

AEI Faculty Review and Promotion Process

AY2017-18

FACULTY REVIEW

This policy applies to all represented faculty and is intended to comply with all provisions of Article 19 of the CBA. To the extent there are any discrepancies or inconsistencies, CBA Article 19 controls for represented faculty. This policy also applies to all unrepresented faculty, unless a university-wide policy exists that contradicts the terms of this policy. For NTTF holding joint or multiple appointments, a memorandum will be completed at time of hire or assignment specifying expectations for promotion review and identifying how the promotion process will be handled among the units. If review or promotion procedures change during the course of a faculty member's employment, they may elect between current criteria and those in effect during the six years prior to the initiation of a given review or promotion process.

Faculty are evaluated by the Annual Review Committee (ARC) in the areas of teaching, (alternatively or in addition: administration or project work), professional development, and service. These areas are consistent with university requirements for evaluating all non-tenure-track faculty (NTTF) members. Information from the ARC is used by the Executive Director in making personnel decisions, such as hiring, merit raises, and in cases of renewal/non-renewal. If a faculty member seeks promotion in a year when a contract renewal review is due, only a single review must be completed. The decision on whether to promote or renew must be made independently.

Please refer to CBA Article 19 for promotion eligibility standards. Guidelines and criteria for promotion are included at the end of this document.

Documentation and Submission Deadlines

Faculty

- Formative Observation, Feedback and support deadline
By Monday at 9am after Week 10 in the fall term of the calendar year to be reviewed, faculty submit to AEI Human Resources the following:
 - *(required) Evidence of formative observation (see formative observation tool options below)
 - (optional) Faculty Feedback to Administrators Forms completed by submitting faculty member as a peer critique of faculty with administrative duties (forms located in AEI Network/Annual Review Materials/1-FAC and Admin Feedback Forms)
 - (optional) Administrators Feedback to Faculty Forms completed by submitting faculty member as a peer critique of faculty with teaching administrative duties (forms located in AEI Network/Annual Review Materials/1-FAC and Admin Feedback Forms)

- (optional) Current, signed, dated letters of support from direct supervisors, committee chairs, project supervisors, lead teachers, or others who can comment on the quality and quantity of your work.
 - (optional) Other documentation, including a personal statement, that evidences existence and quality of work for which you are claiming points on the metric.
- Annual Review Metric/CV Submission Window
Between Wednesday 9am and Friday 5pm of University Week 1 in the winter term after the calendar year to be reviewed, *faculty submit to AEI Human Resources the following:*
 - *(required) Updated vita in standard AEI format (see below)
 - *(required) Completed Self-Report Metric (see self-report metric below; the metric will be completed in an Excel sheet, not in a word table as here)

AEI Human Resources

- By December 31 of the calendar year to be reviewed, *AEI Human Resources* provides:
 - *(required) Student Evaluations (numeric and signed comments) for all courses taught with number of students 5 or more
 - *(required) Student Evaluations Summary sheet unique to each faculty member (copy to receiving faculty by Monday of Week 1)
 - *(required) Summative Observations [peer reviews] (see observation form below; one summative observation per contract period required, not obligatory annually on 2+-yr. contracts)
 - (optional) Faculty Feedback to Administrators Forms completed by another faculty member as peer critique of submitting faculty member's administrative work (copy to receiving faculty by Monday of Week 1)
 - (optional) Administrators Feedback to Faculty Forms completed by an administrative faculty member as peer critique of submitting faculty member's instructional work (copy to receiving faculty by Monday of Week 1)

Committee Constitution

In the beginning weeks of fall term, the Academic Director lists on a ballot all faculty eligible (those Career Track faculty who have been reviewed at least twice themselves) to serve on the Annual Review Committee (ARC), and sends out a survey to all faculty to vote. Roughly half of the ARC (typically 8-12 members total) are carried over in any given year, continuing in a two-year commitment. The number of faculty elected will depend on how many members have been carried over from the previous year. Once the ARC is constituted, the committee meets and then directs the Academic Director as to how they would like the chair of the committee to be chosen. The eventual chair begins communications and arrangements with the Assistant Director of Human Resources as to timeline, processing of submitted documents, etc.

The committee decides whether or not internal and/or external reviews (over and above supervisors' evaluations) will be used in a given promotion case. The use of such reviewers and the process for their selection will be discussed with the candidate in advance of solicitation of

reviewers. External reviewers will be selected based on an ability to present a knowledgeable and objective evaluation of the candidate and their qualifications.

Annual Review and Promotion Report Processing

When the reviews are complete:

1. The ARC chair or designee delivers all relevant documents for all employees reviewed to the Assistant Director of Human Resources or provides notification, if files are in electronic versions.
2. The Assistant Director of Human Resources and staff file all reviews and generate a summary sheet/sign-off form for each reviewed employee, which is placed in a sealed envelope and placed in personal mailboxes in hard copy.
3. This form needs to be read and received by the reviewed employees, signed and returned to the Assistant Director of Human Resources' office by the date stated on the form, whether there is acceptance or non-acceptance on the part of the reviewed employee. (Non-acceptance may be in the form of something as simple as noticing an error in points calculation, or a typo, or something more complex—concern that the review committee intentionally, with rationale provided, did not award points that the reviewed employee had expected would be awarded.)
4. The Assistant Director of Human Resources files as complete the reviews with the acceptance of the analysis, and returns to the committee chair any reviews where there was disagreement.
5. The review committee reconvenes, either in person or remotely via email, to either:
 - a. 'resolve' the non-acceptance by making change(s), unanimously, or not making change(s), unanimously.
 - b. attempt to resolve, and then clearly state intra-committee variance on whether to make change(s), in an email to the Academic Director.
 - c. In the case of 'b' above, the entire annual review file for the employee in question is delivered to the Academic Director, who reviews the complete file alongside the reviewed employee's comments concerning non-acceptance, and notes from the secondary review meeting or correspondence forwarded by the committee members. The Academic Director makes the final decision, in a case where the ARC cannot come to a conclusion in response to non-acceptance.
6. If resolved by the ARC, the ARC chair or designee delivers secondarily reviewed files to the Assistant Director of Human Resources.
7. If resolved by the Academic Director in favor of the employee, the Academic Director delivers secondarily reviewed files to the Assistant Director of Human Resources, who then distributes resolved review sign-off to employee in question.
8. If the result of resolution is reconfirmation of the committee's original review, the Academic Director will meet with the employee to explain the resolution. Under no circumstances is the employee to address any member of the ARC in further discussion about the review. In cases where the resolution entails an overall 'performance does not meet expectations,' or in cases where the performance issue in question may involve a progressive discipline process or mandatory mentoring for the employee, the Asst. Director of Human Resources will also be present for this meeting.

9. If, after a reconfirmation of an original review, the employee wishes to file a response for their file, this is permitted.
10. The Asst. Director of Human Resources will then file both the original and secondary review documents, and the matter will be closed.
11. Any employee may request a meeting with the Academic Director regarding the content of their review, whether acceptance or non-acceptance is stated.
12. A third appeal may be lodged with the Executive Director.
13. An unsuccessful candidate for promotion may continue employment at the current rank as long as eligible to do so under the CBA and university policy. NTTF who are denied promotion may reapply for promotion after having been employed by the university for an additional three years at an average of 0.3 FTE or greater, accrued at no greater than three terms per academic year. Unsuccessful candidates may also appeal as provided by Article 21 of the CBA (Tenure and Promotion Denial Appeal) or other university appeals processes which apply to faculty not covered by the CBA. A candidate may withdraw an application for promotion in writing to the Provost and the dean at any time before the Provost's decision.
14. Opportunity to discuss performance and effort with the Academic Director will be provided upon request to all instructors of any contract status (pro tem or career track) throughout the academic year.
15. Pro tem faculty are evaluated by way of end-of-term student course evaluations. While not required, pro tem faculty may request peer evaluation of teaching. There are no promotion opportunities for those appointed as pro tem NTTF.

CV for AEI Annual Review/Promotion Template 2017-2019

(include dates for all entries)

NAME

EDUCATION

PhD, EdD University, location, date degree conferred
MA, MS University, location, date degree conferred
BA, BS University, location, date degree conferred
Certificates (some people have CELT or other certificates)

TEACHING

Academic Appointments

Courses taught
Duties and Responsibilities

ADMINISTRATION

Administrative Appointments

Roles held, location, dates
Duties and Responsibilities

OTHER RELEVANT WORK EXPERIENCE

Roles held, location, dates
Duties and Responsibilities

PROFESSIONAL ACTIVITIES

Publications*

Published (*separate peer-reviewed, non-peer-reviewed, and works in press/publication*)

Books
Articles
Book Chapters
Reviews
Others (newsletter, guide, materials)

Unpublished

Books
Articles
Book Chapters
Reviews
Others (newsletter, guide, materials)

Conference Presentations, Workshops, Colloquiums, English Language Specialist or other teacher-training workshops

Other (In-house presentations, webinars, etc.)

Attendance at conferences at conferences and workshops

Learning groups, etc.

SERVICE

Service to Department/Unit

- Committee work
- LTS student support
- Other

Service to University (outside the AEI)

Service to the Field

Service to the Public (as relevant to your profession)

MEMBERSHIP IN ACADEMIC AND PROFESSIONAL SOCIETIES, PROFESSIONAL AFFILIATIONS

HONORS/AWARDS/DISTINCTIONS

GRANTS AND FELLOWSHIPS

INTERNATIONAL EXPERIENCE

LANGUAGES SPOKEN

** Ideally, the CV should list publications and presentations in reverse chronological order. There must be clear separation among published and unpublished materials, and publications should be separated by peer-reviewed and not peer-reviewed in categories that may include the following: Books, Articles, Book Chapters, Reviews, Other. Works that have been fully accepted for publication (ie: are “in press” with no further author revisions beyond reading the copy-edited ms. or page proofs) may be listed among publications IF the file includes letters from press and journal editors attesting that the work is fully complete and “in press” or “in production.” These letters (emails are fine) should precede the most recent iterations of the CV in the CV section. Work in progress must listed be in a separate category. The CV should be straightforward in identifying publications that have been reprinted – eg, a journal article that then appears in an edited collection. These are not separate publications – best to have one citation that lists the publication and the various places and dates of appearance.*

AEI Annual Review Self-Report Metric 2017-2019

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
TEACHING								
Teaching	NA	Overall (average) instructor and course evaluations at 3.75 or above						
Teaching	NA	One summative observation that meets expectations						
Teaching	NA	One formative observation						
Teaching	NA	No negative feedback from direct supervisor						
Teaching	NA	Second summative observation that meets expectations (if overall course evals are under 3.75, if first summative observation does not meet expectations or if teacher receives student complaints)						
Teaching	1+	IEP Lead teacher (per term)						
Teaching	1+	AEIS lead teacher or eLearning mentor/lead teacher (per course/per year)						
Teaching	1	Goal-setting and 3 formative activities (please complete and attach the form)						
Teaching	1	1 or more new preps during the calendar year (point for each)						
Teaching	1	Significant course redesign or creation of new course (point for each)						
Teaching	1	Overall instructor and course evaluations at 4.25 or above.						

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
Teaching	1	Summative observation that exceeds expectations						
Teaching	2	Positive feedback from direct supervisor						
ADMINISTRATION								
Admin	NA	Feedback from direct supervisor that "meets" expectations (required)						
Admin	NA	Ongoing evaluation of program and procedures, program development or revision						
Admin	NA	Successful completion of 2-5 stated outcomes (list outcomes)						
Admin	NA	Formative development activity (please complete and attach form)						
Admin	1	Provides support and/or training to AEI or UO						
Admin	1	Positive feedback from faculty						
Admin	1	Goal-setting and 3 formative activities (please complete and attach the form)						
Admin	1	Evidence of annual administrative data tracking/collection as it relates to position: brief explanation						
Admin	2	Feedback from direct supervisor that "exceeds" expectations						
Admin	2	Successful completion of 6+ stated outcomes (list outcomes)						

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
Admin	2	Evidence of external communication/ collaboration with individuals outside of the AEI (such as UO or partner institutions)						
Admin	2	Program development or significant revision: brief explanation						
Admin	2	Provide, support, and/or make available ongoing training and/or professional development for AEI faculty and staff: brief explanation						
Admin	1+	Other (please explain)						
PROJECT WORK								
Project	NA	Successful completion of 2-5 stated outcomes (list outcomes)						
Project	NA	Effectively communicates and collaborates with others (email, online docs and F2F/Skype meetings)						
Project	NA	Contributes ideas, resources and materials creation						
Project	NA	Feedback from direct supervisor that "meets" expectations (required)						
Project	NA	Formative development activity (please complete and attach form)						

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
Project	1	Engages in research to ensure best practices						
Project	1	Project that enhances AEI student and/or faculty experience						
Project	1	Goal-setting and 3 formative activities (please complete and attach the form)						
Project	2	Successful completion of 6+ stated outcomes (list outcomes)						
Project	2	Produces high-quality work that demonstrates creativity and innovation						
Project	2	Feedback from direct supervisor that "exceeds" expectations						
Project	2	Project work significantly raises the AEI/VO profile nationally or internationally						
Project	1+	Other (please explain)						
PROFESSIONAL DEVELOPMENT								
PD	1	Attendance at professional conference in the field, not presenting						
PD	1	Submission of proposal to local, regional, national or international conference (attach evidence of proposal)						

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
PD	2+	One state, regional, national or international presentation, webinar or workshop (non-refereed or refereed). Includes co-presentations which were co-prepared but not presented by one or more individuals due to funding or other reasons for non-attendance.)						
PD	3	Invited presenter at regional conference (attach invitation)						
PD	2	Teaching tip or short article in newsletter or professional publication (approx. 500-1,500 words)						
PD	2-4	Graduate level coursework that directly contributes to professional development						
PD	2-4	Teaching abroad that enhances personal teaching effectiveness or leadership and UO AEI visibility (short-term, not under AEI auspices)						
PD	2-4	Editor of newsletter, journal or ELT book						
PD	4	Invited high-profile national/international presentation/workshop (plenary or keynote speaker, etc.) (Attach official invitation)						
PD	4	Feature (full-length) article in juried journal						

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
		(local/regional/national/international) or chapter in book (refereed publication)						
PD	8	Ph.D. awarded in TESOL, Linguistics, or a closely related field on a subject that enhances UO AEI teaching or research						
PD	1+	Present on-campus, in-house, local, presentation, webinar or workshop (one point per)						
PD	1+	Professional coursework (e.g. language class, education course, Linguistics, any course that directly contributes to professional growth) (non credit or audit.)						
PD	1+	Attendance at presentations/workshops (i.e. TEP, faculty professional development meetings, webinars, etc.) - 1 point per 10 attended						
PD	1+	Other (please explain)						
PD	2+	National/international consulting/teacher training - for example English Language Specialist (explain)						
SERVICE								
Service	1+	Grant writing without FTE (1 point per 10 hours served) - list hours in comments						
Service	1+	Subbing (1 point per 10 hours served) - list hours in comments						

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
Service	1+	AEI or UO Committee member or chair (1 point per 10 hours served) - list hours in comments						
Service	1+	Other (1 point per 10 hours served, please explain, Ex. Short term observers, long term observers, subbing less than 10 hours, interns, being the non-initiator of a formative observation etc.)						
Service	1+	Program Operations outside of FTE (e.g. portfolio reading for RWG 6, SPEAK testing, participation in organized student activities, etc.)						
Service Mix-n- Match	1+	Smaller service activities can be combined here to equal one or more points						
FLEXIBLE (PROFESSIONAL DEVELOPMENT OR SERVICE)								
PD/Service	1	Professional volunteering (1 point per 10 hours served) - list hours in comments and explain						
PD/Service	1	Professional organization or interest section position (1 point per 10 hours served) - list hours in comments						
PD/Service	1	CEA site reviewer (1 point per 10 hours served) - list hours in comments						
PD/Service	1	Service on a local, regional, national or international board/interest section committee (1 point per 10 hours served) - list hours in comments						
PD/Service	1	Conference proposal or professional publication reader for TESOL or other						

Possible Category	Pts	Activity Description	T	A D	PRJ	SVC	PD	Evidence/ Comments
		conference in the field (1 point per 10 hours served) - list hours in comments						
PD/Service	1	Second reader on LTS terminal project						
PD/Service	2	LTS terminal project advisor						
PD/Service (Pro Tem and TI faculty only)	1+	Mix-n-match! (This item is where small service and PD activities can be combined, e.g. 6 hours of subbing and attendance at 4 presentations)						

PROMOTION

Description of senior faculty

Senior instructors are expected to provide the consistent versatility, creativity, innovation, collaboration and leadership required for effective operation of a language program in the areas of mentoring, administration, university academic activities, and other services to the AEI in addition to teaching and/or project work. They are expected to pursue professional development activities that enhance operational efficiency, instructional quality, and the national and international reputation of the program.

Considerations for promotion

Promotion Review to Senior I rank entails a holistic measure with the candidate's goal and responsibility being to show oneself to be performing at the level described in this document. All of these qualities should be exemplified in the ways set forth below.

Split appointments

It is understood that faculty who have split appointments between teaching/admin/project work may not necessarily fulfill all the criteria for all three categories. It is incumbent on the candidate to explain any gaps due to split appointments.

Promotion to Senior Instructor 1 Guidelines and Criteria

For preparing your promotion file

Note that the narrative statement and CV are the primary guiding documents for the promotion committee. These documents should include clear evidence of versatility, creativity, innovation, collaboration and leadership as well as overall excellence (as defined in the following criteria) in job performance. The portfolio provides supporting documentation and evidence of these qualities and achievements.

1. Include standardized CV according to the provided template.
2. In your personal statement (2-6 pages), include (in prose)
 - a. your teaching/administrative/project work philosophy and how it connects to your career at the AEI (during the official period of review).
 - b. a description of your niche or specialty area within the AEI (how are you a go-to person?)
 - c. a focus on your key accomplishments in teaching, project work and/or administration, professional development and service.
 - d. a brief statement about your contributions to UO's mission of equity and inclusion (e.g. tailoring classroom materials and practices for diverse learners; providing tools for students to engage with people from other cultures, encouraging students to engage in the community outside of class; teacher training for teachers from around the world; working with people from low-resource areas of the world; working with international GTFs to improve their abilities to communicate etc.)
 - e. a brief summary of future goals

3. Teaching/Admin/Project Portfolio - the focus should be on quality over quantity and clearly connected to your teaching/administrative philosophy. Ideally, materials should demonstrate development of a specialty area. Materials should be original, created by you. Include a brief statement to contextualize each example (a few sentences).
Maximum 25 pages.

Promotion to Senior I

<p style="text-align: center;">Criteria for Teaching</p> <p>A successful candidate will include all of the following. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
1. Evidence of frequent and consistent leadership (lead T, point person or other)	
2. Evidence that faculty/admin look to this person as having expertise in a given area (niche) (evidence could include letters of support from supervisors and/or mentors, being asked to lead a course, leading a project, presenting to the faculty or LTS students, requests from faculty mentors to allow formative observations by other faculty, requests from faculty mentors to observe other instructors as a “master” teacher, etc.)	
3. Evidence of frequent and consistent materials development and sharing of excellent materials	
4. Consistent evidence that excellent materials are used by others	
5. Consistent evidence that excellent materials adhere to and enhance curriculum and lead to stated student learning outcomes	
6. Evidence of ability to collaborate and work effectively with others	
7. Evidence of a clear teaching philosophy that is borne out in materials development and practices (as evidenced in narrative and portfolio)	
8. Evidence of innovation and creativity in course, curriculum and materials design	
9. Evidence of excellence in teaching (evidence could include student evaluations, summative observations and annual reviews, examples of student achievement)	

10. Evidence of continual expansion of teaching skills/knowledge (how is professional development applied to classroom teaching?)	
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<p style="text-align: center;">Criteria for Administration</p> <p style="text-align: center;">A successful candidate will include all of the following. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
1. Evidence of frequent and consistent leadership in admin role	
2. Evidence that faculty look to this person as having expertise in something (niche) such as: (letters of support from supervisors, serving as an expert/consultant for other units on campus or in the field, feedback from faculty or administrators, lead on a project, presentations to staff, faculty or other units, cross-program collaborations, etc.)	
3. Evidence of ability to collaborate and work effectively with others	
4. Evidence of a clear philosophy that is borne out in program development and practices	
5. Evidence of innovation and creativity in program development and practices	
6. Evidence of adherence to the AEI mission and internal and external policies and standards	
7. Evidence of excellence in administration (letters from supervisors, feedback from administration and faculty, etc.)	
8. Evidence of continual expansion of skills/knowledge (how is professional development applied to the administrative position)	

<p style="text-align: center;">Criteria for Project Work</p> <p style="text-align: center;">A successful candidate will include all of the following. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">submitted (to be completed by the Promotion Committee)</p>
1. Evidence of engagement in research to ensure best practices.	
2. Evidence of consistent meeting of stated project outcomes	
3. Evidence of contribution of ideas, resources and materials creation	
4. Evidence of ability to collaborate and work effectively with others	
5. Evidence of production of high-quality work that demonstrates creativity and innovation	
6. Evidence of project work that significantly raises the AEI/UO profile nationally or internationally	
7. Evidence of continual expansion of skills/knowledge	

4. Professional Development Portfolio - the focus should be on quality over quantity and clearly connected to your teaching/administrative philosophy. Ideally, materials should demonstrate development of a specialty area. Materials should be original, created by you. Include a brief statement to contextualize each example (a few sentences). Maximum 25 pages. (PowerPoint/Prezi slides should be 4-6 per page.)

<p style="text-align: center;">Criteria for Professional Development</p> <p style="text-align: center;">A successful candidate will include evidence that all of the following were sustained over time. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
1. Evidence of frequent and consistent attendance at Friday PD sessions, Critical Friends meetings, UO-offered workshops and/or local and regional conferences and webinars.	
2. Evidence of regular in-house & local/ regional presentations or publications.	
3. Evidence of regular a) national &/or international presentations, webinars and workshops b) or peer-reviewed or major commercial publications	

5. Service - In addition to the list of your service activities, other helpful evidence of service is letters from committee chairs, lead teachers or others in supervisory roles related to service and mentees, etc. Include a brief statement to contextualize each example (a few sentences). Maximum 15 pages.

<p style="text-align: center;">Criteria for Service</p> <p>A successful candidate will include evidence that all of the following were sustained over time. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
<p>1. Evidence of active and productive participation in high-demand committees on an annual basis and/or multiple low-to-moderate demand committees. (A candidate for senior instructor is expected to support the AEI through regular committee work.) Service to the UO and/or field is also valued.</p>	

Promotion to Senior Instructor II Guidelines and Criteria

Description of senior faculty

Senior instructors are expected to provide the leadership required for effective operation of a language program. At the senior II rank, these expectations are magnified and those seeking and achieving senior II status are expected to be acknowledged “go to” people with expertise by an external audience. Senior II instructors are expected to provide exceptional service, internally and *externally* recognized versatility, creativity, innovation, collaboration and leadership required for effective operation of a language program in the areas of mentoring, administration, university academic activities, and other services to the AEI in addition to teaching and/or project work. They are expected to pursue professional development activities that enhance operational efficiency, instructional quality, and the national and international reputation of the program.

Considerations for promotion

Promotion Review to Senior II rank entails a holistic measure with the candidate’s goal and responsibility being to show oneself to be performing at a level of recognized expertise per the criteria described in this document. All of these qualities should be exemplified in the ways set forth below.

Split appointments

It is understood that faculty who have split appointments between teaching/administrative/project work may not necessarily fulfill all the criteria for all three categories. It is incumbent on the candidate to explain any gaps due to split appointments or in-depth specialization.

For preparing your promotion file

Your file will be reviewed by both internal reviewers and at least one external reviewer who is outside the University of Oregon and who has expertise in your stated area(s) of specialization. Note that the narrative statement, CV, and letters of support are the primary guiding documents for the promotion committee. These documents should include clear evidence of versatility, creativity, innovation, collaboration and leadership as well as overall excellence (as defined in the following criteria) in job performance. The portfolio provides supporting documentation and evidence of these qualities and achievements.

1. Include standardized CV according to the provided template.
2. Include three letters of support from AEI or non-AEI sources documenting your leadership, mentoring of others, and expertise in your stated area(s) of specialization.
3. A list of 3-5 external (non-AEI) professional reviewers who are recognized experts in your area(s) of specialization. The committee chair will contact them to ask at least one to serve as a reviewer.
4. In your personal statement (2-6 pages), include (in prose):
 - a. your teaching/administrative/project work philosophy and how it connects to your career at the AEI (during the official period of review), especially since your previous promotion and how it relates to the leadership and mentoring of others;

- b. a description of your niche or specialty area within the AEI (how are you a go-to person?);
 - c. a focus on your key accomplishments in teaching, project work and/or administration, professional development and service;
 - d. a brief statement about your contributions to UO's mission on equity and inclusion (e.g., tailoring classroom materials and practices for diverse learners; provide tools for students to engage with people from other cultures, encourage students to engage in the community outside of class; teacher training for teachers from around the world; work with people from low-resource areas of the world; work with international GTFs to improve their abilities to communicate etc.)
 - e. a brief summary of future goals.
5. In your Teaching/Administrative/Project Portfolio the focus should be on quality over quantity and clearly connected to your teaching/administrative philosophy and include evidence of leadership, program support and development, and/or mentoring of others. Ideally, materials should demonstrate development of a specialty area. Materials should be original, created by you. Include a brief statement to contextualize each example (a few sentences).
Maximum 25 pages.

Promotion from Senior 1 to Senior II

<p style="text-align: center;">Criteria for Teaching</p> <p style="text-align: center;">A successful candidate will include all of the following. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
<p>1. Evidence of sustained and consistent leadership (e.g., Lead Instructor, point person or other)</p>	
<p>2. Evidence that faculty/admin look to this person as having expertise in a given area (niche) (evidence could include letters of support from supervisors and/or mentors, being asked to lead a course, leading a project, presenting to the faculty or LTS students, requests from faculty mentors to allow formative observations by other faculty, requests from faculty mentors to observe other instructors as a “master” teacher, etc.)</p>	
<p>3. Evidence of frequent and consistent materials development and sharing of excellent materials</p>	
<p>4. Consistent evidence that excellent materials are used by others</p>	
<p>5. Consistent evidence that excellent materials adhere to and enhance curriculum and lead to stated student learning outcomes</p>	
<p>6. Evidence of ability to collaborate and work effectively with others</p>	
<p>7. Evidence of a clear teaching philosophy that is borne out in materials development and practices (as evidenced in narrative and portfolio)</p>	
<p>8. Evidence of innovation and creativity in course, curriculum and materials design</p>	

9. Evidence of excellence in teaching (evidence could include student evaluations, summative observations and annual reviews, examples of student achievement)	
10. Evidence of continual expansion of teaching skills/knowledge (how is professional development applied to classroom teaching?)	

Criteria for Administration	Notes on quality of evidence submitted (to be completed by the Promotion Committee)
A successful candidate will include all of the following. Quality of work in these areas will be considered.	
1. Evidence of sustained and consistent leadership in admin role	
2. Evidence that faculty look to this person as having expertise in something (niche) such as: (letters of support from supervisors, serving as an expert/consultant for other units on campus or in the field, feedback from faculty or administrators, lead on a project, presentations to staff, faculty or other units, cross-program collaborations, etc.)	
3. Evidence of ability to collaborate and work effectively with others	
4. Evidence of a clear philosophy that is borne out in program development and practices	
5. Evidence of innovation and creativity in program development and practices	
6. Evidence of adherence to the AEI mission and internal and external policies and standards	
7. Evidence of excellence in administration (letters from supervisors, feedback from administration and faculty, etc.)	

8. Evidence of continual expansion of skills/knowledge (how is professional development applied to the administrative position)	
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<p style="text-align: center;">Criteria for Project Work</p> <p style="text-align: center;">A successful candidate will include all of the following. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
1. Evidence of engagement in research to ensure best practices	
2. Evidence of consistent meeting of stated project outcomes	
3. Evidence of contribution of ideas, resources and materials creation	
4. Evidence of ability to collaborate and work effectively with others	
5. Evidence of production of high-quality work that demonstrates creativity and innovation	
6. Evidence of project work that significantly raises the AEI/UO profile nationally or internationally	
7. Evidence of continual expansion of skills/knowledge	

6. Your Professional Development Portfolio should focus on quality over quantity and clearly connect to your teaching/administrative philosophy. It should also clearly demonstrate others' recognition of your expertise and leadership in your stated area(s) of specialization. Materials should demonstrate significant development of a specialty area. Materials should be original, created by you. Include a brief statement to contextualize each example (a few sentences). Maximum 25 pages. (PowerPoint/Prezi slides should be 4-6 per page.)

<p style="text-align: center;">Criteria for Professional Development</p> <p>A successful candidate will include evidence that all of the following were sustained over time. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
<p>1. Evidence of frequent and consistent attendance at Friday PD sessions, Critical Friends meetings, UO-offered workshops and/or local and regional conferences and webinars.</p>	
<p>2. Evidence of regular in-house and local/ regional presentations or publications.</p>	
<p>3. Evidence of regular national and/or international a) presentations, webinars and workshops b) or peer-reviewed or major commercial publications</p>	

7. Service - In addition to the list of your service activities, other helpful evidence of service may include letters from committee chairs, lead teachers or others in supervisory roles related to service and mentees, etc. Include a brief statement to contextualize each example (a few sentences). Maximum 15 pages.

<p style="text-align: center;">Criteria for Service</p> <p>A successful candidate will include evidence that all of the following were sustained over time. Quality of work in these areas will be considered.</p>	<p style="text-align: center;">Notes on quality of evidence submitted (to be completed by the Promotion Committee)</p>
<p>1. Evidence of active and productive participation in high-demand committees on an annual basis and/or multiple low-to-moderate demand committees. (A candidate for Senior Instructor II is expected to support the AEI through regular committee work at the leadership level.) Service to the UO and/or field is also valued.</p>	