

**UO School of Journalism and Communication
Evaluation and Promotion Policy
for Non-Tenure-Track Faculty**

This policy adapts and supersedes the School of Journalism and Communication's "Instructor/Senior Instructor Hiring and Promotion Policy" (as amended with SOJC faculty and dean approval 5/16/14) in compliance with the 2015 - 2018 Collective Bargaining Agreement (CBA) between the UO and United Academics.

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.

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Preamble

This document should be read in conjunction with the document titled UO School of Journalism and Communication / Assignment of Professional Responsibilities for Non-Tenure-Track Faculty.

The SOJC includes and respects Non-Tenure-Track Faculty (NTTF) as integral contributors to the instructional, research/creative/professional, and service missions of the School, University and SOJC-related fields of practice and study. All NTTF, whether focused on instruction, research/creative/professional or service, and regardless of level or classification of appointment, are members of the SOJC and University of Oregon faculty and should be afforded professional and social standing in the School and University community commensurate with faculty status and the duties and responsibilities of their individual appointments.

In all cases where authority is specified to be given to the “Dean or designee,” the Dean retains responsibility for final authority and approval.

Classifications and ranks

The School of Journalism and Communication hires faculty in Non-Tenure-Track classifications and ranks, as defined by the CBA , in order to enhance the School’s teaching and service missions at the undergraduate level and, where appropriate, at the professional master’s level of instruction. NTTF are expected to fully participate in the life of the School. They may assume administrative roles when appropriate.

Contract terms

Contract terms are specified in the CBA according to classification, rank, time in service and funding source. See Article 16. Notices of Appointment.

SOJC Career NTTF Hiring, Evaluation, and Promotion

SOJC policy is subject to the CBA. All Career NTTF are subject to high standards for evaluation and promotion.

Hiring criteria

Standards for hiring SOJC Career NTTF may include, as appropriate to the job description: significant professional experience in the relevant field, a master’s degree or its professional equivalent (i.e., a strong record of high-level performance over a substantial period of time), evidence of the potential for ongoing engagement with relevant professional constituencies, evidence of the potential for working successfully and collegially in a diverse environment, a record of or potential for outstanding university-level teaching, and a record of excellent research/creative/professional work.

For NTTF holding 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 among the units.

For NTTF holding multiple Career appointments, a memorandum will be completed at the time of the second or subsequent hire or assignment specifying expectations for

promotion review and identifying how the promotion process will be handled among the units.

Evaluation review categories

Evaluative reviews for Career NTTF will include: regular reviews associated with contract renewal (the portfolio reviews in the SOJC), additional contract-period reviews when applicable (see below), and promotion reviews. For NTTF with one-year contracts, the regular portfolio review may serve as the contract-period review. Pro Tem (adjunct) faculty are evaluated by way of end-of-term student course evaluations. While not required, adjunct faculty may request peer evaluation of teaching. There are no promotion opportunities for those appointed as adjunct NTTF.

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.

SOJC policies for merit and equity reviews for salary increases are addressed in a separate document. Also see notes in sections below regarding the ranks of Instructor, Senior Instructor I, and Senior Instructor II.

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.

Contract renewal/SOJC portfolio reviews

Contract renewal reviews for Career NTTF are for the purpose of determining if the NTTF member is meeting the standard of excellence appropriate to the SOJC and its role in a major research university. The goals are to help NTTF grow as scholars, researchers, educators, professionals, and colleagues; to identify areas of strength; and to identify areas that need improvement.

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. In the event a bargaining unit member has multiple contracts in a year, only one review per fiscal or academic year will be required. The review will consider the career NTTF bargaining unit faculty member's performance since the last review.

For all instructional NTTF, including Pro Tem NTTF and post-doctoral fellows, student course evaluations will be conducted for all courses with five or more students. The evaluation of teaching will include a review of evaluations for each course taught.

Career NTTF are also expected to undergo at least one peer review of teaching per contract period. Career NTTF will be notified at least 1 week before a peer review is conducted.

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.

To the extent applicable, the evaluation of research, creative and professional development activity by Career NTTF will include an assessment of work quality, impact on the field nationally and internationally, and overall contribution to the discipline or program, as assessed under the criteria specified below.

The review process will include an opportunity for the Career NTTF member to discuss their efforts and performance with an appropriate supervisor at least once during each contract period.

Career NTTF will be evaluated only by the criteria approved and made available to the faculty member. As part of each contract review, Career NTTF will have an opportunity to submit a personal statement containing information relevant to their performance of assigned duties and responsibilities.

Contract renewal process: portfolio review

During each year of appointment, Career NTTF will participate in the School's portfolio review process. The Dean's portfolio review, shared with the faculty member, will assess the member's performance under the contract renewal and promotion criteria described below.

Criteria for contract renewal of Career NTTF

Portfolio reviews will assess, as appropriate, the member's performance and progress with respect to teaching, research/creative/professional development, and service. Career NTTF will be evaluated on the quality of their teaching and other professional responsibilities in proportion to the FTE in their job descriptions.

Teaching. All SOJC NTTF faculty are expected to:

- Lead well-organized classes that effectively convey course content and challenge students to excel in a supportive and inclusive learning environment
- Design rigorous and appropriate course material
- Make learning objectives clear to students and measure learning outcomes in clear ways, for purposes of both grading individual student work and following SOJC assessment policies of overall learning
- Focus on innovation in the classroom
- Be accessible to and relate well with students
- Receive student evaluations that provide evidence of effective instruction, good quality course design, accessibility to students, and appropriate advising
- Work collaboratively with colleagues within the member's major area and across the curriculum, where appropriate
- Hold students to high standards of excellence appropriate to the major area, the SOJC, and the University

Excellence is further demonstrated by such factors as peer reviews indicating superior teaching performance and the quality of course design and execution as evidenced in the teaching portfolio.

Research/creative/professional work keeps the faculty member current and engaged in the relevant field of practice, and is evaluated in the context of the member's primary area of expertise and in light of their assignment in the SOJC. Typically the focus for

NTTF should be on producing work that enhances, demonstrates and is related to the faculty member's teaching area. The following activities are examples of work that demonstrates professional development, though the list is not exhaustive; other activities may be as valuable. Career NTTF are not required to perform every activity listed. 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.

- Providing evidence of professional development in the field, such as participating in professional conferences, workshops, symposia, or meetings
- Producing creative projects, such as videos, films, multimedia packages, or exhibitions

Service is a commitment of time and effort that contributes to the governance or work of the School and University. The following list illustrates the types of activities that constitute desirable service to the SOJC:

- Providing good programmatic citizenship (e.g., teamwork, compliance with policies of the School and the program, and an appropriate balance between individual initiative and acceptance of direction)
- Contributing to the effective operation of the curriculum within the member's areas of expertise
- Contributing to the SOJC (e.g., participating in faculty governance, serving actively on committees, significant participation in School events)
- Contributing to the broader community

Note: Research Assistants, Research Associates, and Research Professors are evaluated on the depth, relevance, scope, and impact of their research, as well as on assessments by qualified reviewers of the quality of the candidate's research.

Criteria for promotion of Career NTTF

Senior Instructor I

An NTTF member who has held the Instructor rank for the timeline specified in the CBA may warrant promotion to Senior Instructor. Promotion is not an automatic process, awarded for years in rank, but rather is awarded for a record of excellent performance in the responsibilities of Instructor and an exceptional record of achievement.

Teaching. Evidence of outstanding teaching is mandatory. Effective teaching methods and excellent communication skills should be clearly evident during classroom evaluation. Evidence may also include the member's being recognized for teaching excellence through awards, as well as student success as indicated through internship and job placement, awards, or graduate placement.

Additional criteria include evidence of instructional innovation and growth. Examples could include innovative course design and/or significant contributions to broader curricular development, mentoring students beyond expected norms of advising, coordinating multi-section courses, a continuing commitment to professional development (and evidence that the fruits of that effort have been incorporated into teaching activities), participation in courses or workshops on pedagogy, teaching abroad, and developing effective and innovative pedagogical techniques.

Research/creative/professional work keeps the faculty member current and engaged in the relevant field of practice, and is evaluated in the context of the member's primary area of expertise and in light of their assignment in the SOJC. Typically the focus for NTTF should be on producing work that enhances, demonstrates, and is related to the faculty member's teaching area. The following activities are examples of work that demonstrates professional development, though the list is not exhaustive; other activities may be as valuable.

- Publication and/or presentations at academic or professional conferences, workshops, symposia or meetings
- Continuing to produce creative projects, such as videos, films, or multimedia packages
- Publishing or exhibiting research or creative work in academic, community, or professional environments.

Service. The candidate will have continued to provide service to the SOJC and/or the UO, and may have provided service, outreach, or engagement with community, non-profit, or appropriate professional organizations. Examples could include active service on SOJC and/or University committees, and active participation with regional, national, and international non-profit or professional organizations.

Career NTTF Level II, general

A Senior Instructor I, Senior Lecturer I, Senior Research Assistant I, or Senior Research Associate I may apply for promotion to the level II rank within their respective CBA job classification after accumulating six years of service in rank at an average of .3 FTE or greater, accrued at no greater than three terms per academic year for bargaining unit faculty on nine-month contracts, and at four terms per year for bargaining unit faculty on 12-month contracts.

Senior Instructor II

An SOJC NTTF member who has held the Senior Instructor I rank for the timeline specified in the CBA may warrant promotion to Senior Instructor II. All of the criteria, evaluation metrics, and process details applicable to promotion to Senior Instructor also apply to considerations of promotion to Senior Instructor II. A key distinguishing criterion for Senior Instructor II is effective leadership in the media field, the SOJC major, the broader SOJC, or the University, beyond simple committee participation.

Promotion is not an automatic process, awarded for years in rank, but rather is awarded for effective leadership as well as a sustained record of (a) excellent performance of assigned duties, (b) exceptional achievement, (c) clear evidence of professional growth, and (d) demonstrated innovation in assigned duties.

A non-exclusive list of demonstrated leadership activities could include:

- Mentoring or tutoring colleagues
- Serving as an SOJC committee chair
- Serving as an area head
- Performing organizational or supervisory roles in SOJC curricular development
- Serving as a chair or in another leadership role on a UO committee

- Serving as a chair, officer, or in another leadership role in an academic, community, or professional organization
- Leading workshops at conferences or at the SOJC

The candidate for Senior Instructor II is expected to have demonstrated a high level of teaching, scholarship, creativity, or professional development; evidence of such accomplishments could be demonstrated by activities such as the following:

- Publishing trade books or articles in trade or general-circulation publications
- Publishing textbooks or articles in professional publications
- Proposing, obtaining and maintaining grants supporting research, creative activity, and/or scholarly activity
- Being recognized through reviews of relevant work
- Being recognized for teaching excellence through teaching awards, and through student success as indicated through internship and job placement, awards or graduate placement.

Career NTTF Third-Year review

During early fall of the Career NTTF member's third year in rank the Dean will notify the faculty member of the review process. A subcommittee, called the Case Preparation Committee (CPC), appointed by the Chair of the School's Faculty Personnel Committee (FPC) in consultation with the Dean, will assist the candidate in preparing a dossier for submission to the Dean's office no later than Nov. 1. The subcommittee will consist of at least two eligible voting faculty, defined as Senior Instructors, Professors of Practice, and tenured and tenure-track faculty members. The dossier is described in detail below. The CPC will review the Instructor's performance based on the criteria listed above and prepare a report for submission to the FPC within 30 days after being notified that the dossier has been turned in. A copy of the report will be provided to the NTTF, who may provide a written response based on the criteria listed above.

The FPC will review the dossier and CPC report and make a recommendation to the Dean regarding the Instructor's appointment no later than the end of January. The Dean will review the dossier and CPC and FPC reports and make his or her recommendation regarding reappointment of the NTTF. The Dean will meet with the faculty member to discuss results of the review according to processes described in the CBA. If reappointment is made for a fourth year and the faculty member continues to excel in teaching, research/creative/professional work and service, it is expected that they will be eligible for consideration for promotion to the next appropriate level in the sixth year of employment or sixth year following first promotion.

Promotion Eligibility

Career NTTF will be eligible for promotion after accumulating six years of employment as a faculty member at or above .3 annualized FTE per year, accrued at no greater than three terms per academic year for bargaining unit faculty on 9-month contracts, and at four terms per year for bargaining unit faculty on 12-month contracts. The six years of employment do not have to be consecutive.

Career NTTF who will have completed five years of employment as a faculty member at or above .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 .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 term of any year.

For all Career NTTF members, promotion is elective and does not involve an “up or out” decision. Career NTTF who do not wish to be considered for promotion may continue employment at their current rank as long as eligible to do so under Article 16.

Promotion Process

Summary of steps (details follow):

- Candidate notifies Dean or designee of request to be considered for promotion, toward the end of the year prior to the year in which the candidate requests consideration for promotion. In early fall (no later than October 15) of the candidate’s review (typically the sixth) year, the FPC chair, in consultation with the Dean, appoints a Case Preparation Committee
- The Case Preparation Committee works with the candidate to ensure materials are complete
- The candidate submits their dossier to the Dean’s office by November 15 of the review year
- Case Preparation Committee creates a report and sends its recommendation to the FPC Chair by January 15 of review year
- FPC reviews dossier, meets and votes on promotion
- FPC Chair prepares a comprehensive report and sends to the Dean
- The Dean prepares a report and meets with the candidate, following CBA policy. The candidate has 10 days from receipt of the memorandum from the Dean to provide responsive material or information which is included in the evaluation file that is then forwarded to the Provost or designee.
- The Dean submits their report to the Provost, who decides whether promotion is to be granted.

Details follow:

For purposes of this section, the FPC includes all senior instructors, professors of practice, tenured faculty, and, where possible, NTTF at or above the rank sought by the candidate.

The Dean’s office and the CPC are responsible for the collection and compiling of peer reviews and student evaluations to be included in the promotion candidate’s dossier.

The Chair of the School’s FPC will appoint a Case Preparation Committee (CPC), which (1) reviews the candidate’s dossier for completeness, (2) reviews the candidate’s student and peer evaluations during the 6 years prior to the candidate’s filing, and (3) makes a recommendation to the FPC clearly assessing whether the candidate has satisfied the standards outlined above and should be promoted. The CPC’s written report will be signed by CPC members and submitted to the Dean’s office and the FPC by January 15 of the review year.

The candidate shall provide their completed dossier to the Dean’s Office during fall term of the 6th year, no later than November 15. The responsibility for assembling the dossier rests solely with the candidate. See below for information about what to include in the

dossier. The candidate should consult with the Dean, the Chair of the FPC, the Case Preparation Committee and other colleagues prior to and during the preparation of the submission file.

External reviews are not required for most Career NTTF promotion evaluations. Should the Case Preparation Committee find that it is unable to make a strong judgment in the areas of professional development and service, it may seek outside reviewers to provide more evidence and guidance. Such reviewers would be selected from among industry professionals and/or faculty involved in the candidate's area of expertise. The reviewers shall not be asked to evaluate the merits of the candidate's overall record for promotion. Procedures for soliciting and handling external reviews will follow those prescribed in the CBA.

The FPC reviews the CPC's report and the candidate's file, and votes on whether the candidate meets or exceeds the requirements for promotion. Every eligible FPC member is required to submit a signed ballot to the FPC Chair, unless the member is on sabbatical. The FPC Chair prepares a report on the FPC's findings (including a summary of the vote), which they submit to the Dean no later than mid February.

Following the FPC's review and evaluation, the Dean will prepare a report on the merits of the case. The report will include the FPC's report, recommendation, and voting summary, as well as the Dean's independent recommendation and other elements as detailed below.

The Dean will share their report and recommendation with the candidate and allow them 10 days from the date of receipt of the report to provide responsive material or information, which shall be included in the evaluation file. The Dean will then submit the complete evaluation file to the Provost or designee.

A candidate may withdraw an application for promotion by writing to the Provost and the Dean at any time before the Provost's decision.

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

The candidate will be notified of the decision in writing.

A faculty member will receive at least three days' notice of any meeting or hearing to which the member is invited or required to attend with a Dean, Provost, or designee regarding promotion recommendations or decisions. The faculty member may have a colleague or Union representative present at the meeting as an observer.

Successful candidates 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.

An unsuccessful candidate for promotion may continue employment at their current rank as long as eligible to do so under the CBA and university policy. 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.

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 .3 FTE or greater, accrued at no greater than three terms per academic year.

CBA Article 19 further specifies details regarding standard review vs. accelerated review (sec. 7), credit for prior service (sec. 8), multiple or joint appointments (secs. 9-10), and waiver of access to evaluative materials (secs. 12 & 20).

Promotion Candidate's dossier/submission file

NTTF candidates wishing to be considered for promotion should notify the Dean in the year prior to the year when promotion is sought, and must provide the following materials to the Dean's office, in digital form:

- Curriculum Vitae: A comprehensive and current CV that addresses the candidate's current research/creative/professional activities and accomplishments including publications, appointments, presentations, and similar activities and accomplishments.
- A 2-6 page personal statement developed by the candidate evaluating their performance measured against applicable criteria for promotion. The statement should address teaching; research/ creative/professional activity; and service contributions to the SOJC, UO, profession, and the community. The statement should also include discussion of contributions to institutional equity and inclusion as described in Appendix C. Effective personal statements weave aspects of the candidate's teaching, professional development, service, philosophy, and career goals into a cohesive whole integrating the various components of the candidate's performance to demonstrate excellence, rather than merely restating the contents of the CV.
- Where appropriate, supervisors' letters of evaluation (e.g., Turnbull Director for Turnbull faculty; or Principal Investigator/mentor for Research Assistants).
- Course evaluations (to be provided by the Dean's office) and peer teaching reviews (see Appendix D).
- Teaching portfolio (if applicable): Representative examples of syllabi or equivalent descriptions of course content and instructional expectations for courses taught by the faculty member, examples of student work and exams, and similar material.
- Scholarship portfolio (if applicable): A comprehensive portfolio of research/creative/professional activity; and appropriate evidence of national or international recognition or impact.
- Service portfolio (if applicable): Evidence of service contributions to the SOJC, University, profession, and the community, such as commendations, awards, letters of appreciation, or creative jurying or evidence of work with professional organizations. The portfolio may also include a short narrative elaborating on the faculty member's unique service experiences or obligations. See Appendix B.

- Professional activities portfolio (if applicable): a comprehensive portfolio of professional or consulting activities related to their discipline.
- External reviewers (if applicable): a list of qualified outside reviewers provided by the faculty member.

Promotion review file

The final promotion review file submitted to the Provost should generally include the following information:

- Statement of duties and responsibilities
- Curriculum Vitae
- Conditions of appointment
- Criteria for promotion
- Personal statement
- Where appropriate, supervisors' letters of evaluation
- Professional activities portfolio (if applicable)
- Teaching portfolio (if applicable)
- Teaching evaluations (if applicable), prepared by the Dean's office
- Peer teaching reviews (if applicable)
- Scholarship portfolio (if applicable)
- Service portfolio (if applicable)
- External reviews (if applicable)
- Case Preparation Committee report
- FPC Chair's report and recommendation
- Dean's report and recommendation
- Waiver of access to materials (if applicable)

A faculty member is entitled to submit, for placement in their evaluative file, evidence rebutting, correcting, amplifying, or explaining any document contained therein and other material that the member believes might be of assistance in the evaluation process. If a faculty member should become aware that their personnel file contains errors of fact or omission, they may petition, in writing, the Provost or designee to remove or correct the information.

Instructors hired under different promotion criteria may elect to use the old criteria (if published in a previous policy) or the new criteria. However, they are subject to the review process in the current CBA.

Appendix A. SOJC Postdoctoral Fellows Program

The School of Journalism and Communication recognizes the current challenges of the academic and non-academic job markets. The School wishes to support our exceptional doctoral students in making a productive transition from our Ph.D. program into their careers. The School, therefore, may provide a year of post-PhD support in the form of a Postdoctoral Fellowship to one or two recently graduated UO SOJC Ph.D.s who have not secured employment elsewhere. Each Postdoctoral Fellow will work closely with a tenure-related faculty supervisor. The Postdoctoral Fellow position will carry a three- or four-course load with expectations of research/creative productivity. Because the goal of these positions is to provide a stepping stone to the next stage of the Postdoctoral Fellow's career, these positions are expected to last for one year. They are not Career NTTF positions. A Fellow may apply for no more than one additional year; however, new applicants will be given priority consideration.

Expectations: The Postdoctoral Fellowship provides an opportunity to develop and enhance skills and experience required to be competitive on the job market by taking advantage of faculty and university resources. Expectations of the fellowship include teaching three or four courses as described below, presenting research at conferences, submitting and/or publishing papers in high quality journals, edited volumes, and/or monographs in the fellow's area(s) of study, and submitting grant proposals as appropriate.

Postdoctoral Fellow Supervisor: The goal of the SOJC Postdoctoral Fellow program is to provide support and mentorship and aid to the Fellow's career development. Potential Fellows are advised to find a supervisor who can aid in research growth and development beyond the Ph.D. The supervisor should be a faculty member other than the graduate's adviser (exceptions may be made if appropriate). The supervisor meets regularly with the Postdoctoral Fellow to discuss and possibly collaborate on new directions in the Fellow's research. Fellows may also work directly with a faculty member if they wish to learn new skills from that faculty member. Supervisor/Fellow arrangements are made by agreement between both parties and the Dean.

Teaching: A Postdoctoral Fellow position comes with a three- or four-course load (depending on course size, number of preparations and other contingencies). The courses taught by the Postdoctoral Fellow may occur in any of three terms (Fall, Winter, Spring). Expertise is determined from prior teaching or GTF experience as well as SOJC faculty feedback. Assignment of particular classes will be made by the Associate Deans in consultation with the Area Directors.

Budgetary considerations: Each potential position is contingent on availability of funds. Funding for these Postdoctoral Fellow positions comes from School funds available for hiring Pro Tem and visiting faculty and consequently fluctuates with such factors as leave savings, buyout funds, and other resources.

Appendix B. Guidelines for the Service Portfolio

The Service Portfolio documents the candidate's contribution to the School, University, profession, and community. The portfolio should not be comprehensive of all that is listed in the "Service" category on the CV, but rather provide evidence of the candidate's service. Each candidate's appropriate level of service will differ based upon their professional responsibilities as defined by the candidate's job description and the unit workload policies.

The Service Portfolio may contain several examples of service to the School or University, which may include University committees, elected bodies, advisory groups, task forces, and/or other activities serving the University's mission. The Service Portfolio may also contain examples of service to the profession and community. Documentation of service, such as white papers authored or coauthored by the faculty member, commendations, awards, op-ed pieces, and/or letters of appreciation may be included.

The Service Portfolio may include a short narrative elaborating on the candidate's unique service experiences or obligations. Candidates may wish to comment on the significance and quality of their work and provide a rationale for the choice of examples in the portfolio, the significance of those choices, the role played by the candidate, and the amount of time devoted to the activity.

Appendix C. Guidelines for Addressing Equity and Inclusion in Personal Statements for Faculty Reviews

Preface: The Collective Bargaining Agreement (CBA) reached between United Academics and the University includes provisions encouraging the inclusion of a discussion of the contributions to institutional equity and inclusion in the personal statement of a candidate for tenure and promotion (for tenure-track faculty) and in the personal statement of NTTF who are being reviewed for promotion.

Articles 19 and 20 of the CBA require both TTF and NTTF to develop a 2-6 page personal statement documenting relevant research (or creative activity), teaching and service contributions as part of this review process. According to the CBA, the "statement should also include discussion of contributions to institutional equity and inclusion."

The guidelines below, which are taken from UO Academic Affairs memos, as well as from existing documents in the University of California System, offer a general framework for faculty members in describing "contributions to institutional equity and inclusion" in their personal statements.

Definitions of Equity and Inclusion

For purposes of the personal statement, a discussion of contributions to institutional equity may include efforts to address any barriers that may have limited access and advancement for employees, students, and members of the public. For example, a contribution to institutional equity may include putting in place resources that individuals need to be successful. Such resources may involve an effort to redress inequalities relative to physical disabilities so that all persons may contribute fully to our institutional success.

For purposes of the personal statement, a discussion of contributions to inclusion may involve efforts to ensure that people from diverse backgrounds, experiences and perspectives are able to participate legitimately in decision-making processes in ways that are responsive as well as accepting, and that move the institution forward in its focus on academic excellence. Such work also may include efforts to incorporate individuals or groups from economically disadvantaged backgrounds, first-generation college students, students from urban and rural communities, and those who speak English as a second language.

While equity and inclusion practices may vary considerably by discipline and unit, they are expected to draw on the institutional priorities. The guidelines below are intended to assist individual faculty, units, and committees in implementing and evaluating these policies.

Research/Creative/Professional

Specific examples of scholarship, research or creative activity related to institutional equity and inclusion might include:

- Research or creative activity in a faculty member's area of expertise that involves inequalities or barriers for inclusion for underrepresented groups.
- Intellectual themes or trajectories that examine patterns of representation, incorporation or inclusion within a faculty member's area of expertise.
- Grantsmanship that provides funding for research that focuses on equity,

inclusion, and diversity.

- Scholarly productivity in particular texts, data sets, methodological practices, theories or creative discourses that involve equity and inclusion within a faculty member's area of expertise.
- As a supplement to primary research in the sciences, research contributions to understanding the barriers facing women and underrepresented minorities in science and other academic disciplines; for example:
 - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula, and teaching strategies designed to enhance participation of underrepresented students in higher education;
- candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example:
 - research that addresses issues such as race, gender, diversity, and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
 - research that addresses questions of interest to communities historically excluded by or underserved by higher education;
 - artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.

Teaching

Specific examples of evidence that faculty might use to show their contribution to institutional equity and inclusion in the teaching area might include:

- Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.
- Developing courses or curricula materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups.
- Record of success advising students from groups underrepresented in the faculty member's discipline/profession.
- Evaluating programs, curricula, and teaching strategies designed to enhance participation of students from underrepresented groups.
- Participation in faculty workshops to promote equity and inclusion in the classroom.
- Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.
- Serving as an advisor to programs such as Women in Science and Engineering, SACNAS, NOBCChE or other equivalent programs in all disciplines.

Service

Specific examples of service related to institutional equity and inclusion might include:

- Leadership in a professional organization's equity, inclusion, and diversity work.
- Membership on departmental or University committees related to equity and inclusion.
- Participation in University pipeline and/or outreach activities.
- Participation in efforts to increase participation of underrepresented students in undergraduate and graduate programs.
- Service for or joint initiatives with state or national organizations (e.g., American Economics Association Committee on the Status of Women in the Economics Profession, National Society of Black Physicists) with an emphasis on equity and inclusion.
- Service on local and/or statewide committees focused on issues of equity and inclusion.
- Leadership in organizing departmental or campus-wide events that encourage self-reflection and education regarding issues of equity and inclusion.
- Participation in academic preparation, outreach, tutoring, pipeline or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities, and other individuals who are members of groups historically excluded from higher education.
- Demonstrated leadership in strengthening ties with tribal colleges, Hispanic Serving and Minority Serving institutions in an effort to facilitate research and/or to enhance the recruitment and retention of underrepresented students, faculty and staff at the University of Oregon.

Appendix D. Guidelines for Peer Review of Teaching

Procedure: Peer Reviewer

- During Week 1, you will be assigned a colleague to review.
- By the end of Week 2, contact the colleague and decide on a class you will review. The class should be during weeks 3, 4, 5, 6, 7 or 8 and should not be a class where the schedule includes an exam, a guest speaker, or student presentations that take up more than 50% of class time.
- Provide the date and time of class you will review to the Executive Assistant to the Dean and the FPC Chair by the end of week 2.
- The instructor should send you their syllabus and teaching philosophy by the end of week 3.
- You are expected to sit in for the entire class session. Use the 'classroom observation form' to help guide your observations; it will be important to provide examples to illustrate the strengths and weaknesses in the final report. Please note, though, that the form is not exhaustive and adding additional insights and observations is key.
- Within two weeks from the observed class, please submit your evaluation of the instructor to the Executive Assistant to the Dean. The report should address the instructor's strengths and weaknesses, based on your evaluation of the syllabus, the teaching philosophy, and the class visit. Also provide areas for improvement. Please give specific examples wherever possible.
- Please schedule a 30-minute meeting with the instructor to go over your review. This should be done no later than 2 weeks after the observed class. The instructor will have one week to provide a written response to the review.

Procedure: NTTF member

- During week 1, you will be assigned a colleague who will review your class. Select three different options to provide to the reviewer during weeks 3,4,5,6, 7, or 8. The class should not be a class that includes an exam, a guest speaker, or student presentations that take up more than 50% of class time.
- Send the reviewer your syllabus and teaching philosophy by the end of week 3. Include a statement of how the class that will be observed represents your philosophy.
- Your reviewer will share their review with you no later than 2 weeks after the observed class. If you wish to respond to the review in writing, you will have until a week after the meeting to respond.
- Please include your review and your response in your end of year portfolio.
- If your reviewer does not contact you to schedule the class review or the review meeting after the observed class by the deadlines, please contact the FPC Chair immediately.

**School of Journalism and Communication
Peer Evaluation of Teaching
Lab Class***

Instructor:

Observer:

Date of class observed:

Date report Submitted:

- Instructor has selected a relevant, useful activity that will develop students' skills.
- Instructor clearly explains that purpose and expected outcome of the activity.
- Instructor gives clear oral or written instructions for the activity.
- Instructor checks to see if students understand instructions.
- Instructor breaks activity down into a clear, manageable sequence or process.
- Instructor gives clear guidelines regarding the time allocated to the activity.
- Instructor models that task or part of the task before allowing students to begin.
- If students are working in groups, facilitates organization of groups by identifying a location or asking groups to find a location.
- Instructor takes an active role: checks progress, provides feedback and guidance, keeps students on task.
- Instructor facilitates without dominating or disrupting.
- Instructor validates the activity through discussion, student presentations or reports.

*Some lab classes may include a lecture component. If so, use the "Lecture Class" observation form in addition to this one.

**School of Journalism and Communication
Peer Evaluation of Teaching
Seminar Class (fewer than 30 Students)**

Instructor:

Observer:

Date of class observed:

Date report Submitted:

- Instructor asks focused, clearly worded questions, both open and closed.
- Instructor speaks clearly and repeats questions so that they can be heard by all students.
- Instructor conveys to students a genuine interest hearing their responses.
- Instructor makes eye contact with students when asking questions.
- Instructor calls students by name during questioning and response.
- Instructor moves purposefully throughout the classroom.
- Instructor engages many students, does not allow a minority of vocal or impulsive students to dominate.
- Instructor uses a variety of strategies to allow different kinds of learners a chance to answer comfortably.
- Instructor asks different levels of questions with varying levels of difficulty.
- Instructor probes for correct responses to questions rather than giving the right answer.
- Instructor asks students to justify and further explain responses.
- Instructor encourages students to answer each other's questions.
- Instructor allows sufficient time to consider different points of view and encourages multiples responses.
- Instructor creates a safe, supportive atmosphere for students to answer questions.
- Instructor makes regular comprehension checks in the forms of specific questions (example: "how does this new concept relate to.." as opposed to "everybody got that?").

**School of Journalism and Communication
Peer Evaluation of Teaching
Lecture Class**

Instructor:

Observer:

Date of class observed:

Date report Submitted:

- Instructor sets goals and provides an outline for the session.
- Instructor reviews briefly the main ideas from the previous session or asks students to summarize them.
- Instructor defines all new or specialized vocabulary.
- Instructor uses techniques to help students conceptualize new ideas within a familiar context.
- Instructor refers to assigned reading when relevant.
- Instructor stops to check for comprehension regularly.
- Instructor gives students sufficient opportunity to ask questions.
- When asking questions of the class, instructor asks questions of varying difficulty and that are clear and understandable.
- Instructor asks questions that require more than a one or two word response.
- Instructor makes eye contact with students in different parts of the classroom.
- Instructor avoids interrupting students during their responses.
- Instructor paces the lecture properly, including opportunities to 'step away' from the lecture format for in-class activities or some other technique to break up the lecture.
- Instructor maintains students' attention throughout the lesson.
- Instructor's visual aids are easy to see and engaging.

**School of Journalism and Communication
Peer Evaluation of Teaching
Graduate Seminar Class**

Instructor:

Observer:

Date of class observed:

Date report Submitted:

- Instructor asks focused, clearly worded questions, both open and closed.
- Instructor speaks clearly and repeats questions so that they can be heard by all students.
- Instructor presents and ensures students understand appropriate theories.
- Instructor encourages deeper discussion of key concepts.
- Instructor conveys to students a genuine interest hearing their responses.
- Instructor makes eye contact with students when asking questions.
- Instructor calls students by name during questioning and response.
- Instructor engages many students, does not allow a minority of vocal or impulsive students to dominate.
- Instructor uses a variety of strategies to allow different kinds of learners a chance to answer comfortably.
- Instructor asks students to justify and further explain responses.
- Instructor encourages students to answer each other's questions.
- Instructor allows sufficient time to consider different points of view and encourages multiples responses.
- Instructor creates a safe, supportive atmosphere for students to answer questions.
- Instructor makes regular comprehension checks in the forms of specific questions (example: "how does this new concept relate to.." as opposed to "everybody got that?").