



## **Promotion and Tenure Guidelines**

*(formerly Admin Memo 3,3a,4)*

Revised: January 1, 2026

**Purpose:** This memo outlines the promotion and tenure process and expectations for the College. These guidelines supplement the [Faculty Handbook section on Promotion and Tenure](#) published by Academic Affairs and the Senate, which supersedes any discrepancies between the two documents. This memo is intended to assist faculty in understanding and meeting the criteria, assist reviewers in evaluating the documentation of faculty accomplishments, and establish rules for the College Promotion and Tenure Committee.

### Preparation of the Dossier

- A. [Department Faculty Evaluation](#)
- B. [Position Description](#)
- C. [Period of Record](#)
- D. [SLE Scores](#)
- E. [Grant Reporting](#)

**Appendix A:** [Dossier – Example Table Format, Courses Taught](#)

**Appendix B:** [Dossier – Example Table Format, Grant Reporting](#)

### Optional Templates for Dossier Preparation

- Professorial Faculty
- Instructors
- Faculty Research Assistants (FRAs) and RAs

## **Preparation of the Dossier**

The [University guidelines](#) provide guidance on preparation of the dossier. The text below includes College of Forestry supplemental guidelines that assist faculty in preparation of their dossier.

- A. The **Department Faculty Evaluation** must be signed by all members of the Committee. Electronic signatures are acceptable.
- B. **Position Description**  
The candidate's current signed position description is required, as are any previous position descriptions since the last promotion, if applicable. All candidates must have a current and signed PD.
- C. **Period of Record.** Accomplishments made at other institutions must be clearly distinguished from those at OSU. For example, the list of refereed journal articles should be subdivided into sections associated with work at OSU and elsewhere.
- D. **Student Learning Experience (SLE) Survey Scores** (previously SET)  
Use the matrix format illustrated in Appendix A for reporting SLE scores for individual instructors.
  - Report results only for Question 2 on SLE form.
  - Retain the "COF 5-YR AVE" line as a comparator for the instructor's scores. To find the current average, see [T:\COF\Reports\SLE Reports\](#) and the appropriate SLE 5-year Avg...doc file. The Assistant Dean for Student Success may also have this information. Note that the average is different for graduate and undergraduate courses.
  - The instructor's scores by term and course fall beneath the "COF 5-YR AVE."
    - Results should be grouped by specific classes, and then arranged chronologically. (e.g. all the FE xxx together, followed by the FE zzz)
    - Insert your SLE scores by course for instructor (see SLE form).
- E. **Grant Reporting**  
Candidates should provide a full list of all grant and contract support (dollar amount) along with the name of the funding agency or organization, state whether the solicitation was competitive or not, dates of the award, and the name of the principal investigator. Grant and contract support may also include industry-sponsored activities (e.g., contracting and material transfer agreements, research, services, and testing), non-profit and foundation supported, or government commercialization programs (e.g., STTR and SBIR grants, SF PFI, state and/or local funding opportunities).

The grant reporting section should also include a summary of grant submissions, successful grants, and funds received. See Appendices for example table format.

- **Funded Grants**  
A full citation will include all PI's in the order they appear on grant application, year of initial grant award, title of grant, duration of grant, funding source, total amount received and amount attributed to the work of the candidate. All grants, competitive or non-competitive will be included. The competitive nature of all grants should be described. This can be done for each grant individually or by grouping them in some fashion, as appropriate.

For grants where the faculty acts as an administrator more than as a typical PI, that role should be noted and funding total attributed appropriately. For example, a lead PI on a grant of \$500,000 is allocated \$100,000 for her/his portion and the rest is allocated to a group of other PI's on the grant: the faculty should note their role and their portion ('My Share' on the example summary table). The role of administrator may require significant leadership and this should be considered when preparing the description and in evaluating effort.

- **Pending or Denied Grant or Contract Proposals**

Pending proposals may be included at the discretion of the candidate. Denied proposals may be included, if necessary, to show effort but must document the level of competitiveness (e.g., proportion funded) and the rating—consultation with the Department Head is imperative.

- **Intellectual Property**

List patent applications, patents awarded, copyrights (including software), trademarks, tangible property (e.g., cell lines), trade secrets & know how, germplasm protection, invention disclosures, novel data products, novel processes & procedures, installation of creative works, or commissioned works. Include titles and dates as appropriate.

- **Use and Licensing**

List licensed intellectual property and technologies (e.g., database access, cultivar and software releases, novel animal models for industrial use), royalty generated, usage of product/service/methods, discipline and/or unit specific evidence of societal impact.

- **Entity Creation**

List startup/spinout organizations (including for-profit, non-profits and foundations to allow for broad recognition of societal impact) founded on specific university intellectual property including funds raised/follow-on funding (e.g., private and public commercialization funds beyond SBIR/STTR, private equity investment), revenue/funds generated, people impacted & people employed.

- **Service to the Public (professionally related)**

List services provided to the public which are consistent with professional training and responsibilities. Provide dates. Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in promotion and tenure decisions. This service can include examples of engaging with industry, government, non-profit, foundation, community and/or other entities/individuals that can be linked to the university mission.

## Appendix A

### UNDERGRADUATE COURSES TAUGHT (EXAMPLE):

Question 2: The instructor's contribution to the course was:

Year	# Student s	Very Poor %	Poor %	Fair %	Good %	Very Good %	Excellent %	Unable to Rate %	Mean	Median
<b>COF 5-YR AVG. (2020-25)</b>										
<b>Instructor Term/Year Course</b>										
S020 FE 3xx										
W21 FE 3xx										
W22 FE 4yz										
W23 FE 4yz										
W24 FE 4yz										
SP25 FE 2zz										

### GRADUATE COURSES TAUGHT (EXAMPLE):

Question 2: The instructor's contribution to the course was:

Year	# Student s	Very Poor %	Poor %	Fair %	Good %	Very Good %	Excellent %	Unable to Rate %	Mean	Median
<b>COF 5-YR AVG. (2020-25)</b>										
<b>Instructor Term/Year Course</b>										
F21 FE 5xx										
F22 FE 5xx										
F23 FE 5xx										
F24 FE 6yz										

## Appendix B

### SUMMARY OF ALL GRANT AND CONTRACT SUPPORT:

	# Attempts (as PI)**	# Funded (as PI)	Funding Rate (as PI)	Total \$	My Share \$
Competitive (total)					
Competitive, (External*)					
Competitive, (Internal*)					
Non-competitive					
Declined Pre-proposals					
Total (incl. pre- proposals)					

\*Internal or External to the institution that the PI was employed at time of submission

\*\*White papers, pre-proposals, full proposals, memorandum of agreements, joint venture agreements, Agricultural Research Foundation gifts, etc.