

**NON-TENURE TRACK FACULTY (NTTF) POLICY FOR PROMOTION AND REVIEW
AT THE UNIVERSITY OF OREGON, COLLEGE OF EDUCATION
REVISED 2/02/2017**

APPROVED BY THE OFFICE OF THE PROVOST AND ACADEMIC AFFAIRS: 2/08/2017

The purpose of this document is to provide the policies that define and affect the appointment, promotion and review for all non-tenure track faculty (NTTF) in the College of Education (COE) at the University of Oregon. This revision incorporates other policy and procedural changes and clarifications at both the university and college levels pertaining to NTTF faculty. Thus, this revision eliminates sections of the originally adopted policy and refers to those new policies and procedures where appropriate.

NTTF classifications, categories, and ranks are described in Article 15 of the CBA.

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.

Definitions

This policy should be reviewed every three years. An NTTF Policy and Promotion Committee can be formed to oversee this process. The Committee can solicit feedback from the various departments in the COE, determine what changes are needed, present their recommendations to the Dean for approval, and then present those changes to faculty for consideration and vote.

Introduction

All NTTF, whether involved in instruction, research, or academic support, are considered to be members of the College of Education (COE) faculty and will be afforded professional standing in the College community commensurate with faculty status and the duties and responsibilities of their appointments.

All NTTF academic appointments fall within the set of unclassified appointments¹. NTTF appointments are in two categories: Officers of Instruction and Officers of Research. NTTF

¹There is one class of NTTF appointments that is unique to the COE: dual title appointments. NTTF faculty with these appointments carry a research rank, formally recognized professorial title, and previously agreed upon academic rights and privileges. In the spring and fall of 2010 the voting and committee standing of these faculty members were clarified in memos from the COE Dean to each faculty, their respective departments, and the Graduate School. This group

appointed as OFFICERS OF INSTRUCTION hold appointments that are primarily or exclusively instructional appointments. Typically, such appointments are made within an academic department (e.g. Department of Special Education and Clinical Sciences), with approvals from the COE Dean and final approval by the Vice Provost for Academic Affairs. NTTF appointed as OFFICERS OF RESEARCH hold appointments that are primarily or exclusively research appointments. Appointments are made within a research or outreach unit with approval by the COE Dean and the Vice Provost for Academic Affairs or the Vice President for Research depending on appointment authority. All appointments of NTTF, whether instructional or research, are fixed term appointments with a specific contract duration.

Within these NTTF unclassified appointments (Officers of Instruction and Officers of Research) there are two classes: CAREER NTTF APPOINTMENTS and ADJUNCT NTTF APPOINTMENTS. **CAREER NTTF APPOINTMENTS (C-NTTF)** are NTTF that a department or unit intends to continue to re-appoint as long as there is a need and resources to do so and as long as the performance of the appointed NTTF continues to meet the COE standards and expectations². Career NTTF appointments are made through a *national search and are eligible for promotion*. **ADJUNCT NTTF APPOINTMENTS** are temporary appointments made either to respond to short-term fluctuations in enrollments or to gain special expertise from the professional community. Adjunct NTTF appointments can be made through a regional or pooled search and are renewable for *up to three years*. The class of appointment is determined at the point of advertisement for the position and each class has specific standing described below. Figure 1 (attached at the end of this policy) provides a visual display of decisions that will be made when conducting a search and some of the basic standings associated with different ranks.

Under no conditions will it be possible to convert an NTTF appointment into a tenure-related appointment without a new and national search. The UO follows affirmative action procedures for all hiring. Appointments are made by the department head or unit director and approved by the COE Dean and the Vice Provost of Academic Affairs.

For additional information, please reference the CBA.

The following information on classification and ranks, and the corresponding criteria for appointment, should serve as a general reference for career NTTF review and promotion.

Officers of Instruction

should be considered as a unique entity and each faculty member's rights as described in those memos should be honored.

² Standards approved by COE Dean and Vice Provost for Academic Affairs (or Vice President for Research depending on appointment authority)

There are three primary types of Officers of Instruction: Instructors, Lecturers, Clinical Professors, and (Table 1) with three levels of rank in each classification. A person can be appointed as either career or adjunct faculty at any of these levels. There is one rank that does not have levels –Professor of Practice.

These appointments include advising and mentoring expectations congruent with creative and engaged instruction, including the possibility of involvement in design and development of curriculum and courses in their content area. Due to the difference in requirements and duties, each classification will be discussed individually.

Table 1: Officer of Instruction Classification and Ranks

Classification	Ranks		
Instructor	Instructor	Senior Instructor I	Senior Instructor II
Lecturer	Lecturer	Senior Lecturer I	Senior Lecturer II
Clinical Professor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Professor of Practice	Professor of Practice (one rank)		

Instructor Classification

There are a series of three ranks in the Instructor classification: Instructor, Senior Instructor I, and Senior Instructor II (Defined in the CBA, Article 15 Section 2c). The instructor classification will be used for instructional appointments whose functions are devoted exclusively or primarily to *undergraduate instruction*.

All C-NTTF in the Instructor classification may vote on COE policies, serve on general COE and department committees, and vote on NTTF promotion policies (See COE Internal Governance Policy for more information). Departments may have policies that expand participation and voting of these C-NTTF members.

NTTF in the Instructor classification are not expected to engage in research activities as a primary part of their position, but may if he/she has such an interest, there is opportunity, and/or it is written in his/her job description. The change may *not* alter the primary focus of the faculty member's appointment, which is instructional, or exceed 1.0 FTE -- *unless* the faculty member secures approval for that change in their appointment through appropriate administrative procedures.

A. General Duties and Functions

As defined in the workload policy, an appointment to instructor classification can include roles and responsibilities from Teaching and Advising, Scholarship and Research, Service and Administration. These will be defined by his/her job description at the time of hire and at each review. The following duties and functions are the minimum conditions of the appointment to the ranks in the Instructor classification.

An **Instructor** has the primary responsibility to teach undergraduate level courses, and when appropriate supervise undergraduate students.

Senior Instructor I & II are expected to teach undergraduate level courses, supervise and/or advise undergraduate students, and serve on departmental, major, and/or program committee(s). These faculty members also will be expected to have significant and ongoing contributions to professional practices of their field (e.g., develop and publish teaching or clinical materials, publish in the practice literature), develop course and course materials, provide program management and governance within the department, college or university, and provide leadership in curriculum development.

With departmental and graduate school approval, C-NTTF Senior Instructors I & II with a doctorate may serve on doctoral committees.

B. Appointment Criteria

All C-NTTF Instructors are appointed through a national search. Adjunct NTTF Instructors can be appointed through a regional search. The appointment criteria are as follows:

Instructor should meet the following criteria:

- Master's degree or doctorate in program field or related field (or doctorate if teaching 500 or higher level courses)
- Appropriate license (if needed)
- Documented expertise in areas required for program (e.g., content area of teaching)
- Demonstrated teaching and professional experience in the field as related to position (e.g., teaching courses, presentations)

Senior Instructor I should meet the following criteria:

1. Master's degree or doctorate in program field or related field (doctorate if teaching 500 or higher level courses)
2. Appropriate license (if necessary)
3. Documented expertise in areas required for program (e.g., content area of teaching)
4. Evidence of high quality teaching and professional expertise in the field as related to position (e.g., teaching courses, presentations)
5. Documented participation in undergraduate education (e.g., program committees)
6. Documented service and/or leadership in the field, college, department, and/or program

7. Documented program coordination or comparable leadership responsibilities and contributions to the undergraduate education program
8. Documented scholarly contributions to the field as required (e.g., develop and publish teaching or clinical materials, publish in the practice literature, grant applications)

Senior Instructor II should meet the following criteria:

9. Master's degree or doctorate in program field or related field (or doctorate if teaching 300-400 level courses)
10. Appropriate license (if necessary)
11. Expertise in areas required for program (e.g., content area of teaching)
12. Evidence of high quality teaching and professional expertise in the field as related to position (e.g., teaching courses, presentations)
13. Documented active leadership responsibilities in a variety of areas including but not limited to, curriculum development, program development, and program evaluation of the undergraduate education.
14. Demonstrated widening of the scope of impact and audience of your scholarly activities as required (e.g., having a state or national office, develop and publish teaching or clinical materials, publish in the practice literature, write grant applications)

Lecturer Classification

There is a series of three ranks for the Lecturer classification: Lecturer, Senior Lecturer I and Senior Lecturer II (Defined in the CBA, Article 15 Section 2b). The Lecturer classification will be used for instructional appointments whose functions are devoted primarily to *graduate instruction*.

C-NTTF in the Lecturer classification may vote on COE policies, serve on general COE committees and/or departmental committees, and vote on NTTF promotion policies (See COE Internal Governance Policy for more information. Departments may have policies that expand participation and voting of these C-NTTF members. With departmental and graduate school approval, C-NTTF in the Lecturer classification may serve on doctoral committees.

NTTF in the Lecturer classification are not required to engage in research activities as a primary part of their position, but may conduct research work if he/she has such an interest, there is opportunity and/or it is written into his/her job description. The change may *not* alter the primary focus of the faculty member's appointment, which is instructional, or exceed 1.0 FTE -- *unless* the faculty member secures approval for that change in their appointment through appropriate administrative procedures. With departmental and graduate school approval, C-NTTF in the Research Associate classification may serve on doctoral committees.

A. General Duties and Functions

As defined in the workload policy an appointment to lecturer can include roles and responsibilities from Teaching and Advising, Scholarship and Research, Service and Administration. These are defined by his/her job description at the time of hire and at each

review. The following duties and functions are the minimum conditions of the appointment to one of the three ranks of Lecturer.

Lecturers are expected to teach graduate level courses, supervise students in field work and clinical settings, advise students, and serve on department, major, and/or program committee(s).

Senior Lecturer I & II are expected to teach graduate level courses, supervise and/or advise graduate students, and serve on departmental, major, and/or program committee(s). These faculty members also will be expected to have significant and ongoing contribution to professional practices (e.g., develop and publish teaching or clinical materials, publications in the practice literature, empirical publications), development of curriculum and courses they teach, program management and governance within their department, college or university, and provide leadership in curriculum development.

With approval from the Office of the Vice President for Research C-NTTF Senior Lecturers I & II can serve as a principal investigator on a grant or contract proposal (e.g., federal, state). Such approval will be granted for a limited and may be specific to a proposal and/or period of time.

B. Appointment Criteria

C-NTTF in the Lecture classification are appointed through a national search. Adjunct NTTF Lecturers can be hired through regional search. The appointment process is similar to that used for the appointment of tenure-line faculty. The appointment criteria are as follows:

Lecturer should meet the following criteria:

- Doctorate in program field or related field
- Appropriate license (if necessary)
- Documented expertise in areas required for program (e.g., content area of teaching, supervision)
- Demonstrated teaching experience, advising experience, and professional experience in the field

Senior Lecturer I should meet the following criteria:

- Doctorate in program field or related field
- Appropriate license (if necessary)
- Evidence of high quality teaching and professional expertise in the field as related to position (e.g., course evaluation, professional presentations)
- Documented participation in graduate education (e.g., doctoral committees, research supervision, advising)
- Documented service and/or leadership in the field, department, college, and/or university
- Documented program coordination or comparable leadership responsibilities and contributions to the graduate education program.
- Documented scholarly contributions to the field (e.g., develop and publish teaching or clinical materials, publications in the practice literature; presentations)

Senior Lecturer II should meet the following criteria:

- Doctorate in program field or related field
- Appropriate license (if necessary)
- Documented expertise in areas required for program (e.g., content area of teaching)
- Evidence of high quality teaching and professional expertise in the field as related to position (e.g., teaching courses, presentations)
- Documented participation in graduate education (e.g., doctoral committees, research supervision, advising)
- Documented active leadership responsibilities in a variety of areas including but not limited to, curriculum development, program development, and program evaluation of the graduate education program
- Documented widening of the scope of impact and audience of your scholarly activities (e.g., holding a state or national office)

Clinical Professor

There are a series of three ranks for the Clinical Professor classification.

A. General Duties and Functions

Clinical Assistant Professors are expected to provide instruction and/or supervision in clinical or professionally-related community education/service settings. This can be to students or to the supervisors of students. The focus of their work is on the practice of a profession. They are expected to demonstrate and share the expertise of their practice and to contribute to coordination roles within these settings or for the program.

Clinical Associate Professors/Clinical Professors are expected to provide high quality instruction and/or supervision in clinical or professionally-related community education/service settings. This can be to students or to the supervisors of students. The focus of their work is on the practice of a profession. They are expected to demonstrate and share the expertise of their practice and to provide a strong leadership role within these settings or for the program as well as make scholarly contributions to the field.

B. Appointment Criteria

Career Clinical Professors are appointed through a national search. The appointment process is similar to that used for the appointment of tenure-line faculty. The appointment criteria are as follows:

Clinical Assistant Professor

- Master's degree or doctorate in program field or related field
- License and/or certification in appropriate professional field
- Evidence of professional expertise in areas required for program

- Demonstrated expertise, effective mentoring, teaching, and/or supervision in clinical/ K-12 educational settings (e.g., having a leadership position in K-12, mentoring graduate students or recent graduates, teaching seminars/ workshops; running support groups)
- Potential for academic or clinical program leadership and/or coordination (e.g., lead a school/hospital committee, coordinated development of new policy and process for IEP development)

Clinical Associate Professor

- Master's degree or doctorate in program field or related field
- License and/or certification in appropriate professional field
- Evidence of professional expertise in areas required for program
- Evidence of high quality clinical supervision/teaching as related to the position (e.g., practicum supervision performance, supervising supervisors, developing and supervising a specialty clinic)
- Participates in clinical education (e.g., practicum, clinical methods training)
- Documents service and/or leadership in program coordination, and/or leadership in the field, community, department, college, and/or university.
- Scholarly contributions to the field with an emphasis on clinical education (e.g., develop and publish teaching or clinical tools, publish scholarly articles, present at state conference, mentor student clinical research projects).

Clinical Professor

- Master's degree or doctorate in program field or related field
- License and/or certification in appropriate professional field
- Evidence of professional expertise in areas required for program
- Evidence of high quality clinical supervision/teaching as related to the position (e.g., practicum supervision performance, supervising supervisors, developing and supervising a specialty clinic)
- Participates in clinical education (e.g., practicum, clinical methods training)
- Active leadership responsibilities in a variety of areas (e.g., development and evaluation of the clinical education program, budgeting and staff evaluation in a school/clinic).
- Widening of the scope of impact and audience of scholarly activities related to or directly impacting clinical education related to or directly impacting clinical education (e.g., having a state or national office; serving on a state board or committee; develop and publish clinical materials, in the practice literature, applying for internal or external awards to support program work)

Professor of Practice

As this classification is uncommon in the COE, specific procedures for review and promotion are not described in this document nor outlined in Figure 1. At the current time, the COE will define only one rank, Professor of Practice, but in the future will follow recommendations regarding ranking, review, and promotion put forward by Academic Affairs

Officers of Research

There are three types of Officers of Research: Research Assistants, Research Associates and Research Professors (See Table 2) with three levels of rank in each classification. These appointments require research and outreach activities: supporting research in some cases, conducting research activities, initiating and carrying out projects, pursuing and securing external funding, and all other activities that further the research mission of the UO. Due to the difference in requirements and duties each classification will be discussed separately.

Table 2: Officer of Research Classification and Ranks

Classification	Ranks		
Research Assistant	Research Assistant	Senior Research Assistant I	Senior Research Assistant II
Research Associate	Research Associate	Senior Research Associate I	Senior Research Associate II
Research Professor	Research Assistant Professor	Research Associate Professor	Research Professor

Research Assistant Classification

There are three ranks for Research Assistants: Research Assistant, Senior Research Assistant I and Senior Research Assistant II. A person can be appointed as either career or adjunct faculty at any of these levels but all C-NTTF must be hired through a national search.

For specific information on the COE/department/unit policies related to voting and committee participation for all NTTF see the COE, department or unit Internal Governance Policy.

Based on interest and availability, NTTF in the Research Assistant classification may teach courses as assigned by major directors to the extent permitted by grant policy and degree held (<https://academicaffairs.uoregon.edu/faculty-handbook>). The change may *not* alter the primary focus of the faculty member's appointment, which is research, or exceed 1.0 FTE -- *unless* the faculty member secures approval for that change in their appointment through appropriate administrative procedures.

A. General Duties and Functions

The specific roles and responsibilities for a C-NTTF in the Research Assistant classification are defined by his/her job description at the time of hire and at each review. The following duties

and functions are the minimal conditions of the appointment to one of the three ranks in the Research Assistant classification.

A **Research Assistant** has the primary responsibility to work as part of a research team or outreach center.

Senior Research Assistants I & II have the primary responsibility to contribute to grants, projects or services as part of a research or outreach unit. It is expected that Senior Research Assistants I & II will make a significant contribution to their research or outreach team and take a leadership role within their research or outreach unit. They may have supervisory and decision-making responsibilities within the unit.

B. Appointment Criteria

C-NTTF in the Research Assistant classification are appointed through a national search. Adjunct Research Assistants can be hired on a regional search. The appointment criteria are as follows:

Research Assistant should meet the following criteria:

- Bachelor's, Master's or doctorate in program field or field related to the position
- Documented expertise in areas required for program, grant, or contract (e.g., writing reports for funders, assisting in writing grant applications)
- Ability to work under supervision for completion of project specific activities.

Senior Research Assistant I should meet the following criteria:

- Bachelor's, Master's or doctorate in program field or field related to the position
- Documented expertise in areas required for program, grant, or contract (e.g., writing reports for funders, assisting in writing grant applications)
- Ability to work independently, supervise and monitor completion of project specific activities
- Demonstrated leadership or service in COE, research/outreach unit, and/or project (e.g., policy decisions, facilitation of committees)

Senior Research Assistant II should meet the following criteria:

- Bachelor's, Master's or doctorate in program field or field related to the position
- Documented expertise beyond what is required for program, grant, or contract (e.g., writing reports for funders, assisting in writing grant applications)
- Ability to work independently, supervise and monitor completion of project specific activities
- Demonstrated expanded leadership and direction to others in the unit (e.g. supervision) to others on project (e.g., students, other research assistants)

Research Associate Classification

There are three ranks for Research Associates: Research Associate, Senior Research Associate I and Senior Research Associate II.

For specific information on the COE/department/unit policies related to voting and committee participation for all NTTF see the COE, department or unit Internal Governance Policy. With departmental and graduate school approval, C-NTTF in the Research Associate classification may serve on doctoral committees.

Based on interest and availability, NTTF in the Research Associate classification may teach courses as assigned by major directors to the extent permitted by grant policy and degree held (<https://academicaffairs.uoregon.edu/faculty-handbook>). The change may *not* alter the primary focus of the faculty member's appointment, which is research, or exceed 1.0 FTE -- *unless* the faculty member secures approval for that change in their appointment through appropriate administrative procedures.

A. General Duties and Functions

The specific roles and responsibilities for a NTTF in the Research Associate classification are defined by his/her job description at the time of hire and at each review. The following duties and functions are the minimum conditions of the appointment to one of the three ranks of Research Associate.

Research Associates are expected to conduct research and manage grants. These appointments do not have a requirement to engage in instruction nor to mentor students as part of the operation of a grant or a research laboratory.

Senior Research Associates I & II are expected to conduct research and manage grants. These appointments do not have a requirement to engage in instruction nor to mentor students as part of the operation of a grant or a research laboratory

Senior Research Associates I and II may apply to Research, Innovation and Graduate Education to be approved to serve as a principal investigator. They may serve on master's thesis or dissertation on a case by case basis based on the program/department criteria and upon receipt of approval by the graduate school.

B. Appointment Criteria

C-NTTF in the Research Associate classification are appointed through a national search. Adjunct Research Associates can be hired on a regional search. The appointment process is similar to that used for the appointment of tenure-line faculty. The appointment criteria are as follows:

Research Associate should meet the following criteria:

- Doctorate in program field or related field

- Demonstrated expertise in areas required for program, grant, or contract (e.g., supervision of staff, grant writing and management)
- Experience in research activities required for the position (e.g., data collection, research design)
- Ability to work under supervision for completion of project specific activities

Senior Research Associate I should meet the following criteria:

- Doctorate in program field or related field
- Evidence of expertise in areas required for program, grant, or contract (e.g., supervision of staff, grant writing and management)
- Evidence of experience in research activities required for the position (e.g., data collection, research design)
- Ability to work independently, supervise and monitor completion of specific project activities without supervision
- Demonstrates leadership on research projects (e.g., Project coordinator, Co-Principal Investigator and/or Coordinator, Principal Investigator)
- Demonstrates service and/or leadership, research or outreach unit, and/or college and/or university and/or profession
- Documented scholarly contributions to the field through professional products commensurate with job description (e.g., research publications, professional presentations, grant applications, technical report, products, tools)

Senior Research Associate II should meet the following criteria:

- Doctorate in program field or related field
- Documented expertise in areas required for program, grant, or contract (e.g., supervision of staff, grant writing and management)
- Evidence of experience in research activities required for the position (e.g., data collection, research design)
- Ability to work independently, supervise and monitor completion of specific project activities without supervision
- Demonstrated leadership on research projects (e.g., Co-Principal Investigator, Principal Investigator)
- Demonstrated service and/or leadership, research or outreach unit, and/or college and/or university and/or profession
- Documented expanded service and/or leadership in the field, research or outreach unit, college and/or university (e.g., Director of unit)
- Documented widening of the scope of impact and audience of scholarly activities (e.g., holding a state or national office in professional organization, journal editor, editorial board, journals)

Research Professor

There are a series of three ranks for the Research Professor classification

A. General Duties and Functions

Research Assistant Professors have similar research duties to assistant professors in the COE and are expected to conduct research and disseminate their work through presentations and publications. They are also expected to manage grants including staff, budgetary responsibilities, CITI approval, Research Compliance and other related tasks. These appointments do not have a requirement to engage in instruction, though are expected to mentor students as part of the operation of a grant or a research laboratory. These individuals simultaneously will be reviewed for permanent approval by Research, Innovation and Graduate Education to serve as a principal investigator. These individuals will simultaneously be reviewed by the Graduate School for permanent approval to serve as members of master's thesis and doctoral dissertation committees.

Research Associate Professors have research duties similar to associate professors in the COE and are expected to conduct independent research and disseminate this work through presentations and publications. They are also expected to manage grants including staff, budgetary responsibilities, CITI approval, Research Compliance and other related tasks. These appointments do not have a requirement to engage in instruction, though there may be some mentoring of students as part of the operation of a grant or a research laboratory. These individuals simultaneously will be reviewed for permanent approval by Research, Innovation and Graduate Education to serve as a principal investigator. These individuals will simultaneously be reviewed by the Graduate School for approval as Graduate Faculty and to serve as members of master's thesis and doctoral dissertation committees.

Research Full Professors have similar research duties to full professors in the COE and are expected to conduct independent research and disseminate this work through presentations and publications. They are also expected to manage grants including staff, budgetary responsibilities, CITI approval, Research Compliance and other related tasks. These appointments do not have a requirement to engage in instruction, though there may be some mentoring of students as part of the operation of a grant or a research laboratory. These individuals will be simultaneously reviewed for permanent approval by Research, Innovation and Graduate Education to serve as a principal investigator. These individuals will simultaneously be reviewed by the Graduate School for approval as Graduate Faculty and to serve as members of master's thesis and doctoral dissertation committees.

B. Appointment Criteria

Research Professors are appointed through a national search. The appointment process is similar to that used for the appointment of tenure-line faculty. The appointment criteria are as follows:

Research Assistant Professor should meet the following criteria:

- Doctorate in program field or related field
- Expertise in content areas required for program, grant, or contract procurement (e.g. school psychology, early literacy, item response theory)

- Documented expertise in research and scholarship (e.g., data collection, research design, data analysis, scholarly publications)
- Documented ability to mentor student research
- Record of scholarly contributions to the field through professional products equivalent to an assistant professor (e.g., research publications, professional presentations, grant applications),
- Documented capacity to serve as a principal investigator on internally or externally funded projects

Research Associate Professor should meet the following criteria:

- Doctorate in program field or related field
- Expertise in content areas required for program, grant, or contract procurement (e.g. school psychology, early literacy, item response theory)
- Documented expertise in research and scholarship (e.g., data collection, research design, data analysis, scholarly publications)
- Documented ability to mentor student research
- Scholarly contributions to the field through professional products equivalent to tenured associate professor (e.g., research publications, professional presentations, grant applications), with the recognition that different professional contributions may carry different weights within a discipline
- Documented service and/or leadership in the field, research or outreach unit, college and/or university
- Documented program of external funding that funds a portion of FTE as PI or Co-PI status (or equivalent) over an extended period of time

Research Professor should meet the following criteria:

- Doctorate in program field or related field
- Expertise in content areas required for program, grant, or contract procurement (e.g. school psychology, early literacy, item response theory)
- Documented expertise in research and scholarship (e.g., data collection, research design, data analysis, scholarly publications) Documented ability to mentor student research
- Scholarly contributions to the field through professional products equivalent to tenured full professor (e.g., research publications, professional presentations, grant applications), with recognition that different professional contributions may carry different weights within a discipline
- Documented service and/or leadership in the field, research or outreach unit, college and/or university
- Documented program of external funding that funds the majority of FTE as PI or Co-PI status (or equivalent) over an extended period of time

Performance Reviews for Contract Renewal

Reviews for C-NTTF are for the purpose of determining if the C-NTTF member is meeting the standard of excellence appropriate to a major research university. They should be designed to help the C-NTTF members grow as scholars, researchers and educators, identify areas of strength, and identify areas that need improvement. Reviews for C-NTTF will include: regular reviews associated with contract renewal and promotion reviews. If a C-NTTF member seeks promotion in a year when a contract review is due, only a single review must be completed. The decision on whether to promote and the decision on whether to renew, however, must be made independently.

All NTTF (C-NTTF, Adjuncts, Postdoctoral Fellows) should discuss their efforts and performance with their immediate supervisor at least once during each contract period. As part of each contract review, Career NTTF will have an opportunity to submit a personal statement containing information relevant to his or her performance of assigned duties and responsibilities. Career NTTF must be reviewed in each contract period prior to consideration for renewal or once every three academic or fiscal years of employment, whichever is sooner. If a career NTTF member has multiple contracts in a year, only one review per fiscal academic year is required. The review will consider the faculty member's performance since the last review. At each review (or at the time of significant change in job responsibilities) a job description should be updated to reflect the responsibilities for evaluation period.

The review for C-NTTF should include examination of performance as defined in the individual's job description (e.g., research, teaching, scholarship, service; see COE Policy on the NTTF Workload). This will include an assessment of work quality, impact on the field (regionally, nationally and/or internationally), and overall contribution to the discipline or program. In evaluating the performance of required professional development activities, the review will consider the availability of professional development funds, opportunities for professional development, and the Career NTTF faculty member's efforts to secure funding. Career NTTF in research appointments will be reviewed by established procedures to assess the quality of work performed and the outcomes of their contributions to the research program.

For instructional Career NTTF, student course evaluations will be offered for all courses with five or more students. The evaluation of teaching will include a review of evaluations for each course taught and one peer review of teaching per contract period. The candidate will be notified at least 1 week in advance before a peer review is conducted. Career NTTF faculty members will be evaluated only by the criteria outlined in this policy For C-NTTF three years after a change in rank, there should also be a *substantive evaluation* to review and identify the areas needed to advance at the next promotion review.

For adjuncts and postdoctoral fellows who are not eligible for promotion, reviews should at a minimum include a review of their course evaluations and any other feedback provided by

students or community members (e.g., supervisor feedback forms). This review must occur before a new contract can be developed for the adjunct.

Promotion Process

All C-NTTF holding a rank within the Instructional (with exception of Professor of Practice) or Research classification will be reviewed for promotion against the approved criteria included in this document. C-NTTF candidates will only be evaluated by the criteria approved and made available to the candidate. The Faculty Personnel Committee for Non-Tenure Track Faculty (FPC-NTTF) includes tenure-track and tenured faculty, and, where possible, NTTF at or above the rank sought by candidate.

Accelerated Review. An accelerated promotion (i.e., a promotion process that occurs prior to the six year minimum) review may occur in particularly meritorious cases as determined by the Provost or designee in consultation with the dean, the appropriate department or unit director, and the affected NTTF member.

Credit for Prior Service. When credit for prior service is agreed upon, the terms of hire will state the number of years of credit granted and the earliest date for promotion eligibility. Teaching, scholarship, research, and creative activity completed by the bargaining unit faculty member during the period of prior service will receive full consideration during the promotion process if the bargaining unit member elects the earliest date for promotion review. Should a Career NTTF who received credit for prior service at the time of hire choose to delay the review until completing the required six years at the University of Oregon, teaching, scholarship, research, and creative activity completed prior to arrival at the university will be of secondary consideration during the promotion process. Should the Career NTTF member choose to use some, but not all of the credit for prior service, the focus of the review of teaching, scholarship, research, and creative activity will adjust appropriately so that, for example, four years at the University of Oregon would mean that at most two years of prior service will receive full consideration.

Multiple or Joint Appointments. For NTTF holding multiple or joint appointments, a memorandum will be completed at the time of hire or assignment specifying expectations for promotion review and identifying how the promotion process will be handled across the units (which unit will oversee the review process and the criteria for promotion). Such memorandum is not valid unless approved in writing by the NTTF member and the Provost or designee. The Career NTTF will provide a portfolio of evidence across all of his/her appointments.

Change of criteria during course of employment. The procedures and criteria for review and promotion must be made available to bargaining unit faculty members upon request, and published on the Academic Affairs or Research and Innovation website and in the department or unit. If procedures or criteria change during the course of an NTTF bargaining unit member's employment, the bargaining unit faculty member may elect between current criteria and those in effect during the six years prior to the initiation of a given review or promotion process.

Initiating the Promotion Process. The promotion process for C-NTTF (Instructional and Research) provides an opportunity for formal review and evaluation of the appointee with a promotion in rank and an associated salary increase for successful promotions. For all C-NTTF, promotion is elective and does not involve an “up or out” decision. C-NTTF who do not wish to be considered for promotion may continue employment at their current rank as long as eligible to do so.

Career NTTF will be eligible for promotion after accumulating six years of employment as a faculty member at or above 0.3 FTE annualized per year, accrued at no greater than three terms per academic year for faculty on nine month contracts, and at four terms per year for faculty on 12-month contracts.

Career NTTF who will have completed five years of employment as a faculty member at or above 0.3 annualized FTE per year may initiate the promotion process in the Spring term of the fifth year if they have an expected appointment of 0.3 annualized FTE or greater for the sixth year.

Career NTTF who have completed more than five years of employment as a faculty member at or above 0.3 annualized FTE per year may initiate the promotion process in the Spring of any year.

Candidates wishing to be considered for promotion should notify the appropriate department or unit head in the Spring term prior to the year when promotion is sought. Required materials, consistent with CBA Article 19, Sec. 11-14, would be submitted according to the review timeline discussed below.

Preparation of the Evaluation File. By November 1 each candidate must provide an evaluation file to the department head or research and outreach unit director for review and the department or unit head will provide any recommendations or additional information the candidate should include. The content of this file will vary depending on the roles and responsibilities (per the job description) for the candidate during the years since appointment or any previous promotion. All files must include the following:

Waiver of access to materials. A candidate may choose to waive in advance in writing their access to see any or all of the evaluative materials (see Article 8 of the CBA, Personnel Files). Such waivers, however, shall not preclude the use of redacted versions of these documents in a denial review process. The redacted versions are intended to protect the identity of the reviewer. If redactions are insufficient to do so, the University may prepare a suitable summary. A waiver will be included in the promotion file

Curriculum vitae or resume. A candidate must include a copy of a comprehensive and current curriculum vitae that includes the candidate’s past and current research, grants

awarded, teaching, advising, scholarly and creative activities and accomplishments, (e.g., publications, appointments, presentations, other activities).

Conditions of appointment and job descriptions. The department will provide the candidate, upon request, a general statement about his/her current appointment, a copy of the current signed contract that indicates the conditions of appointment, and all job descriptions during the performance period in order to document changes in roles and responsibilities to be included in the file.

Criteria for promotion. The file must include a statement of the criteria from the COE policy for promotion and review for the position to which the candidate is requesting promotion (e.g., Table 1 of this document).

Personal statement. A candidate must provide a 2-6 page personal statement developed by the candidate that contains information relevant to a) his/ her performance of assigned duties and responsibilities and (b) the relationship to his or her performance as measured against the applicable criteria for promotion. The personal statement should include any of the following applicable areas defined in the COE workload policy: teaching and advising; scholarship and research; administration, and service contributions (department, center or institute, college, university, profession, or the community). For Research Assistants and Research Associates, the personal statement should expressly address his or her impact and contribution to research excellence relative to their job duties. The statement should also include discussion of contributions to institutional equity and inclusion.

Supervisors' evaluations. The department will provide current and past letters of evaluation or evaluation forms used during previous reviews (e.g., department heads for instructors, program director for clinical faculty, research unit directors for research faculty, principle Investigators for research faculty, research mentor for research assistants).

The following are additional components that can be included into the candidate's promotion file if relevant to his/her roles and responsibilities (job descriptions) during the past years. This is not intended as an exhaustive list so a candidate could include additional relevant information or evidence of performance.

Teaching portfolio. A teaching portfolio may include: (a) representative examples of course syllabi or equivalent descriptions of course content; (b) instructional expectations for courses taught or developed, examples of student work and exams, and similar material; (c) a summary of the course evaluations for all courses with 5 or more students (required); and (d) at least one peer review of teaching per contract period. The department or unit will identify the standards to be applied to peer reviews and will establish a time frame for notification to the C-NTTF before a peer teaching review is conducted. A teaching portfolio is not applicable to Research Assistants and Research Associates.

Scholarship portfolio. This is a comprehensive portfolio of examples and/or description of scholarship, research and creative activity; and appropriate evidence of national or international recognition or impact (e.g., copies of peer-reviewed articles, presentations, and awards).

Service portfolio. This portfolio should include evidence of the candidate's service contributions to his or her academic department, center or institute, school or college, university, profession, and the community (e.g., listing of committees and role, op-ed pieces, white papers authored or co-authored by the faculty member, commendations, awards, or letters of appreciation). The portfolio may also include a short narrative elaborating on the faculty member's unique service experiences or obligations.

Professional activities portfolio. A comprehensive portfolio of professional or consulting activities related to his or her discipline.

Reviews by external professionals. A candidate can request reviews of their full portfolio from professionals external to their unit, their college or the university. In some cases, an external reviewer can provide more insight about the impact and quality of a candidate's activity, especially in situations where the C-NTTF works primarily with external agencies such as school districts, government bodies, or others. The candidate should provide a list of qualified outside reviewers. If reviewers external to the unit or university are included, they should be reviewers who can present a knowledgeable and objective evaluation of the candidate and his or her qualifications. External reviewers must be asked to base their evaluation and judgment on the criteria in use by the academic department or program. The department head or unit director should select the external reviewers and request these reviews from the external professionals. Normally, external reviews are not expected for those in the research assistant ranks. However, external reviews are expected for candidates within the research professor ranks.

Review of the Promotion File and Recommendation for Promotion. The promotion file will be reviewed at the department or unit level, the college level by the Faculty Personnel Committee for Non-Tenure Track Faculty (FPC-NTTF) and by the dean and the Provost (with input from Academic Affairs and the Office of the Vice President for Research and Innovation).

Department or Unit Review. Upon completion of the promotion file the faculty that have voting rights on the particular promotion file in the department or unit (see Internal Governance Policy) will review and evaluate the promotion file and complete vote. The vote is confidential and is not shared with the candidate. The department head or unit director will provide a memo on the merits of the promotion case that includes any department/unit discussion and votes broken down by rank and tenure/non-tenure status of the voters. For candidates in the rank of Officer of Instruction, program director input should be included in

the department head or unit directors' memo. This memo and the department/unit vote are added to the candidates promotion file.

For a Research Assistant or Research Associate, the department head or unit director will review the file, including any internal or external reviews, and prepare a recommendation and an explanation of the merits of the promotion case.

In the event that the unit head is the faculty member's supervisor/director/manager, the supervisor letter of evaluation and the unit head review may be combined into a single recommendation. The file is then submitted to the FPC-NTTF no later than February 28 or the preceding Friday in the event February 28 falls on a weekend.

College Level Review. After department or unit approval the file will be sent for review by the FPC-NTTF. Membership for the FPC-NTTF is defined in the COE Internal Governance Policy. The FPC-NTTF will submit their recommendation to the Dean no later than April 1, or the preceding Friday in the event April 1 falls on a weekend.

Dean Review. Upon completion of review and recommendations by the FPC-NTTF, the dean will review the file. The dean may consult with appropriate persons and may ask for and document additional non-confidential information. Once the dean deems the file complete, he or she will prepare a separate report and recommendation. The dean will share his or her report and recommendation with the candidate and allow him or her 10 days from the date of receipt of the report to provide responsive material or information, which shall be included in the promotion file. The dean then will submit the complete promotion file to the Provost or designee no later than April 15, or the preceding Friday in the event April 15 falls on a weekend.

Provost Review. The Provost or designee will review the file, with input, as appropriate, from Academic Affairs and the Office of the Vice President for Research and Innovation and will decide whether to grant or deny promotion. The candidate will be notified of the decision in writing

Notice of Meetings. A candidate member will receive at least three days' notice of any meeting or hearing which the member is invited or required to attend, with a dean or the Provost or designee regarding recommendations or decisions on promotion. The candidate may have a colleague (or if in the Union, a member of the bargaining unit) present at the meeting as an observer.

Assumption of New Rank. Successful candidates (not Research Assistant or Research Associate) for promotion will assume their new rank beginning with the next academic or fiscal year or the nearest next term of employment should their contract not begin with fall term. Successful Research Assistants or Research Associates will assume their new rank beginning

with the fiscal year or with the next contract renewal after notification by the Provost of their promotion, whichever comes first.

Reapplication for Promotion. An unsuccessful candidate for promotion may continue employment at his or her current rank as long as eligible to do so. Under this Agreement NTTF candidates 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.

Reapplication, Appeals, and Withdrawal

Appeal of Promotion Denial. A decision of the Provost to deny promotion may be appealed only on the following grounds: (1) whether the Provost was presented with errors of fact that materially affected his or her decision; (2) whether the Provost disregarded or overlooked material evidence that was provided to him or her; (3) whether material information was unavailable to reviewers through no fault of the candidate; and (4) whether the Provost's decision was arbitrary or capricious.

The procedures for appeal are detailed in Article 21, Appeal from the Denial of Tenure or Promotion of the Collective Bargaining Agreement (2013-2015).

Withdrawal of Application. A candidate may withdraw an application for promotion in writing to the Provost and the dean at any time before the Provost's decision.

Figure 1. NTTF Classification and Rank Criteria

The following information on classification and ranks, and the corresponding criteria for appointment, should serve as a general reference for career NTTF review and promotion.

	Instructor Classification	Lecturer Classification	Clinical Professor	Research Assistant Classification	Research Associate Classification	Research Professor Classification
	Teaching and coordination of UO undergraduate program	Teaching and coordination of undergraduate, masters, and doctoral training programs	Clinical instruction (e.g., clinical supervisor) or professionally-related community education/service	Support implementation of research, demonstration, outreach, and technical assistance projects within COE	Lead and/or collaborate in research, demonstration, outreach and technical assistance projects within COE	Independent research, outreach, demonstration, and technical assistance within the COE.
Level 1	Instructor 1. Master's degree or doctorate in program field or related field 2. Appropriate license (if needed) 3. Evidence of expertise in areas required for program (e.g., content area of teaching) 4. Demonstrated teaching and professional expertise in the field as related to position (e.g., teaching courses, presentations)	Lecturer 1. Doctorate in program field or related field 2. Appropriate license (if needed) 3. Evidence of expertise in areas required for program (e.g., content area of teaching, supervision) 4. Demonstrated teaching expertise, advising expertise, and professional expertise in the target field	Clinical Assistant Professor 1. Master's degree or doctorate in program field or related field 2. License and/or certification in appropriate professional field 3. Evidence of professional expertise in areas required for program 4. Demonstrated expertise, effective mentoring, teaching, and/or supervision in clinical/ K-12 educational settings (e.g., having a leadership position in K-12, mentoring graduate students or recent graduates, teaching seminars/ workshops; running support groups) 5. Potential for academic or clinical program leadership and/or coordination (e.g., lead a school/hospital committee, coordinated development of new policy and process for IEP development)	Research Assistant 1. Bachelor's, master's or doctorate in program field or field related to the position 2. Evidence of expertise in areas required for program, grant, or contract (e.g., writing reports for funders, assisting in writing grant applications) 3. Ability to work under supervision for completion of project specific activities	Research Associate 1. Doctorate in program field or related field 2. Expertise in content areas required for program, grant, or contract (e.g., supervision of staff, grant writing and management) 3. Experiences in research activities required for the position (e.g., data collection, research design) 4. Ability to work under supervision for completion of project specific activities	Research Assistant Professor 1. Doctorate in program field or related field 2. Expertise in content areas required for program, grant, or contract procurement (e.g. school psychology, early literacy, item response theory). 3. Documented expertise in research and scholarship (e.g., data collection, research design, data analysis, scholarly publications). 4. Documented expertise in mentoring student research. 5. Record of scholarly contributions to the field through professional products equivalent to assistant professor (e.g., research publications, professional presentations, grant applications) 6. Documented capacity to serve as a principal investigator on internally or externally funded projects.

	Instructor Classification	Lecturer Classification	Clinical Professor	Research Assistant Classification	Research Associate Classification	Research Professor Classification
	Teaching and coordination of UO undergraduate program	Teaching and coordination of undergraduate, masters, and doctoral training programs	Clinical instruction (e.g., clinical supervisor) or professionally-related community education/service	Support implementation of research, demonstration, outreach, and technical assistance projects within COE	Lead and/or collaborate in research, demonstration, outreach and technical assistance projects within COE	Independent research, outreach, demonstration, and technical assistance within the COE.
Level 2	<p>Senior Instructor I All items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Evidence of high quality teaching and professional expertise in the field as related to position (e.g., teaching courses, presentations) Participates in undergraduate education (e.g., program committees) Documents service and/or leadership in the field, college, department, and/or program Documents program coordination or comparable leadership responsibilities and contributions to the undergraduate education program Scholarly contributions to the field as appropriate (e.g., develop and publish teaching or clinical materials, publish in the practice literature, grant applications) 	<p>Senior Lecturer I All items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Evidence of high quality teaching and professional expertise in the field as related to position (e.g., teaching courses, presentations) Participates in graduate education (e.g., doctoral committees, research supervision, advising) Documents service and/or leadership in the field, department, college, and/or university Documents program coordination or comparable leadership responsibilities and contributions to the graduate education program. Scholarly contributions to the field (e.g., develop and publish teaching or clinical materials, publications in the practice literature; presentations) 	<p>Clinical Associate Professor All items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Evidence of high quality clinical supervision/teaching as related to the position (e.g., practicum supervision performance, supervising supervisors, developing and supervising a specialty clinic) Participates in clinical education (e.g., practicum, clinical methods training) Documents service and/or leadership in program coordination, and/or leadership in the field, community, department, college, and/or university. Scholarly contributions to the field with an emphasis on clinical education (e.g., develop and publish teaching or clinical tools, publish scholarly articles, present at state conference, mentor student clinical research projects). 	<p>Senior Research Assistant I All items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Works independently, supervise and monitor completion of project specific activities Demonstrates leadership or service in COE, research/outreach unit, and/or project (e.g., policy decisions, facilitation of committees) 	<p>Senior Research Associate All items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Works independently, supervise and monitor completion of specific project activities by others Demonstrates leadership on research projects (e.g., Project Manager, Co-Principal Investigator, Principal Investigator) Demonstrates service and/or leadership, research/outreach unit, and/or college and/or university Scholarly contributions to the field through professional products commensurate with job description (e.g., research publications, professional presentations, grant applications, technical report) 	<p>Research Associate Professor All Items from previous rank and expanded as described below</p> <ol style="list-style-type: none"> Scholarly contributions to the field through professional products equivalent to tenured associate professor (or equivalent)(e.g., research publications, professional presentations, grant applications) Documented service and/or leadership in the field, research or outreach unit, college and/or university Documented program of external funding that funds a portion of FTE as PI or Co-PI status (or equivalent) over an extended period of time

	Instructor Classification	Lecturer Classification	Clinical Professor	Research Assistant Classification	Research Associate Classification	Research Professor Classification
	Teaching and coordination of UO undergraduate program	Teaching and coordination of undergraduate, masters, and doctoral training programs	Clinical instruction (e.g., clinical supervisor) or professionally-related community education/service	Support implementation of research, demonstration, outreach, and technical assistance projects within COE	Lead and/or collaborate in research, demonstration, outreach and technical assistance projects within COE	Independent research, outreach, demonstration, and technical assistance within the COE.
Level 3	<p>Senior Instructor II All items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Active leadership responsibilities in a variety of areas including but not limited to, curriculum development, program development, and program evaluation of the undergraduate education. Widening of the scope of impact and audience of scholarly activities as appropriate (e.g., having a state or national office, develop and publish teaching or clinical materials, publish in the practice literature, write grant applications) 	<p>Senior Lecturer II All items from the previous rank</p> <ol style="list-style-type: none"> Active leadership and expanded as described below responsibilities in a variety of areas including but not limited to, curriculum development, program development, and program evaluation of the graduate education program Widening of the scope of impact and audience of your scholarly activities (e.g., having a state or national office develop and publish teaching or clinical materials, publish in the practice literature, write grant applications) 	<p>Clinical Professor All Items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Active leadership responsibilities in a variety of areas (e.g., development and evaluation of the clinical education program, budgeting and staff evaluation in a school/clinic). Widening of the scope of impact and audience of scholarly activities related to or directly impacting clinical education (e.g., having a state or national office; serving on a state board or committee; develop and publish clinical materials, in the practice literature, applying for internal or external awards to support program work) 	<p>Senior Research Assistant II All Items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Provides expanded leadership and direction to others in the unit (e.g. supervision) to others on project (e.g., students, other research assistants) 	<p>Senior Research Associate II All Items from the previous rank and expanded as described below</p> <ol style="list-style-type: none"> Documented expanded service and/or leadership in the field, research/ outreach unit, college and/or university (e.g., Director of unit) Widening of the scope of impact and audience of scholarly activities commensurate with job description (e.g., having a state or national office in professional organization, journal editor, editorial board, journals) 	<p>Research Professor All Items from previous rank and expanded as described below</p> <ol style="list-style-type: none"> Scholarly contributions to the field through professional products equivalent to tenured full professor (e.g., research publications, professional presentations, grant applications. Documented service and/or leadership in the field, research or outreach unit, college and/or university at levels commensurate to tenured full professor. Documented program of external funding that funds the majority of FTE as PI or Co-PI status (or equivalent) over an extended period of time (e.g. 3-5 years)