FRA, RA and Instructor Promotion Process
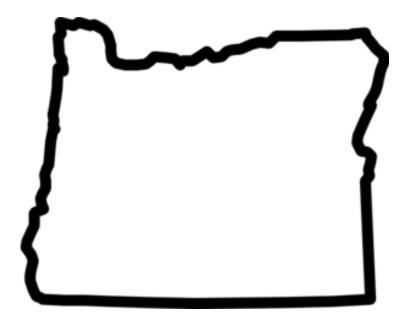
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CAS Promotion Workshop I
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Oregon State University

Outline

- Promotion overview
- Eligibility
- Benefits
- Position description
- Criteria for promotion
- Dossier development
- Process

Overview of Promotion

- FRAs, RAs and Instructors have 2 possible promotions

  - FRA **to** Senior FRA I **to** Senior FRA II
  - RA **to** Senior Research Associate I **to** Senior Research Associate II
  - Instructor **to** Senior Instructor I **to** Senior Instructor II

Overview of Promotion

- Candidates for promotion will be evaluated objectively for evidence of excellence in their performance of assigned duties and in their scholarship or creative activity.

- Each of these responsibilities will be documented in the dossier.

- Faculty Handbook, Promotion and Tenure Guidelines provides detailed guidance on criteria, evaluations and process.
  - **Take the time to read through this document!**

2015 Additions to OSU Promotion & Tenure Criteria

- Oregon State University is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved.

- Stipulated contributions to equity, inclusion, and diversity should be **clearly identified in the position description** so that they can be evaluated in promotion and tenure decisions. **Such contributions can be part of teaching, advising, research, extension, and/or service**. They can be, but do not have to be, part of scholarly work. **Outputs and impacts of these faculty members' efforts to promote equity, inclusion and diversity should be included in promotion and tenure dossiers**.

Updated Language on DEI in P&T

- Oregon State University is committed to maintaining and enhancing a culture and environment that promotes diversity, equity, inclusion (DEI). As a land grant institution, OSU's mission contributes to the prosperity of communities in Oregon, the nation and the world through teaching, research, extension and engagement, service, and other scholarly and creative activities. DEI is embedded in OSU's mission and values and all faculty members are expected to contribute to this aspect of the University's mission.

- To that end, faculty members' DEI efforts must be reported in promotion and tenure dossiers and evaluated during review processes. Contributions can be made through any of a faculty member's responsibilities, whether teaching and advising, research, extension and engagement, service, or other scholarly and creative activities. Examples of the varied ways OSU faculty members have engaged in DEI efforts can be found in the OSU Resource Guide for Planning and Reporting DEI Activities for P&T.

* CAS dossier "F. Diversity, Equity and Inclusion": summarize all DEI activities and efforts that you have participated.

Updated DEI Requirement under Candidate's Statement

- PART A: The candidate must include a statement (three-page maximum, single-spaced, 12- point font, one-inch margins) that addresses the individual's contributions in their primary assigned duties (e.g., teaching and advising; scholarship and creative activity; service and/or other assignments), including DEI. DEI efforts can be reported in the context of position duties as applicable or as a separate category.

Eligibility

- FRAs, RAs and Instructors are eligible for promotion when both the following criteria are met:
  - At least 4 calendar years have elapsed since their initial hire or last promotion (the decision year can be counted as one of the years), and
  - Accumulated at least 3 FTE years of service.
  - [Fixed-term eligibility calculators for Academic Year (9-month) faculty or Fiscal Year (12-month) faculty](#).

* Promotion is granted for achievement, not for years in rank.

Benefits of Promotion

- 10% salary increase starting with next fiscal year
- Minimum of 2-year rolling contract

Position Description (PD)

- All academic employees must have a ***position description*** that describes their current duties on file in the department.

- PD provides clarity around assigned duties, scholarship and service expectations (including equity, inclusiveness, and diversity and student success elements).

- PD creates a common level of expectation between the individual employee, their supervisor, and any other group asked to evaluate the employee's performance.

- The allocation of effort assigned to various duties should be specified as a percent of FTE, and should add up to 100%.

Periodic Review of Faculty (PROF)

- Opportunity to get clear feedback about expectations and performance.

- Important to document any concerns or weaknesses and what needs to be done to address them.

- CAS Academic Faculty Annual Performance Evaluation Guidelines

Criteria for Promotion of Faculty Research Assistants (FRAs)

- **To Senior FRA I**
  - Have a graduate degree appropriate to the field in which the research activities are performed, or <u>comparable educational or professional experience</u>;
  - Demonstrate a high level of competence, achievement, and potential in research, or serve effectively in a position requiring high individual responsibility or special professional expertise; and
  - Demonstrate a high degree of initiative in research and leadership among research colleagues in the department, as documented in authorship, management responsibilities, and creative approaches to research.
- **To Senior FRA II**
  - Have a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties.

New Criteria for Promotion of Research Associates (RAs)

- **To Senior RA I, a candidate should demonstrate**
  - a high level of effectiveness in conducting and disseminating research, investigations, or other activities appropriate to their field through documented communications and impacts, and
  - a record of substantive achievement and professional growth in the performance of assigned duties.

- **To Senior RA II, a candidate should demonstrate**
  - sustained record of high effectiveness and evidence of growing **independence and/or leadership in conducting and disseminating research**, investigations, or other activities appropriate to their field through documented communications and impacts, and
  - sustained record of substantive achievement and professional growth in the performance of assigned duties.

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Criteria for Promotion of Instructors

- **To Senior Instructor I**
  - Have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience;
  - Have special skills or experience needed in the unit; and
  - Have an exceptional record of achievement in the assigned duties.

- **To Senior Instructor II**
  - Have a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties.

Dossier Components - Dossier Guidelines

1. Cover page—name, department and action requested
2. Form A—provides details of appointment, and a list of components.
   - Unit Administrative Manager usually completes this
3. Waiver of Access (optional)
4. Position Description(s)
5. Candidate's Statement
   - 3-page max
   - Like a letter of application
   - Organize it relative to the criteria for promotion

Dossier Components - continued

6. Student or Client Letter of Evaluation (as appropriate)
7. Peer Review of Teaching (Instructors)
8. Department P&T Committee Letter
9. Department Head Letter
10. Letter from Other Supervisors
11. College P&T Committee Letter
12. Dean's Letter
13. [Dossier CV](#)
14. Letters of External Evaluation – will be determined for 2024-2025 cycle
15. Candidate's Statement of Completeness

4. Other Assignments under Promotion CV

- Substantial variation in "other assignments" because frequently FRAs and RAs have positions that are unique to the lab they work in or to the faculty member they work with.
- Examples:
  - Hire, train and supervise field crews collecting data for research projects
  - Coordinate volunteer assignments
  - Manage analytical laboratory
  - Analyze data and prepare summaries for publications and presentations
  - Draft SOPs and other research compliance documents
  - Supervise husbandry of research animals

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4. Other Assignments—general guidance

- Provide a brief (1-2 paragraph) description of what each duty involves.
- Target criteria for promotion: competence, achievement, special professional expertise, initiative, creative approaches, professional growth and innovation in assigned duties.
- Where appropriate provide lists or tables that document outputs. Examples:
  - List of employees hired, supervised by year
  - List of research projects supported by year
  - Number of service lab customers by year
  - Number of papers and presentations you summarized data for by year
  - Professional development or trainings you took (if not listed elsewhere)

CAS P&T Resources

- CAS promotion and tenure dossier CV templates - **new**
  - Faculty Research Assistants & Research Associates
  - Instructors
- Get started early keeping track of activities and evaluations
- Additional information on P&T from CAS

Process

1. Starts in spring the year before the decision
   - Each department has its own schedule—ask department head
   - Need recent peer teaching review for instructors
   - Candidate assembles dossier, **Dept head is responsible for ensuring it meets standards**
2. Candidate submits names of students (instructors) and external evaluators if it's required
3. Dossier is sent to external evaluators (usually in summer)
4. Department P&T, supervisor and department head letters due to dean's office in late November
6. College P&T and dean's letter due in early February
   - FRA, RAs and Instructors dossier stop at dean's level
7. Candidates informed of promotion decisions in mid-May
8. Provost hosts a reception near end of spring term
9. Process provides for rebuttals

Student Inputs for Instructors

Two levels of input

1. Student letters (4-12 letters depending on extent of candidate's teaching duties, current and recent students) — candidate provides names to department head— ½ of the letters come from candidate's list

2. Student committee letter (usually 4 current students, no COI)
   - Reviews teaching parts of dossier and summarizes input from the student letters
   - Candidate provides names for ½ of committee

Peer Review of Teaching for Instructors

- Follows college or department guidelines

- A letter from the peer teaching review committee that summarizes all peer teaching reviews over the evaluation timeframe should be included in the dossier.

- CAS Guidelines for Peer Evaluation of Teaching

Client Input – Some RAs and FRAs

- Usually a survey is conducted, but could solicit letters
- ½ names provided by the candidate
- A committee should summarize the input

External Evaluations for Instructors, RAs and FRAs

- Minimum of 4 letters of evaluation from outside the unit
- Candidate provides at least 2 names, no more than half
- Evaluators must be at or above rank you are seeking
- Well known teachers (tenure-track or instructors) are the best evaluators for instructors
  - Do not need to understand the discipline, but sometimes helps
- Faculty who employ FRAs are the best evaluators for FRA promotions
- Avoid Conflicts of Interest
  - Co-teachers
  - Co-authors
  - Collaborators

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Faculty Success

- Each faculty member has a secure profile in Faculty Success into which you enter your efforts and accomplishments.

- Courses taught and electronic Student Learning Experience (SLE) (formerly referred to as SET) records are automatically entered into appropriate faculty profiles in Faculty Success at the end of each term.

- A promotion CV template that meets the University requirements for the promotion and tenure dossier.

- Short, specific training videos and documents https://digitalmeasures.oregonstate.edu/training

- Support person: Adam Schaeffer adam.schaeffer@oregonstate.edu