs possible, and they typically indicate program or position emphasis. However, donor involvement with establishing, filling and managing of endowed positions and programs is necessarily limited. Donors' wishes will be carefully considered, and they will be kept informed, but the decision process resides wholly within the University, consistent with University policy, IRS regulations and other provisions necessary to maintain the financial independence and academic integrity of the College and the University.

### 3.7.4 Selecting individuals to hold named appointment

#### 3.7.4.1 *Selecting an Appointee.*

- 1) **Named Appointments Associated with Positions.** Named appointments associated with administrative positions and are granted to the holder of that position (e.g., a named Department Head, Station or college Center or Institute Director). Named appointments that are associated with positions are granted to the holder of that position. These appointments are already established and associated with a position and require no additional review following the decision to hire an individual into the position. The named appointment is subject to review at least every five years. Interim appointments do not carry the named appointment.
- 2) **Filling Vacant Endowed Positions.** When a vacant endowed position is to be filled, the process and criteria used for selecting appointees to hold an endowed position may vary depending on the position and terms articulated in the gift agreement. The Dean must notify the Senior Vice Provost for Faculty Affairs of their proposed criteria and selection process prior to selecting the appointee, and the Provost must approve of the selection of all appointees before an appointment is offered.

Endowed positions can be filled by internal or external candidates, either by direct appointment of a specific individual or by competitive recruitment. In determining how a position will be filled, the Dean will consult with the associate/assistant deans and unit leaders where the endowed position resides. External recruitment is the preferred method of filling endowed positions, and internal candidates may apply for an external recruitment. There will be instances where direct (internal) appointment is more appropriate or is actually dictated by the gift agreement as in the case of an endowed administrative position. Direct appointment also may be most appropriate during periods of financial stress, when the focus or circumstances of the position are such that it is best filled with a known and uniquely well qualified individual, or in cases where the Dean seeks to retain a highly qualified faculty member. An external recruitment uses the same process as used for a normal faculty vacancy, tailored to the requirements of the specific endowed position.

The following general process supplemented as needed by specific gift agreement language will be used for internal appointments of endowed positions:

- I. The Dean in consultation with the unit leader where the position resides will charge a faculty committee of at least three members to serve as a screening committee. Where possible, the committee will be diverse with respect to gender and ethnic/racial backgrounds. The committee will include at least one endowed professor or chair, or distinguished faculty member from outside the unit where the position resides.
- II. The committee will consider applications from among eligible faculty in the department. These application materials will be from the search process if the endowed position is being filled through a hire or will be from an internal request for application if the endowed position is being filled through an internal selection process. The prospective appointee's materials will be considered if a direct appointment is intended.
- III. Application materials will include a curriculum vitae and statement detailing how the faculty member's research, teaching, outreach or service activities align with the goals of the endowed position and how they would use endowment earnings to further those goals.
- IV. The committee will review the materials (see criteria below) and recommend to the Dean if the prospective position holder meets the qualifications and intent of the endowed position in stature, field and purpose. In a competitive search instance, the committee evaluates the materials for meeting the intent of the endowed position and then can recommend an individual to the Dean who then makes the selection. It is important that the committee may be the same as the search committee if the appointment is coupled with a hire but can be separate.
- V. The Dean will make the selection and recommend the faculty appointment to the Provost.

### 3.7.5 Appointment criteria

The specific criteria used to select an appointee may vary based on the type of appointment, academic discipline, and terms in the gift agreement. The following is guidance for establishing criteria for selecting an appointee to hold an endowed position.

- 1) ***Excellence and Distinction in their Field.*** It is expected that recipients be truly distinguished scholars in their fields. A recipient's reputation for teaching, research, scholarship, outreach and leadership should be evident from a record of activities that is outstanding and appropriate given their rank and level of endowed position for which they are being considered. As specified in the endowment guiding documents, this may include a demonstrated commitment to student success and intellectual development, excellence in teaching, receipt of extramural research funding, quality and number of scholarly and creative works, appointments to review panels and editorial boards, election as a member or officer in national academic societies, or a receipt of teaching, research, service or other awards. In certain cases and in keeping with endowment guiding documents, superior achievement may be concentrated primarily in areas other than traditional research, scholarship, and/or creative achievement such as service or exceptional commitment to diversity, equity and inclusion. Appointment or reappointment should not be made merely as a reward for long service, however devoted. Endowed department heads, station or center and institute directors should generally rank among the most distinguished scholars in the field in this country and should usually possess an international reputation.
- 2) ***Appropriate Rank.*** Recipients must hold an academic rank that is appropriate to the type of endowed appointment. Endowed heads, station, center or institute directors, chairs and university professorships must be tenured professors at OSU or eligible for an initial appointment at that rank. An associate professor may be appointed to a named professorship when justified by truly extraordinary merit.
- 3) ***Service.*** Recipients should have a proven record of interest and concern with the growth and success of OSU (or their previous institution), their profession and their colleagues, with particular attention to the mentoring of colleagues and students, when applicable. They should demonstrate some breadth of interest in activities in other fields and departments related to their own, and in participation in university affairs generally.
- 4) ***Personal Conduct.*** Recipients must demonstrate appropriate professional and personal conduct, and should uphold the university's core values of accountability, diversity, integrity, respect, and social responsibility.

### 3.7.6 Terms and renewal of appointments

Endowed appointments may be any duration period, as provided in the gift agreement or subject to the authority of the administrative official. Most commonly, endowed appointments are granted for five-year terms (three years for faculty fellows and scholars) at which time appointees should be reviewed for potential renewal. The holder of an endowed appointment



will submit a report of accomplishments detailing activities during the performance period that align with the goals of the endowed position or program and a current curriculum vitae. The Dean will consult with the unit leader where the position is located in determining if the appointment should be renewed. An endowed appointment may be filled by one individual for longer periods—even indefinitely—as long as the appointment is subject to periodic review. Endowed appointments are not lifetime appointments. Endowed appointments may be reassigned, in accordance with a unit's procedures and in consultation with the university official overseeing the appointment. The Dean may remove a named appointment that had been awarded to an individual. Faculty members may hold only one named appointment at any given time.

### **3.7.7 Leaves of absence, retirement, and resignation**

#### **3.7.7.1 *Leaves of Absence***

A chair or professorship holder who is on an approved leave of absence without pay, for a period not to exceed one year, continues to receive full privileges of his or her endowed appointment; however, no salary supplement will be permitted. In the unlikely event an approved leave of absence without pay is extended beyond one year (for a total period not to exceed two years), with approval of the Dean, the chair or professorship holder:

- a) may maintain the designation of the named appointment;
- b) cannot accrue a spending allowance; and
- c) cannot use the balance in his/her spending account as salary supplement.

#### **3.7.7.2 *Retirement***

Upon retirement, the balance in the spending account of an endowed chair or professor reverts to the unit where the endowment is located; however, the unit leader has the discretion to authorize continued use of the remaining funds after review of a spending plan submitted by the named appointment holder. In the case of named department heads or named station, center or institute directorships, the funding reverts to the Dean's Office and the discretionary authority regarding continued use of the remaining funds resides with the Dean.

#### **3.7.7.3 *Resignation***

Upon the resignation of an endowed chair, professor, fellow, or scholar, the appointment and all of its associated funds revert to the appointing unit. In the case of named department head or named station, center or institute directorships, the funding reverts to the Dean's Office.

## 3.8 JOINT APPOINTMENTS

Updated March 2021

The College has numerous joint appointments where faculty have academic homes in two or more departments and the College jointly administers three departments (Microbiology, Statistics and Chemistry) with the College of Science. Furthermore, our Biological and Ecological Engineering Department has academic programs conducted in collaboration with the College of Engineering. Success of faculty holding joint appointments is dependent upon mutual agreements among the colleges and departments within which the faculty are appointed and how promotion and tenure will be handled. Faculty success is also dependent on a number of other factors including space allocations, teaching assignments, teaching release, start-up agreements, graduate program policies, salary savings agreements and returned overhead. This document provides college-level guidelines for developing memoranda for faculty members with joint appointments. All memoranda will contain at a minimum a description on the promotion and tenure process and other sections as appropriate, see Appendix E. Template for developing a memorandum for a faculty member with a joint appointment.

### 3.8.1 Responsibility and authorization

The unit leader(s) of the department(s) within which the faculty member is appointed shall be responsible for developing the memorandum. Each memorandum will be signed by the faculty member, and the unit leader(s) and dean(s) of the college(s) of the academic home(s) for the joint appointment.

### 3.8.2 Promotion and tenure

*Two or more departments within CAS*—The department with the majority of the faculty member's FTE shall be the lead unit on the promotion and tenure case. The promotion and tenure committee for each department will write a letter for the dossier, and the department heads will each write a letter for the dossier. The [CAS peer review guidelines](#) are to be used in conducting the peer review of teaching for the dossier.

*One department within two or more colleges*—The peer teaching review guidelines for the college that houses the academic program for which the faculty member teaches are to be used in conducting the peer review of teaching for the dossier. If the faculty member teaches in more than one academic program in more than one college, the peer teaching review guidelines for the academic program with the majority of the teaching responsibility shall be used or guidelines accepted by mutual agreement. The promotion and tenure committees for each college and the deans for each college shall write a letter for the dossier.

*Two or more departments within two or more colleges*—The department with the majority of the faculty member's FTE shall be the lead unit on the promotion and tenure case. If the faculty member teaches in more than one academic program in more than one college, the

peer teaching review guidelines for the academic program with the majority of the teaching responsibility shall be used or guidelines accepted by mutual agreement. The promotion and tenure committee for each department will write a letter for the dossier, and the department heads will each write a letter for the dossier. The promotion and tenure committees for each college and the deans for each college shall write a letter for the dossier.

### **3.8.3 Performance evaluations/merit raises**

Describe the process for performance evaluations, what information will be requested, and how will unit leaders for the joint appointment determine level of merit increases.

### **3.8.4 Space allocation**

Office, laboratory, or other space assigned to the faculty member will be listed in the memorandum. Space allocations should be designated as exclusive use, shared space, scheduled space, or flex space as appropriate.

### **3.8.5 Teaching and advising**

The first year's teaching assignment and the general expectations for number and type of classes in later years and other expectations regarding mentoring or advising undergraduate students should be described in the memorandum. The department(s) policy on teaching release should also be described.

### **3.8.6 Start-up**

The memorandum should detail the amount of start-up, how much each party will contribute and any restrictions on use (e.g., amount exclusively for equipment, months of summer salary and date that the start-up must be used by).

### **3.8.7 Graduate program policies**

The memorandum should identify the graduate program(s) in which the faculty member may advise graduate students and detail graduate student acceptance policies, availability of and/or selection process for unit-supported Graduate Research Assistantships or Graduate Teaching Assistantships, and process for allocating Graduate Fee Remissions if available.

### **3.8.8 Salary savings**

The memorandum should describe the unit(s) policy for establishing and using salary savings accounts, being sure to note it is subject to change in the future.

### **3.8.9 Returned overhead**

The memorandum should describe the amount of returned overhead (ROH) from the faculty member's grants and contracts that is returned to each unit and what each unit's policy with respect to how those funds are used (e.g., partial return to faculty member, all used by the unit, etc.), being sure to note it is subject to change in the future. See the next section on Returned Overhead (F&A) Splits for Shared Faculty Positions.

### 3.8.10 Other

Depending on the position expectations, the memorandum may describe other unit-specific policies such as the faculty member/department split on Ecampus or PACE classes, department taxes on designated operations accounts, being sure to note it is subject to change in the future.

### 3.8.11 Review/Revision

Joint appointment MOUs should be reviewed once a faculty member receives tenure and on a five-year cycle thereafter. A review or revision may also be necessary if the faculty member's appointment changes so that the terms and conditions no longer apply or should be reconsidered in light of the appointment changes.

## 3.9 RETURNED OVERHEAD (F&A) SPLITS FOR SHARED FACULTY POSITIONS

Updated July 2020

### 3.9.1 Background

Given our College's and stakeholder's need for trans-disciplinary research and increasing interest of new faculty to work across College units and OSU colleges, we increasingly hire new faculty with joint appointments in multiple College units and/or OSU Colleges. This document provides guidance to College unit leaders on the process for determining and negotiating F&A splits across College units and/or OSU colleges.

- I. Distribution of returned overhead should be negotiated at the time of hire.
- II. Negotiations with OSU colleges (or OSU Research Office) should be done by the Dean, while distributions across College units can be done by the unit leaders. Within College units, grants must be submitted within the organization code of the faculty member's home unit unless both unit leaders agree to a different organization code prior to grant submission via Cayuse. Any F&A splits between units should be documented via an MOU.
- III. Terms should be specified for a five-year period and re-negotiated at five-year intervals.
- IV. Although there is some flexibility, distribution of returned overhead should consider the [criteria used to establish F&A rates by granting agencies](#), that is, the real cost of doing research. Criteria to be considered include:
  - a. Salary. Consider only the proportion of FTE accounting for research; teaching FTE is covered by the shared responsibility budget model.
  - b. Provision of research space.
  - c. Provision of administrative services (to hire staff and students, provide safety programs, manage budgets and administer grants and reporting requirements, etc.).
  - d. Start-up costs (considered for the first ten years of employment)

- V. Any plan for distributing returned overhead should be reviewed by the College's accountants for the unit so that the plan can be designed to minimize the administrative burden of the process.

### **3.10 PROFESSOR OF PRACTICE COMPETITIVE HIRES, RECLASSIFICATION & WAIVER OF SEARCHES**

The purpose of these guidelines is to provide consistency across College units in the recruitment, hiring, reclassification and waiver of search practices for Professor of Practice appointments. The College will consider reclassification of currently employed Instructors and Faculty Research Assistants into Professor of Practice ranks if the incumbent's current duties are consistent with Professor of Practice positions and the incumbent has developed a program that is largely independent of other faculty. The primary argument for reclassifications is that the current position is misclassified because the Professor of Practice ranks were not available at the time of the original hire. These guidelines adopted many of the standards and procedures for converting fixed-term faculty positions to Professor of Practice within the OSU Extension System that were approved by the Executive Vice Provost 3 October 2014.

#### **3.10.1 Professor of Practice positions**

Professor of Practice ranks are "to be used only for faculty members whose *primary work* assignments are in professionally related community education and service (emphasis added), though scholarship and university service are also expected. Development of an independent research program is not essential though this may be appropriate in some instances, and most scholarship activities are expected to contribute to effective educational program delivery and research application at local or regional levels. Professor of Practice faculty members are not eligible for tenure, but are eligible for extended fixed-term contracts at the Associate and Full Professor ranks. Professor of Practice appointments are not appropriate for faculty primarily teaching for-credit courses. Faculty in Professor of Practice ranks are eligible for Graduate Faculty appointments if approved by department. Position descriptions for Professor of Practice must include between 10 and 15% scholarship. Professor of Practice positions at the Associate and Full Professor ranks are eligible for extended fixed-term contracts contingent on two years of funding being. Reappointment is at the discretion of the hiring authority.

#### **3.10.2 Annual evaluation, Mid-Term review and promotion**

Faculty in Professor of Practice ranks shall be evaluated annually by their immediate supervisor and department head. Promotion of faculty in Professor of Practices ranks follows the same schedule and uses the same process as tenure track faculty, except that the first promotion is not mandated at the typical five-year mark. Mid-term (three-year) reviews will follow procedures for tenure-track faculty. The Provost will make the final decision on whether

or not to promote. See the [OSU Promotion and Tenure Guidelines](#) for more details regarding evaluations and promotion for Professor of Practice.

### **3.10.3 Professor of Practice scholarship and creative work**

All faculty in professorial ranks at OSU are expected to engage in scholarly and creative work. Scholarly and creative work is understood to be intellectual work that is communicated and whose significance is validated by peers. Position descriptions for Professor of Practice faculty will contain scholarly expectations between 10% and 15% of the individual's total position expectations, which is typically lower than expectations for tenure track faculty positions. The type, importance and appropriateness of the scholarship will vary with the expectations of the position, but review and recognition becomes increasingly important as the faculty member progresses through academic ranks. Additional details on the scholarly expectations for Professor of Practice ranks are provided in the [OSU Promotion and Tenure Guidelines](#).

### **3.10.4 Assistant, Associate or Professor of Practice hiring practices**

#### **3.10.4.1 *For competitive recruitments:***

- 1) A position description is developed to capture responsibilities, duties, etc.
- 2) The Head of the recruiting unit requests approval of the new position description from the Associate Dean of Faculty Affairs (ADFA) to ensure it is consistent with College guidelines, standards and practices.
- 3) The Head of the recruiting unit requests approval of the new position description from the Senior Vice Provost for Academic Affairs to ensure it accurately reflects a Practice position prior to recruitment (Recruiting unit sends the request with PD attachment).
- 4) Position description is sent to Human Resources Support Services for posting.
- 5) If the academic home is different from the recruiting unit, the fixed term offer letter the academic home is noted in the letter. Unit leaders of the Home ORG and academic home sign the offer letter. If the academic home is not determined prior to the offer letter issuance, the letter should include "your academic home will be determined within six months of your hire date".
- 6) The hiring is processed and approved by human resources support services.

#### **3.10.4.2 *For non-competitive recruitments (Reclassifications and Waiver of Search):***

- 1) The faculty member is selected by the Department committee to be a PoP (see next section for Converting fixed-term faculty positions to Professor of Practice).
- 2) Head of the recruiting unit requests approval of the new position description from the Associate Dean of Faculty Affairs (ADFA) or Dean to ensure it is consistent with CAS guidelines, standards and practices using the Waiver of Search Approval Process.
- 3) Head of the recruiting unit requests approval of the new position description from the Senior Vice Provost for Academic Affairs to ensure it accurately reflects a Practice position

prior to pursuing a Waiver of Search request. (Recruiting unit sends the request with PD attachment).

- 4) The selection and PD are vetted by Senior Vice Provost, A/A (by Email with new PD Attached).
- 5) PD is finalized by HR Support Services and a Waiver of Search request is sent to EOA.
- 6) After WOS is approved, a fixed term offer letter is written. If the academic unit is different from the recruiting unit, the fixed term offer letter academic home is noted in the letter. Unit leaders of the Home ORG and academic home sign the offer letter.
- 7) Hire is processed and approved by HR Support Services.

### 3.10.5 Converting fixed-term faculty positions to Professor of Practice

The primary argument for reclassifications is that the current position is misclassified because the Professor of Practice ranks were not available at the time of the original hire. The following criteria will be considered when CAS evaluates if a fixed-term position, either Professional Faculty or Instructor is appropriate for conversion to a Professor of Practice position. All 12 criteria must apply for the conversion to be approved.

1. Position description is based on current needs of community/discipline.
2. Position description details roles and responsibilities that can be readily used in making promotion decisions.
3. Position description states expectations for program development and design.
4. Scope of the position is conducive to scholarship.
5. The incumbent demonstrates the ability to do position-appropriate scholarship.
6. Nature of scholarship that the position supports will typically be applied vs. basic science.
7. There are clear organizational and clientele benefits to converting the position.
8. The academic home supports converting the position.
9. The incumbent holds an MS/MA degree or greater.
10. The incumbent was hired using an open, competitive search, unless a strong case can be made for an exception.
11. Performance of incumbent has been satisfactory or better since appointment.
12. The incumbent is committed to making steady progress toward promotion in the typical timeframes for other faculty – assistant to associate in six years, associate to full professor in six to eight years.

Other considerations that may be evaluated prior to reclassifying a position to Professor of Practice include:

1. Scholarship expectation will range from 10 -15% depending on the needs and expectations of the position.
2. A salary adjustment is *not anticipated* when reclassifying a position to Professor of Practice, but may be considered to meet equity and fairness standards within the College.

3. Positions converted to Professor of Practice will be at the rank of Assistant Professor with the following exception: If a Senior Instructor or Senior Faculty Research Assistant position is converted, a rank of Associate Professor may be considered if scholarship was included in the previous position description and evaluated as a factor in that person's promotion(s). These reclassifications at higher rank must be reviewed by department, college and university promotion and tenure committees.
4. If an individual has been in their current position for several years, it is possible to include "prior service credit" in the letter of offer made for a new Professor of Practice position. Such credit would allow the individual to proceed with a promotion bid prior to being in the typical 5-year mark in a tenure-track rank promotion window.

For additional details on Professor of Practice Appointments, see [OSU Promotion and Tenure Guidelines](#) and [OSU's Guidelines for Academic Appointments](#).



## 4 CURRENT EMPLOYEE HUMAN RESOURCE ACTIONS AND POLICIES

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### 4.1 WAIVERS OF SEARCH AND APPROVAL PROCESS

Updated December 2021

The College must approve all waivers of search for CAS Academic and Professional Faculty positions with appointments lasting one year or more and with an FTE greater than .75, **prior to submission to the Office of Equal Opportunity and Access.**

A waiver of search may be appropriate in these more common situations:

- Dual career hires
- Emergencies
- Temporary appointments: Academic Wage, Classified Temporary, Interim
- Promotion, Lateral Transfer, Re-organization
- If qualified internal employee helps with Affirmative Action Placement Goals

Please read the full OSU policy and justifications for each situation (e.g., dual career hire, promotion of current employee) prior to requesting a waiver of search: [Oregon State University Waivers of Search website](#).

#### 4.1.1 Approval process

Please submit a request for a waiver of search using the CAS template (see Appendix B. Waiver of search template) through DocuSign with the following signing order:

- Hiring Manager/Hiring Authority - signature
- Unit Leader – signature
- CAS Deans Approval – signature
- Position Descriptions Signing Group - review

### 4.2 EXTENDED THREE-YEAR CONTRACTS FOR FIXED TERM FACULTY

Updated August 2021

Oregon State University [policy](#) allows for extended contracts for fixed-term faculty who have passed their first promotion. A fixed-term faculty member who has achieved their second promotion may be eligible for a three-year contract consistent with university, college and unit policies. The College has an interest in retaining career employees who have made significant contributions to the college and their unit over a sustained period. This document details CAS' policy on three-year contracts for fixed-term faculty who have achieved their second promotion.

Three-year fixed-term contracts may be available to employees in the following academic ranks who are appointed at a minimum of 0.75 FTE, have been in their position at least eight (8) years, have made significant contributions to the college and unit, are funded greater than 75% on recurring, state, federal or county funds, and have passed their second promotion in rank:

- Senior Instructor II;
- Full Professor Extension;
- Full Professor Senior Research;
- Full Professor of Practice;
- Senior Research Associate II; and
- Senior Faculty Research Assistant II.

A reasonable expectation of funding continuation for the position must exist for an extended fixed-term contract to be given to a faculty member who has achieved their second promotion. Units are responsible for the funding of faculty granted three-year contracts. Fixed-term faculty in positions funded by Education and General (E&G), Agricultural Experiment Station (AES), Extension (AGES) or County support funds will be considered for an extended contract if there is a reasonable expectation that funds will be available for the duration of the contract. Extended, three-year contracts will not be granted to faculty supported on soft funds such as grants, contracts. However, all faculty who have achieved their first promotion will receive a two-year contract.

#### **4.2.1 Process to initiate a three-year extended fixed-term contract**

A justification letter that includes the following information is to be prepared by the unit leader and DocuSigned to CAS Deans Approval (to sign) with a cc: to the HR Strategic Partner for concurrence and approval of the request for a three-year, extended fixed-term contract. Faculty funded on AGES or County-support funds must also receive the concurrence of the Vice Provost for Extension and Engagement:

- Employee's name, rank and position number;
- Time in academic rank and rank promotion date;
- Employee's FTE;
- Funding source(s) for the contract;
- A statement explaining the anticipated funding period available for continuation of the position; and
- Summary of the employee's sustained contributions to the University.

#### **4.2.2 Annual review**

The unit leader will review the appropriateness of continuation of an extended year contract each year or consistent with our CAS evaluations guidelines. The department head will continue to be aware of, record, and hold employees accountable for performance levels

during their extended year contract. Documentation of such a review will be maintained in the department.

### 4.3 SUMMER SALARY FOR FACULTY ON NINE-MONTH APPOINTMENTS

Updated September 2023

Academic positions in the College of Agricultural Sciences are appointed on a 9-month or 12-month basis. For positions on a 9-month basis, annual salary is calculated on a rate that is 9/11s of a 12-month position (instead of 9/12). While 12-month positions have paid vacation, 9-month positions do not and are not required to work during the summer months. This conversion from 12 to 9-month results in a higher monthly salary rate.

Faculty on 9-month, 1.0 FTE appointments, who also choose to work during the summer term will receive equitable compensation. If they work less than the full summer term, they still receive leave (unpaid) consistent with OSU's commitment to work/life balance. For additional information, please see the current [OSU Faculty Affairs Faculty Appointment Terms of Service](#).

Faculty working less than/or equal to 2.5 months during the summer do not need to seek further approval for their summer appointment from the College or OSU Faculty Affairs and should follow the standard summer appointment process through their unit.

Faculty working more than 2.5 months during the summer should follow one of the below processes based on their answer to the below question:

Is any combination of E&G/AES/AGES funding being used to cover more than 2.5 months?

- No = no additional college/university approval is needed (only unit approval is required)
- Yes = additional college and university approval is needed. For additional approval for greater than 2.5 months paid on E&G/AES/AGES, please follow the [University Summer Session Appointment Process](#) and *obtain the required CAS Dean's signature by routing through DocuSign using the CAS Dean's Approval Signing group.*

CAS guidelines for unit leaders and faculty members to consider when evaluating requests for more than 2.5 months of summer salary:

1. The unit head and faculty member must recognize that if a faculty member is paid for 3 months of summer salary, the faculty member will not have any vacation during the academic year.
2. The summer salary rate is based on the pre-raise salary rate (pre-July 1). Summer academic wage salary is calculated using spring term salary. Any in-cycle merit raise that is effective at the beginning of Fall term is not included in the summer pay rate.
3. The faculty member must demonstrate that the work to be conducted in the summer exceeds the normal duties described in their position description, and there is a sense

of urgency to conduct the work in the summer months, and/or the work can only be conducted in the summer months.

## 4.4 OFF-CYCLE SALARY INCREASE REQUEST TEMPLATE AND ROUTING PROCESS

Updated March 2022

Off-cycle salary increases are salary adjustments that occur outside of the regular OSU-approved salary increases (called in-cycle raise). Typically, these increases are for equity and retention reasons. Performance-based increases should not be requested through the off-cycle process, but during the in-cycle merit raise consideration instead. Retention-based increase requests should provide an offer letter (email offer is acceptable) as additional materials. Off-cycle salary increases may be granted to faculty in soft-funded positions based on the same criteria and when funding permits. Increases of 10% or more receive additional scrutiny at the Provost level. Increases should not be communicated to the employee until final approval is granted. Note that there is another off-cycle raise option called “Other”. This is to accommodate any non-performance reason not covered by Equity or Retention.

### 4.4.1 Request template

To request an off-cycle salary increase complete the [Off-cycle Salary Increase Request Template](#). Provide a complete justification. If the increase is based on equity, include the comparators that were used as a rationale for the request. If the request is for a retention, include information regarding the position the employee has applied to.

### 4.4.2 Routing process

- 1.) The supervisor completes the Off-cycle Salary Increase Request form. Equity and Retention buttons are available for selection. A well-written justification for either equity or retention is critical to those who review and approve the requests.
- 2.) The supervisor sends the completed form through the DocuSign order (below). If approved, it gets forwarded to the classification/compensation team for evaluation and approval.
  - a. DocuSign to CAS Deans Approval Signing Group with these signatures:
    - i. Needs signature - Unit Leader Approval
    - ii. Needs signature - CAS-Deans Approval Signing Group
    - iii. Receives a copy - Curtis Flynn or CAS HR Strategic Partner
    - iv. Receives a copy - Position Descriptions Signing Group
- 3.) If the raise request is for more than 10%, it will be forwarded to the Office of Faculty Affairs for additional vetting and approval.

## 4.5 1039-HOUR APPOINTMENTS FOR FACULTY UPON TENURE RELINQUISHMENT

Preface: As faculty with tenure consider retirement they frequently request approval of part-time employment for a period of one to three years as a transition period as is provided in University policy. The 1039-hour appointment is the most common option and funding for such an appointment can come from a variety of sources including grant funds, state funds managed by the unit and state funds managed by the College. This policy is intended to provide guidance on College review of requests for 1039-hour appointments *to be funded by state funds managed by the College*.

Due to continuing tight budgets, the College carefully evaluates requests for 1039 appointments on a case-by-case basis to determine whether or not the College will pay for 1039-hour appointments. It is usually necessary to defer Priority Staffing requests for those program areas in which a person continues employment under a 1039-hour appointment funded by the College. It is also necessary to define specifically the role and responsibilities associated with such an appointment, and to expect accountability to a specific mission area in the College.

The following are general criteria college administrators will consider in determining whether or not the College will pay the costs for 1039-hour appointments.

- 1) Teaching courses that serve specific curricular needs within the College's academic programs with enrollments that meet OSU expectations.
- 2) Leading a research activity that receives adequate extramural support to maintain an active program. This includes support of faculty research assistants, graduate students, and/or post-doctoral scholars; supplies and services; and travel necessary to conduct and communicate results of the research. Typically, the College does not pay 100% of the cost of a 1039-hour appointment focused exclusively on research. A portion of the appointment is typically paid from other funds.
- 3) Leading an Extension program that is a high priority within the Statewide Public Services. This includes staffing a need that exists within the Agricultural Sciences and Natural Resources Extension Staffing Plan.
- 4) Serving a specific administrative role as recognized by the Dean of the College.

The intent of providing this guidance is to inform conversations between faculty members and their unit leaders at the outset of active consideration of tenure relinquishment. As these conversations progress, unit leaders are expected to confer with the Associate Dean for Faculty Affairs to validate alignment of a faculty member's proposal for a 1039-hour appointment with the criteria described above. Final approval of College-funded 1039 appointments resides with the Dean.

Note: The information and forms related to the OSU Full Tenure Relinquishment program are available at the various OSU Human Resources and Faculty Affairs webpages:

- [Policies](#)
- [Procedures](#)
  - Please note: Step 5, under the Faculty Member responsibility, only requires a brief/simplified position description signed by the faculty and unit leader before review and approval by human resources.
- [Application form](#)
  - Please submit the above application form, with a brief statement of the funding plan (in an attached word document), to the CAS Deans Approval Signing Group via DocuSign for approval.

## 4.6 EXIT INTERVIEWS FOR TENURE-TRACK FACULTY

Updated July 2021

The College of Agricultural Sciences (CAS) invests significant resources in recruiting tenure-track faculty and seeks to offer competitive compensation packages (salary and benefits) to new faculty. CAS may also offer retention packages to faculty who are being recruited by other institutions. CAS is also committed to supporting an inclusive and equitable workplace climate within the college. Given these investments, CAS' dean's office has a vested interest in understanding why faculty decide to leave OSU. The Associate Dean for Faculty Affairs will conduct exit interviews (see Appendix G. Exit Interview Questions for Tenure Track Faculty) with all tenured or tenure-track faculty who resign their appointments or retire. The purpose of the interview is to understand what factors resulted in a faculty member's decision to leave OSU. Unit leaders are encouraged to conduct exit interviews as well. Exit interview for unit leaders are conducted by the CAS Human Resources Strategic Partner.

### 4.6.1 Process

1. When a unit leader receives notice of a faculty member resigning, he/she should notify the CAS Associate Dean of Faculty Affairs (ADFA) and notify the ADFA of the person's last day of employment and if they intend to take vacation leave before they depart.
2. The ADFA will invite the faculty member for an exit interview that will take between 30-60 minutes. The interview will be confidential, and the information will only be discussed with CAS leadership. Information will be shared with the faculty member's unit leader on a need-to-know basis. ADFA will ask the faculty member if it is OK to share their responses with their supervisor.
3. If a faculty member expresses reluctance to conduct an interview with the ADFA, then the ADFA will encourage the faculty member to have a confidential conversation with either the Ombuds Office, or the CAS HR Strategic Partner.
4. Information obtained during exit interviews will be shared with the CAS Dean and Executive Associate Dean.

## 4.7 PROFESSIONAL DEVELOPMENT

23 March 2021

The College encourages professional development of all employees as a path to excellence, professional growth, and promotion. The College encourages our unit leaders and faculty supervisors to discuss professional development with employees during performance evaluations and to consider supporting professional development opportunities with discretionary budget resources as available and appropriate. Support for these programs may be financial or in the form of work release.

The College supports or offers several professional development programs annually (Table 2); these opportunities change some annually. The College-offered programs are open to all ranked faculty but some are more suitable to certain groups of faculty depending on the nature of their appointments. The College provides matching funds to units wishing to sponsor tenure-track faculty in Faculty Success programs offered by the [National Center for Faculty Development and Diversity](#) (NCFDD). On occasion, the College will co-sponsor faculty development programs with other colleges or OSUs Office of Faculty Affairs. The College sponsors participation of junior or senior faculty in the [Leadership Development Program for Executives](#) and solicits nominations from unit leaders for names of participants. Finally, the College sponsors one or two new unit leaders to participate in [LEAD21](#) each year. This document establishes College policy and procedures on professional development.

### 4.7.1 Policies and procedures

1. The College New Faculty Orientation will be open to all ranked faculty hired within the previous 12 months. Recent hires will be invited to attend at least one month prior to the program. Enrollment limitations will not be imposed.
2. The [College Professional Development Program](#) will include monthly or more frequent workshops. Annual program will be announced at the beginning of the academic year and monthly reminders with RSVP registration will be sent to all faculty. Enrollment limitations will not be imposed, but some topics will be more relevant than others depending on a faculty member's appointment.
3. The College Professional Development Grant will be advertised in spring term with a 1 May deadline for professional development activities during the following Fiscal Year. Up to \$2,000; preference will be given to proposals that supply matching funds and to faculty who have not previously received a Faculty Professional Development Grant. One award per faculty member per three-year period. Awards may be used for faculty development, training, improvement of professional effectiveness, travel, registration, etc., but may not be used for salary. These grants are not to support travel solely for the purpose of attending a conference. All tenured, tenure-track, Professor of Practice, Instructors, and Senior Research faculty appointed at 0.5 FTE or greater are eligible. Dean's office will make selections based on enhancing our strategic advantages as well as the potential impact of

the proposed activity on grant and scholarly productivity, student success, extension effectiveness, and professional/workplace improvement.

4. College co-sponsored faculty success workshops offered by outside vendors. These occasional workshops may be limited to certain groups of faculty (i.e., tenured or tenure-track) depending on the topic and will be simultaneously announced by the co-sponsoring colleges or office. If the program has an enrollment cap, faculty will be admitted on a first-come, first-served basis.

Table 2. Professional development programs offered or sponsored by the College of Agricultural Sciences.

Program	Description	Limitations
New Faculty Orientation	College Orientation at start of fall term	All faculty hired in the previous 12 months
College Professional Development Program	Monthly workshops on various topics	Open to all ranked faculty; some topics not relevant to some faculty
College Professional Development Grant	Professional development grant leading to excellence in teaching and instruction, innovative Extension programming or developing new methodologies or collaborations in research.	Open to all ranked faculty appointed at 0.5 FTE or greater; no more than 1 award per individual per 3 years
Faculty Success Workshops	Occasional workshops offered by outside vendors; co-sponsored with other colleges and the Office of Faculty Affairs	Invitation lists based on nature of workshop; enrollment caps enforced on first-come, first-served basis
NCFDD Faculty Success Program	12-week program for tenured and tenure-track faculty	The College co-sponsors with units 5 or more participants on first-come, first-served basis
Leadership Development Program for Executives	Year-long leadership program offered by OSU in multiple sessions	The College sponsors 5 or more participants annually based on nominations from units
LEAD21	National, year-long leadership program	The College nominates 1 to 3 new unit leaders each year

5. NCFDD Faculty Success Program will be limited to tenured or tenure-track faculty. The College will announce this program annually, at least 1 month before the registration deadline. The College will cover 1/3<sup>rd</sup> of the program tuition; the remaining 2/3<sup>rd</sup> will come



from units and or new faculty start-up or salary savings funds. Units will nominate and co-sponsor faculty based on unit-specific professional development policies. The College anticipates co-sponsoring at least 5 participants annually on a first-come, first-served basis. The College will announce the names of the approved participants to unit leaders and the individual faculty members, and the faculty member will be directed to apply to the program. The College will process a budget change for the unit when the faculty member submits their notification of acceptance into the program to the Associate Dean for Faculty Affairs.

6. Leadership Development Program for Executives will be limited to junior or senior faculty in charge of large or high-impact programs within the college, or for faculty recognized for having leadership potential or interest. The College will solicit nominations from units at least 1 month before the application deadline. Nominations will conform to unit-specific professional development policies and will include a rationale for the nomination. The College anticipates sponsoring 5 or more participants annually. If the college receives more nominations than it can sponsor, the College deans will select the participants based on the importance of their program to the college. The Associate Dean for Faculty Affairs will notify unit leaders and nominees at least 2 weeks prior to the registration deadline and will direct selected participants to apply. The Associate Dean for Faculty Affairs will work with the College's accountants to pay the tuition of the participant(s).
7. The College will nominate 1 to 3 participants to LEAD21 each year. The College deans will select nominees from among new unit leaders or Associate Deans (hired within last 5 years) based on factors such as size and complexity of the unit, ability to participate in the program, hiring date, and prior leadership training. The Associate Dean for Faculty Affairs will nominate the selected participant(s) and will work with the College's accountants to pay the tuition of the participant(s).
8. The College does not provide funds supporting individual faculty to attend professional society meetings. Grant and contracts, start-up funds, salary savings or unit funds may be used for this purpose. If unit discretionary funds are used, their allocation will follow unit-specific guidelines.

## **4.8 APPROVAL OF OUTSIDE EMPLOYMENT**

Updated September 3, 2021

### **4.8.1 Relevant university policies**

During their regular full-time University employment, Oregon State University (OSU) may allow academic faculty up to one day a week for outside employment. This is a privilege, not an entitlement; hence, there is an approval process. The *OSU Faculty Handbook* provides a [Conflict of Commitment Policy](#) that provides general guidelines and expectations concerning such outside employment.

- 1) A [Request for Approval for Outside Activities](#) form is available on the OSU website.

- 2) For professorial-rank research faculty and certain others, OSU requires annual completion of an on-line [Research Conflict of Interest](#) (COI) declaration.
- 3) This is especially relevant when outside employment involves use of a technology or other intellectual property that is the product of work at OSU. If outside employment is allowable in such instances, a COI management plan is likely necessary.

#### **4.8.2 College of Agricultural Sciences implementation of university policy**

This summary describes conditions, process, and responsibilities at the College level whereby requests for approval of outside activities are evaluated, approved (or not), and monitored.

##### ***4.8.2.1 Requests for 15 or fewer days per calendar year of outside employment***

College-level approval of outside employment that (1) does not involve conflict of interest and (2) is less than or equal to 15 days a calendar year requires only completion—with appropriate justification—of a “Request for Approval for Outside Activities” and, as shown on the form, subsequent approval by the department head (or other unit leader), the dean of the College, and the vice provost for Academic Affairs. Those approving such a request must have confidence, based on information provided, that outside employment less than or equal to 15 days per year in no way interferes with job performance.

##### ***4.8.2.2 Requests for more than 15 days per calendar year of outside employment***

For requests that involve more than 15 days per calendar year of outside employment, additional detail must accompany the “Request for Approval for Outside Activities” describing (1) how the faculty member intends to manage his or her time that is allocated to OSU responsibilities in relation to time that will be allocated to outside employment, and (2) benefits that likely will accrue to OSU and to the individual’s ability to carry out assigned duties.

##### ***4.8.2.3 Responsibilities of unit leaders***

On receipt of a “Request for Approval for Outside Activities,” the unit leader will review the request and make a timely decision. If the unit leader approves, he or she will forward it to the appropriate associate dean, who will then review it and make a recommendation to the dean. The dean will then likewise review the request, make a timely decision and forward it to Academic Affairs for review and approval.

Once a “Request for Approval for Outside Activities” is approved, the unit leader is responsible for:

- Prior approval of absences for outside employment during the standard 8 a.m. to 5 p.m. workday, Monday through Friday;
- Monitoring and ensuring recording of time taken for outside employment;
- Knowing the identity and location of outside employers; and
- Monitoring to ensure avoidance of conflicts of interest.

It is the faculty member's responsibility to provide the unit leader with any and all information the unit leader needs to carry out the duties listed above.

Questions and assistance

Faculty members intending to request approval for outside employment are encouraged to discuss their plans with their unit leader well in advance of seeking formal approval, and should allow ample time for the request to be reviewed at each administrative level. If questions arise or other assistance is needed, faculty members and unit leaders are encouraged to consult their associate dean in the College of Agricultural Sciences.

## **4.9 FACULTY CHOICE OF ASSOCIATION: PROCEDURES AND CONDITIONS**

Updated September 2010

### **4.9.1 Introduction**

Choice of association applies to individual faculty moves from one academic home department to another. It does not apply to changes occurring as the result of merger of units or movement of entire programs. Potential moves are entirely voluntary and may not be initiated or induced by anyone other than the individual faculty member. Proposals to move are expected to be relatively few in number and will be approved only if the move is consistent with the mission of the receiving unit and enhances potential productivity of both the individual faculty member and the receiving unit without irreparably impairing or destabilizing the former unit.

### **4.9.2 Procedures**

- 1) Faculty member initiates exploratory conversations with leaders of his or her current unit and the proposed receiving unit.
- 2) Faculty member provides to the leaders of both units a written proposal for change of academic home. The proposal consists of:
  - a) a new position description;
  - b) a description of anticipated program outcomes;
  - c) a timeframe for the transition; and
  - d) a description of budget implications (addressing, as appropriate, matters of salary, grants, service and supplies budgets, and related matters).
- 3) Unit leader for the proposed academic home engages faculty within the unit to ensure there is an appropriate match of academic expectations.
- 4) To the faculty member's proposal, the leaders of the current unit and the proposed new academic home unit add their perspectives on the proposal including:
  - a) the unit leader's level of support for the move; and
  - b) the unit leader's assessment of programmatic and budgetary dimensions of the move.

- 5) The unit leaders then forwards the faculty member's proposal and their perspectives on it to the Associate Dean for Faculty Affairs of the College (with a copy to the faculty member).
- 6) The College associate deans review and evaluate the proposal and the unit leaders' perspectives, then forward their recommendation to the dean
- 7) The dean communicates a decision to the faculty member and the leaders of the affected units.

### **4.9.3 Conditions**

Unless there are unusual or special circumstances, it is understood that:

- 1) The receiving unit provides needed office and lab space for the incoming faculty member;
- 2) Materials, supplies, and equipment associated with the transferring faculty member will move with them, unless they choose otherwise; and;
- 3) Grants, contracts, and other funding sources specifically associated with the faculty member will move with them.

## **4.10 EXPERT WITNESS AND POLITICAL ACTIVITY POLICY AND PROCEDURE**

Updated November 2021

The College is proud of its reputation for providing objective science in diverse fields across the agricultural and natural resources disciplines. College faculty members are often asked to serve as expert witnesses before boards, commissions, Legislature and Congress, and often serve as witnesses in legal proceedings. For controversial issues, different College faculty may provide opposing expert testimony on a subject. This policy provides guidance to faculty who are asked to serve as expert witnesses in administrative or judicial proceedings, and on participation in political activities, and assists faculty who may be subpoenaed to testify as experts in their faculty roles. This policy applies to all full- or part- time College employees as well as faculty holding courtesy and affiliate faculty appointments.

College faculty members may serve as expert witnesses in administrative or judicial proceedings in which the Oregon Higher Education Coordinating Commission and Oregon State University are not parties, or engage in political activities, provided they do so in a manner consistent with the OSU Expert Witness Policy and Procedure, OSU Policy on Consulting, overload and outside employment compensation, CAS Policy on Outside Employment, and OSU's Policy on Political Activities, and consistent with this policy and any unit, or department restrictions on outside consulting or conflict of interest policies. College faculty with formal Extension appointments (i.e., AGES FTE) are prohibited from serving as an expert witness in their area of job responsibility in the state of Oregon under OSU Extension policy on Participation in Judicial Activity, but may serve as an expert witness outside the state. If an Extension faculty member receives an informal request to serve as an expert witness in Oregon, the Extension faculty member should inform the requesting party that OSU

policy prohibits them from serving as an expert witness, and recommend that the party contact someone who is able to serve as an expert witness.

#### **4.10.1 Political activities**

Faculty may participate in various political activities under the following conditions: (1) does not interfere with job duties; (2) no OSU resources (e.g., email, computer, phone, vehicle, etc.) are used; (3) unless authorized by the President shall not take action or make statements that might commit the university, College or Board to a position on an issue; (4) no university employee may support or oppose a ballot measure, a referendum or a candidate for office in their university capacity or with university resources. Faculty may present scientific information related to a ballot measure or referendum in classes or Extension and outreach programs, but are prohibited from opposing or supporting the measure. Faculty may be requested by the dean's office to assist with advocacy regarding AES or Extension budgets or individual bills that impact college programs; in those cases, advocacy activities will be coordinated by the dean's office.

Faculty members are encouraged, in their individual faculty capacity and without committing OSU or the College to a particular political position unless authorized, to provide expertise to state and federal agencies and elected officials, including the Oregon Legislature, its members or committees, or staff. It should be stated that you are an employee of College and that your testimony represents your professional expertise and does not represent a position of College or OSU. College employees should notify their unit leader and the dean's office before responding to requests for opinion or engaging in regulatory, political or other legislative positions.

Faculty may engage in political issues in their personal capacity, not using OSU resources, including the support or opposition of ballot measures, referenda and candidates. Faculty should not use their OSU title while engaging in community and political affairs in a personal capacity.

#### **4.10.2 Procedures for responding to requests for expert testimony:**

CAS faculty members who wish to appear as expert witnesses in a consulting capacity must:

1. Complete a request for [Approval of Outside Activities form](#) to ensure there are no [conflicts of commitment](#);
2. Have completed a [Research Conflict of Interest disclosure](#) within the previous year; and
3. At trial or during deposition specifically state that "*you are an employee of the College of Agricultural Sciences and that your testimony represents your professional opinion*"

*as an individual expert in the field and does not represent the position of the College or OSU*”.

Faculty members may be subpoenaed to appear as witnesses in administrative or judicial proceedings in which they do not want to testify as experts, or are prohibited from testifying by university, Extension or college policy. When this happens, the faculty member should contact the dean and OSU’s Office of the General Counsel. The faculty member should not respond to inquiries regarding the appearance until the legal advisor advises the faculty member otherwise. The OSU legal advisor may attempt to nullify or modify the subpoena so that it complies with policies.

## 5 APPENDICES

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### 5.1 APPENDIX A. EXAMPLE LANGUAGE FOR DIVERSITY EQUITY AND INCLUSION ACTIVITIES IN POSITION DESCRIPTIONS

#### General Summary:

All positions - The incumbent will demonstrate a commitment to diversity, equity and inclusion.

Teaching and Extension positions - The incumbent will demonstrate a commitment to student or learner success.

#### Teaching and Advising:

- Develop and teach a Difference, Power and Discrimination class annually related to bias, inequities and access in disciplines related to department training.
- Develop and implement a department student recruitment program specifically targeting underserved populations.
- Develop and maintain knowledge of student success issues specific to underserved populations and serve as the department's minority student advisor.
- Serve as faculty advisor of [Club name] and ensure or increase participation by underrepresented students.
- Outreach and Engagement, including Extension:
- Develop Extension and outreach programs in area of specialty specifically targeting underserved populations.

#### Research, Scholarship and Creative Activities:

- Develop and maintain a grant-supported training program targeting recruitment, mentoring, and retention of underserved populations in [discipline, degree or unit].
- Conduct original research concerning use of, participation in, or access of underrepresented groups to resources in [discipline or profession].
- Publish peer-reviewed articles on diversity, equity and inclusion in [discipline or profession].
- Write or translate Extension bulletin, paper, training manual, or other program materials in or to non-English language.

#### Service:

- Participate in university, college or unit committee assignments related to diversity, equity and inclusion.

- Serve as chair of unit diversity committee or other unit- or college-level diversity assignments.
- Serve on or chair professional society's diversity, equity and inclusion program or committee



## 5.2 APPENDIX B. WAIVER OF SEARCH TEMPLATE

Updated December 2021

When evaluating a request, Affirmative Action staff will consider the following factors: unique qualifications of the appointee, emergency circumstances, budgetary considerations, retention of a valued employee, identify status of the appointee and relevant placement goals, and support of current and prospective peers and leaders.

Please identify the appropriate situation for requesting a waiver by reading the [Oregon State University Waivers of Search website](#). *Tailor your justification and address the questions to describe the broader context of the situation.* In cases where more than one situation applies, please address the relevant questions for all situations that apply. Affirmative Action staff may have follow-up questions.

### **Justification for waiver:**

Please also include:

- a current CV or resume of the appointee
- position description
- (if required by the situation) a before and after organizational chart

Please submit the CAS Waiver of Search Form through DocuSign with the following signing order:

- 1) Hiring Manager/Hiring Authority - signature
- 2) Unit Leader – signature
- 3) CAS Deans Approval Signing Group– signature
- 4) Human Resources Support Services - review

### 5.3 APPENDIX C. DRAFT MEMO FROM THE DEAN CHARGING THE UNIT LEADER SEARCH COMMITTEE

**To:** Committee members with Chair and Search Advocate identified in list

**From:** Staci Simonich, Dean

**Subject:** [Unit Leader, Unit] Search Committee Charges

Thank you for agreeing to serve on the [Unit Leader, Unit] Search Committee. This is a critical leadership position for the college's teaching, research, and outreach missions. Timeline for the search includes advertising by \_\_\_\_\_ if possible with a full consideration closing date of \_\_\_\_\_ (or 2 months from opening), with interviews during \_\_\_\_\_. Charges for the committee are:

1. Refine the draft position description (attached) and advertise the position by \_\_\_\_\_.
2. Solicit applications from a diverse candidate pool. Increasing faculty diversity is an important goal for the college and this search represents a significant opportunity to accomplish this goal. The committee must make a special effort to reach out to underrepresented groups to encourage applications and should develop a plan for doing so. The Dean's office will send letters of invitation to candidates who have been nominated, but search committee members will need to make personal contacts. Lack of a diverse candidate pool may result in a failed search.
3. Review applications and select 2-4 candidates for interviews by \_\_\_\_\_. Discuss with the Dean the committee's actions in carrying out the diversity recruitment plan, and receive approval from the Dean to interview the selected candidates.
4. Develop an interview schedule and conduct interviews. The interview should be a minimum of two days in length and should include components identified by the CAS Unit Leader Search Guidelines.
5. Solicit input (via a Qualtrics survey) on the candidates broadly from among faculty, students and others who participated in the interviews. The Dean's office will create the survey for distribution by the committee support person. The Dean's office will solicit input from stakeholders separately.
6. Develop a list of the candidates' strengths and weakness, including copies of all the input you received, for consideration by the Dean.

I have attached a draft position description. You will need to develop a long and short version of the advertisement. [CAS Administrative Assistant] will be the CAS point of contact for this search and [unit administrative manager] will provide administrative support. Once again, thank you for your service on this important committee.

## 5.4 APPENDIX D. DRAFT LETTER/EMAIL FROM THE DEAN INVITING STAKEHOLDERS TO PARTICIPATE IN A UNIT LEADER SEARCH.

**Subject:** [Unit Leader, Unit] Search Stakeholder Panel Service

Dear \_\_\_\_\_;

I would like to invite you to participate on a stakeholder panel that will advise me on our search for the [Unit Leader for Unit]. This is a critical leadership position for the college's teaching, research, and outreach missions. Furthermore, our unit leaders are frequently the college's most common point of contact with you, our stakeholders. The panel will: (1) provide input on the draft position description, (2) participate in each candidates' leadership forum (in person, video conferencing or via a recorded video), (3) participate in a one-hour discussion with each candidate (in person, by conference call or video conferencing), and (4) provide feedback and recommendations on each candidate. This input can be provided via an online survey, a phone call or email. We also invite you to encourage other stakeholders from your industry to engage in parts 2-4.

In the past, the College invited one to three stakeholders to serve on search committees for Unit Leaders. These individuals were asked to engage in all aspects of a time-consuming and lengthy process, and provided input as members of a search committee composed largely of OSU faculty. For some of our larger units, it was difficult for the few individuals serving on the committee to represent the breadth of stakeholder interests. The college has initiated a process utilizing a stakeholder panel, that will involve a larger, more diverse group of stakeholders at key steps in the process to provide input directly to the Dean. I expect the panel to provide more and higher quality stakeholder input into the selection of unit leaders.

Please let me know if you are willing and interested to engage with the college in this important search.

Sincerely,

## 5.5 APPENDIX E. TEMPLATE FOR DEVELOPING A MEMORANDUM FOR A FACULTY MEMBER WITH A JOINT APPOINTMENT.

At a minimum, the memorandum must contain a description of the promotion and tenure process; other components may or may not be relevant for the position.

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### Memorandum of Understanding Governing [FACULTY NAME]'s Joint Appointment Within [UNIT/SCHOOL/COLLEGE] and [UNIT/SCHOOL/COLLEGE]

**Purpose:** This MOU establishes terms and conditions relevant to managing the joint appointment for [FACULTY NAME] within the [UNITS/SCHOOLS/COLLEGES].

**FTE Distribution:** o.[XX] FTE in [UNIT/SCHOOL/COLLEGE] and o.[YY] FTE in [UNIT/SCHOOL/COLLEGE]

**Promotion and Tenure:** Describe the process that will be used for mid-term and promotion and tenure reviews including lead unit and peer teaching reviews as appropriate.

**Performance Evaluations/Merit Raises:** Describe how and when performance evaluations will be conducted, what information will be requested, and how will unit leaders for the joint appointment determine level of merit increases.

**Space Allocation:** List office, laboratory or other assigned space if known.

**Teaching and Advising:** Describe the first year's teaching assignment and the general expectations for number and type of classes in later years, other expectations regarding mentoring or advising undergraduate students, and the unit(s) policy on teaching release.

**Start-up:** Detail the amount of start-up, how much each party will contribute and any restrictions on use (e.g., amount exclusively for equipment, months of summer salary and date that the start-up must be used by).

**Graduate Program Policies:** Identify the graduate program(s) in which the faculty member may advise graduate students and unit graduate student policies, availability of and/or selection process for unit-supported Graduate Research Assistantships or Graduate Teaching Assistantships, and process for allocating Graduate Fee Remissions if available.

**Salary Savings:** Describe the unit(s) policy for establishing and using salary savings accounts.

**Returned Overhead:** Describe the amount of returned overhead (ROH) from the faculty member's grants and contracts that is returned to each unit and each unit's policy with respect to how those funds are used (e.g., partial return to faculty member, all used by the unit, etc.).

**Other:** Describe other unit-specific policies such as the faculty member/department split on Ecampus or PACE classes, department taxes on designated operations accounts or department overhead on Agricultural Research Foundation accounts.

**Review/Revision:** This MOU will be reviewed once a faculty member receives tenure and on a five-year cycle thereafter. A review or revision may also be necessary if the faculty member's appointment changes and the terms and conditions no longer apply.

**Authorizations:**

_____	_____
[FACULTY NAME]	Date

_____	_____
[UNIT LEADER NAME] [UNIT NAME]	Date

_____	_____
[UNIT LEADER NAME] [UNIT NAME]	Date

_____	_____
[DEAN'S NAME] [COLLEGE NAME]	Date

## **5.6 APPENDIX F. EXAMPLE LANGUAGE FOR OFFER LETTERS**

### **5.6.1 Start-up package language in the offer letter**

#### **12 month 0.75 FTE positions when 0.25 FTE for 3 years is included as part of startup w/RERF allocation**

In addition to your salary, the University will make available a total startup package of \$xxx,xxx. Your startup funds will cover 0.25 FTE of the position for three years (xx/xx/xx – xx/xx/xx), as well as travel, graduate assistants, and research, teaching, or outreach related expenses. Of your total startup, \$xx must be used to purchase research equipment which must be spent no later than June 30, xxxx. The remaining \$xxx,xxx of your startup funds must be expended no later than June 30, xxxx. Any portion of these funds not expended for these purposes by this date will revert to other use within the University.

#### **12 month 0.75 FTE positions when 0.25 FTE for 3 years is included as part of startup Without RERF allocation**

In addition to your salary, the University will make available a total startup package of \$xxx,xxx. Your startup funds will cover 0.25 FTE of the position for three years (xx/xx/xx – xx/xx/xx), as well as travel, graduate assistants, and research, teaching, or outreach related expenses. Your startup funds must be expended no later than June 30, xxxx. Any portion of these funds not expended for these purposes by this date will revert to other use within the University.

#### **9 month positions when up to 2 months summer salary for xxx years is included as part of startup w/RERF allocation**

In addition to your salary, the University will make available a total startup package of \$xxx,xxx. Your startup funds will cover travel, graduate assistants, and research, teaching, or outreach related expenses. In addition, your startup funds may be used to cover up to two months of summer salary for xxx years. Of your total startup, \$xx must be used to purchase research equipment which must be spent no later than June 30, xxxx. The remaining \$xxx,xxx of your startup funds must be expended no later than June 30, xxxx. Any portion of these funds not expended for these purposes by this date will revert to other use within the University.

#### **9 month positions when up to 2 months summer salary for xxx years is included as part of startup Without RERF allocation**

In addition to your salary, the University will make available a total startup package of \$xxx,xxx. Your startup funds will cover travel, graduate assistants, and research, teaching, or outreach related expenses. In addition, your startup funds may be used to cover up to two

months of summer salary for xxx years. Your startup funds must be expended no later than June 30, xxxx. Any portion of these funds not expended for these purposes by this date will revert to other use within the University.

### **5.6.2 Relocation allowance:**

In addition to your salary, you will be provided a relocation allowance of \$xx,xxx in your first paycheck to help defray any costs you may incur for relocation expenses. Under tax laws, all moving expenses may be 100% taxable and reportable. OSU cannot provide tax advice and recommends that you seek the advice of a tax professional. If you voluntarily separate from the university within one (1) year, you agree that you may be required by the university to repay this allowance. For additional information regarding the OSU Relocation Allowance policy, please visit <https://fa.oregonstate.edu/relocation-and-moving>.

### **5.6.3 AES appointment language:**

Professorial faculty with an Agricultural Experiment Station (AES) appointment of 0.20 full-time equivalent (FTE) or greater are required to be an Investigator for at least one NIFA Hatch collaborative or Hatch multistate project. Assignment to a NIFA Hatch project will occur within six months of your start date.

### **5.6.4 First paragraph Language for 0.75 FTE 12-month position in offer letter, posting and PD**

#### **First paragraph language for offer letters for 12-month 0.75 FTE college funded tenure track positions**

Congratulations! I am pleased to offer you a full-time, 1.0 FTE tenure-track position as Extension Assistant Professor in the Department of [insert department and college] at Oregon State University. This is a 12-month appointment at an annual full-time salary rate of [\$\$] for the period of July 1 to June 30 and funded at 0.75 FTE by the college and 0.25 FTE by the faculty member through grants and contracts. For the first three years, full funding would be provided by the college at 1.0 FTE. Your initial appointment begins on [insert start date]. We believe that your knowledge, skills, and experience would be a great fit for our department, and it is our hope that you will enjoy your role and make significant contribution to the overall success of OSU. Please take the time to review our offer as it includes important details about your compensation, benefits and the terms and conditions of your anticipated employment with OSU.

#### **First paragraph language for position posting and PD for 12-month 0.75 FTE college funded tenure track positions**

This is a full-time, 1.0 FTE tenure-track position at Oregon State University in the department of [input dept. name and college]. This position is funded at 0.75 FTE and the faculty member is

expected to fund the other 0.25 FTE from grants and contracts. For the first three years, full funding would be provided by the college at 1.0 FTE. This position has assignment as input title of position] Extension Specialist with a [input statewide or regional] assignment. This position contributes to the missions of OSU Extension Service and the College of Agricultural Sciences with principal responsibility for needs assessment, Extension program development, Extension teaching, and program evaluation.



## 5.7 APPENDIX G. EXIT INTERVIEW QUESTIONS FOR TENURE TRACK FACULTY

Updated July 2021

1. Why Are You Leaving/Retiring?
  
2. Compensation & Benefits - What was good/not so good?
  
3. Work Environment (Physical Issues)
  - a. Does your unit have infrastructure issues we should be aware of? :
  
  - b. Temperature, cleanliness, safety, security?:
  
4. Work Environment (Human Relations Issues)
  - a. Co-workers (positive/negative):
  
  
  - b. Clients, customers, stakeholders (positive/negative):
  
5. Roles, Responsibilities, Duties, Tasks
  - a. What were your favorite/least favorite?:
  
  
  - b. Are any of these a factor in your leaving/retiring?:
  
6. Future
  - a. Are there any initiatives, programs, policies that you need to comment on regarding their future after you leave/retire?:
  
7. Leadership
  - a. What are the strengths/weaknesses of your direct supervisor, his/her supervisor, and any other leaders that you worked for?:
  
  
  - b. What are the strengths/weaknesses of the employees whom you supervised?:

8. Support
  - a. Which entities gave you sufficient support and which ones did not?
  
9. \*Would You Come Back?
  - a. Under what circumstances?:

\*Questions that are not relevant to retirees

These represent the College of Agricultural Sciences' guidelines. All efforts have been made to ensure they augment and do not conflict with [University Policies and Standards](#). If they conflict, the University Policies and Standards supersede these guidelines.