

CAREER AND PRO TEMPORE FACULTY REVIEW AND PROMOTION POLICIES

Clark Honors College

May 23, 2022

Approved by the Office of the Provost Sept. 9, 2022

I. INTRODUCTION:

These policies apply to all represented CHC Career and Pro Tempore Faculty and are 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.

If at the time of a review criteria have changed since the last review, the faculty member must choose either the earlier or current set of criteria. Career Faculty will be evaluated in alignment with their appointment and in proportion to the FTE in their job descriptions.

Performance reviews for Career Faculty are for the purpose of determining if the Career Faculty member is meeting the standards appropriate to a major research university based on their job duties. In the CHC, performance reviews are designed to help Career Faculty members grow as educators, identify areas of strength, and identify areas associated with their position that might be improved.

II. CAREER FACULTY REVIEW PERIODS AND CRITERIA:

1. Career Faculty must be reviewed each year for the first three years of employment and at least once every three years (academic years for 9-month employees and fiscal years for 12-month employees) of employment thereafter. The review will consider the Career Faculty member's performance since the last review. Career Faculty performance evaluations will use only the approved criteria made available to the faculty member.
2. For annual and 3-year reviews, the faculty member may submit a curriculum vitae and a personal statement containing information relevant to their performance of assigned duties and responsibilities.
3. Annual and 3-year reviews are performed by the Dean.
4. When evaluating professional development activities, the review will consider the availability of professional development funds and opportunities.
5. Career Faculty teaching reviews will be conducted according to the 2019 Memorandum of Understanding between the University and United Academics, as well as the related 2020 amendment, using the **Teaching Evaluation Criteria**. The numerical scores provided from student Course Evaluations or Student Experience Surveys cannot be used as the sole standard for assessing teaching quality. Review of teaching will include insights from peer reviews of teaching and from the faculty member's statement and/or instructor reflections,

in addition to student comments and other materials provided. See the Office of the Provost's (OtP) website for information about which reports may be used.

6. Criteria for promotion to Senior Instructor I are based on a sustained record of meeting or exceeding conditions in the responsibilities of Instructor, as delineated in the job description. These responsibilities include strong, research-informed teaching (defined in a broad sense as teaching that draws on new knowledge and scholarship within relevant fields and teaching that incorporates new pedagogical practices and assessment strategies), advising and service as described below. Criteria for promotion to Senior Instructor II are based on a sustained record of meeting or exceeding conditions in the responsibilities of Senior Instructor I, as delineated in the relevant job descriptions. These responsibilities include strong teaching, advising, and service as described below.

III. REVIEW RATINGS:

Teaching (70%):

1. **Meets conditions:** Teaching will meet conditions when each of the following four criteria are holistically met across a faculty member's cumulative teaching during the review period:
 - A. Professional teaching, including:
 - Readily available, coherently organized, and high-quality course materials, including syllabi that align with [university expectations](#)
 - Respectful and timely communication with students. Timely, useful feedback on activities and assignments, including indicating students' progress in course
 - Students' activities in and out of class designed and organized to maximize student learning
 - B. Inclusive teaching, including:
 - Instruction designed to ensure each student can participate fully and that their presence and participation is valued
 - Course content reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and/or efforts to help students see themselves in the work of the course
 - C. Engaged teaching, including:
 - Demonstrated reflective teaching practice, including regular revision of course content and pedagogy
 - D. Research-informed teaching, including:
 - Instruction incorporates new knowledge and scholarship within relevant fields
 - Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise
 - Evaluation of student performance linked to explicit goals for student learning established by faculty member and unit; these goals and criteria for meeting them are made clear to students

- Instruction engages, challenges, and supports students
2. **Exceeds conditions:** indicators that teaching may exceed conditions include, but are not limited to, the presence of other factors, such as:
- Development of new courses or significant redesign of existing courses
 - Contribution to student learning outside the classroom as demonstrated by, for example, the development of co-curricular activities or community-engaged projects, or academic coaching and skill-building that takes place in office hours
 - Contribution to campus-wide student success initiatives
 - Grants, fellowships or other awards for teaching excellence and innovation
 - Supervision of research/creative activity of undergraduate students beyond the mentoring expected as part of one's professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses
 - Demonstrated mentorship of students who are applying for Distinguished Scholarships and Fellowships, graduate school, and other opportunities, including letters of recommendation
 - Excelling within the areas of professional, inclusive, engaged, and/or research informed teaching
3. **Does not meet conditions:** Teaching fails to meet conditions if the professional, inclusive, engaged, and research-informed criteria described above are not holistically met across a faculty member's cumulative teaching during the review period.

ADVISING AND THESIS COMMITTEES (20%)

1. **Meets conditions:** Because no criteria for advising and thesis committees existed prior to Fall 2022, all activities **occurring** before that will be considered as at minimum meeting conditions. Beginning Fall 2022, advising and thesis committees will meet conditions when the following are met during a faculty member's review window:
- A pattern of consistent attendance at second year student advising welcome, beginning of year CHC advising training sessions, and CHC advising support meetings
 - Proactive outreach to students in advising caseload at minimum once per academic year term (at the beginning of Fall, Winter, and Spring terms) to notify students of the advisor's office hour availability
 - Advisors' good faith efforts to advise all the students in their caseload, using Navigate to document advising interactions with students in person and virtually (via Teams/Zoom, phone, and/or email) in a timely manner.
 - Service as CHC Thesis representative on the requisite number of undergraduate thesis committees, as identified in the CHC professional responsibilities document on the Office of the Provost website.

2. **Exceeds conditions:** Advising will exceed conditions when all factors outlined under “Meets Conditions” have been met, with the presence of other positive factors, including, but not limited to:

- Evidence of initiatives and/or innovations related to advising models or processes
- Participation in advising-related events and services for students, over and above regular service requirements in a given review window, including documentation provided by the faculty member
- Awards or grants related to advising or mentoring

3. **Does not meet conditions:** Advising and thesis assignments will not meet conditions when conditions in one of the categories listed in “Meets Conditions” above are not holistically met across a faculty member’s cumulative advising and thesis committee assignments during the review period.

SERVICE AND PROFESSIONAL DEVELOPMENT (10%):

1. **Meets conditions:** Service will meet conditions when the following are met across a faculty member’s cumulative **service** contributions during the review period:
 - Service on one CHC standing or ad hoc committee
 - Regular attendance at CHC faculty meetings, participation in faculty-in-residence and career faculty searches, and attendance at commencement events
2. **Exceeds conditions:** indicators that service may exceed conditions include, but are not limited to, the presence of other factors, such as:
 - Service on additional CHC standing or ad hoc committees
 - Service on UO committees, task forces, or working-groups
 - Participation in professional development, including but not limited to attendance at TEP summer institutes or seminars related to teaching, pedagogical programs and workshops, as well as scholarly and creative activities that helped evolve teaching and pedagogy, and grants and new course and program development activity
 - Development of new processes or programs within CHC
 - Voluntary participation in recruitment events (e.g. Duck Days and Top Scholars)
3. **Does not meet conditions:** Service will not meet conditions when conditions in one of the categories **listed** in “Meets Conditions” above are not holistically met across a faculty member’s cumulative **service** assignments during the review period. Evaluation of professional development activities will follow the direction of the Office of the Provost.

IV. CAREER FACULTY PROMOTION REVIEWS

1. Process Overview:

- A. A performance review will not be required in the year a faculty member has a promotion review.
- B. For promotion review materials see IV.2.

- C. If a faculty member is assigned specific service duties in place of some teaching, their performance of those duties will be evaluated in proportion to the teaching replaced.
- D. Career Faculty will be eligible for promotion after accumulating six years of employment at an average of 0.5 FTE or greater, accrued at no greater than three terms per academic year for faculty on nine-month appointments and at four terms per year for faculty on 12-month appointments. The six years of employment do not have to be consecutive. The review will consider the faculty member's performance since their hire or since their previous promotion. Cases involving positions or terms of service below 0.5 FTE may be considered for promotion by the Office of the Provost in accordance with the principles set forth in Article 19 of the CBA.
- E. Career Faculty who have completed five years of employment as a faculty member at or above 0.5 annualized FTE or greater per year may initiate the promotion process in the Spring term of the fifth year if they have an expected appointment of 0.5 annualized FTE or greater for the sixth year.
- F. For all Career Faculty, promotion is elective and does not involve an "up or out" decision. Career Faculty may be reappointed at their current rank if they are not promoted or decide to not be considered for promotion.
- G. An accelerated promotion review may occur in particularly meritorious cases as determined by the Provost or designee in consultation with the Dean and faculty member. When credit for prior service is agreed upon, it states the number of years of credit granted and the earliest date of promotion. Work done by the faculty member during the period of prior service will receive full consideration during the promotion process if the faculty member elects the earliest date for promotion review. Should the faculty member choose to use some but not all the credit for prior service, the focus of the review will adjust appropriately.
- H. Candidates wishing to be considered for promotion should notify the Dean in the Spring term prior to the year when promotion is sought.

2. Candidate File:

Candidates must provide the following by October 15 of the year they are seeking promotion:

- A. Curriculum Vitae: A comprehensive and current signed and dated curriculum vitae that includes the faculty member's current instructional work and other activities that relate to job performance.
- B. Personal Statement: A 2-6 page signed and dated personal statement developed by the faculty member evaluating their performance measured against the applicable criteria for promotion. The personal statement should expressly address the teaching, other instruction-related activities, advising and student contact, professional development, and service contributions to the College and, where applicable, the university, profession, and community. Career Faculty being evaluated for promotion are required to include a discussion of contributions to institutional equity and inclusion in their personal statement. The Division of Equity and Inclusion has provided examples for faculty seeking to draft discussions of their contributions to institutional equity and inclusion.
- C. Waiver: A signed and dated waiver. A faculty member may choose to waive in advance in writing their access to any or all of the evaluative materials. Such waivers 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.

- D. Teaching portfolio: Representative examples of course 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 materials. The Dean's Office will include the teaching overview report, teaching detail report, and other materials as required by the Office of the Provost to include in the portfolio. Faculty may also include copies of letters of reference (names redacted) they have written for students.
- E. Advising and thesis portfolio: An advising and thesis portfolio includes both quantitative and qualitative evidence of advising effectiveness. Candidates for promotion will be provided information on their CHC advising caseloads at the beginning and end of each academic year, as well as data on the number of advising reports filed in Navigate each academic year. These materials will be included in the advising portfolio. Additionally, advisors are welcome, but not required, to submit student testimonials/feedback on advising, examples of outreach emails they sent to students in their advising caseload, and other evidence of advising effectiveness for their advising portfolio. The Dean's Office will provide the list of completed theses for which the faculty member has served as CHC representative. The portfolio may also include a short narrative elaborating on the faculty member's unique service expectations or obligations.
- F. Service portfolio: An account of the faculty member's service contributions to the college, university, profession and community. This may contain samples and/or narrative describing service. It may be subsumed into the curriculum vitae if appropriate.
- G. Professional development portfolio (if applicable): An account of the faculty member's professional development activities, including, but not limited to, op ed pieces, white papers authored or co-authored by the faculty member, commendations, awards, etc. This may contain samples and/or narrative describing the professional development activities, including but not limited to attendance at TEP summer institutes or seminars related to teaching, pedagogical programs and workshops, as well as scholarly and creative activities that helped evolve teaching and pedagogy, and grants and new course and program development activity. It may be subsumed into the curriculum vitae if appropriate.
- H. Internal and/or external reviewers (if applicable—see 3a below): A list of qualified internal and/or external reviewers provided by the bargaining unit faculty member.

3. Review process:

- A. The promotion review will be conducted by a committee appointed by the Dean in consultation with the candidate. The committee will, whenever possible, include both TTF and Career Faculty from the Clark Honors College faculty of the same disciplinary group (arts and letters, social science, or natural science) as the faculty member seeking promotion, who are at the same or higher rank than the rank the candidate is seeking. If there are too few eligible faculty members to form a review committee, the Dean will establish a committee, drawing Career Faculty colleagues of appropriate rank from other units. While there is no requirement to consult with the candidate regarding the selection

of members for such a committee, it is reasonable to do so to avoid any potential concerns about the appropriateness of the committee.

The Dean will determine whether external reviewers are appropriate for a Career Faculty promotion case. External reviewers may only be necessary in the event that sufficient expertise is not available at the University of Oregon. If external letters are necessary, the Dean is responsible for identifying and recruiting external reviewers to write letters of evaluation during the spring and summer terms of the year preceding the year that the review will be conducted. A minimum of two external letters will be required for each case, making it advisable to arrange for at least four or five. The Dean will compile a list of possible external reviewers. The candidate may also provide a list, which should be compiled without knowledge of the unit's list. If the candidate suggests a reviewer who also appears on the unit's list, that reviewer may be considered an independent unit selection rather than one proposed by the candidate. There is no obligation to include reviewers suggested by the candidate, but it is advisable to do so unless the candidate has provided only names of individuals who appear to be inappropriate. External reviewers will be selected using standard University guidelines and recommendations and consistent with the general expectations enumerated on the Office of the Provost's website .

The committee will review the file and prepare an explanation of the merits of the promotion case and make a recommendation to the faculty. The report will be discussed and voted on by faculty members by February 15. Voting members will include all TT and Career Faculty at the rank or above the rank sought by the candidate for promotion. The Dean will then prepare an independent report on the merits of the promotion case, with their own recommendation. The faculty member will be given the opportunity to discuss their efforts, performance, and review with the Dean.

- B. Reapplication for Promotion: Unsuccessful candidates for promotion may continue at current rank as long as they are eligible under the Collective Bargaining Agreement and university policy. They may reapply for promotion after employment by the university for an additional 3 years at an average of 0.5 FTE or greater, accrued at no greater than 3 terms per academic year for faculty on 9-month appointments and 4 terms per academic year for faculty on 12-month appointments.
- C. Appeal of Promotion Denial: Unsuccessful candidates may appeal as provided by Article 21 (Tenure and Promotion Denial Appeal) or other university appeals processes which apply to faculty not covered by the CBA.
- D. Withdrawal of Application: A candidate can withdraw their application for promotion in writing to the Provost and the dean at any time before the Provost's decision.

V. CAREER CONTINUOUS EMPLOYMENT REVIEWS

For details on Continuous Employment Review eligibility and process, see Article 19 of latest Collective Bargaining Agreement.

1. Criteria for Instructional Faculty Continuous Employment Reviews

Criteria for Career instructional faculty continuous employment reviews should reflect the general expectations appropriate to each category and rank employed by the department or unit, which should be consistent with the department or units' professional responsibilities policy and must allow for differentiation based on the particular duties and position descriptions of review candidates. Continuous employment reviews for Career instructional faculty will mirror the scope, criteria and process for Career instructional promotion reviews to the highest rank. Generally, a sustained record of excellence in the following areas, as appropriate, is expected. If the final review by the Office of the Provost determines that the faculty member's performance in all categories meets or exceeds expectations, the faculty member will receive an increase to their base salary per Article 26 of the CBA.

- a. **Quality and versatility of teaching:** Career instructional faculty must possess the ability to teach effectively at multiple levels in undergraduate and/or graduate courses but will be assessed on their effectiveness in the courses they have been assigned to teach.
- b. **Service:** Career instructional faculty will demonstrate regular participation in the business of the department or unit and the University (e.g., committee work).
- c. **Administrative Duties:** Career instructional faculty will demonstrate evidence of excellence in development and maintenance of any additional administrative duties assigned to them beyond regular department service.
- d. **Commitment to the profession:** Career instructional faculty should demonstrate evidence of professional activities that help them stay current in both course content and instructional methodology. Other activities that promote professional growth are also relevant (e.g., conference and workshop attendance, scholarly activities such as materials development, development of assessment tools, etc.).
- e. **Diversity, Equity, and Inclusion:** Contributions to the University's goals regarding diversity, equity, and inclusion.

VI. PRO TEM FACULTY REVIEWS

1. Pro Tem faculty must have their performance evaluated on an annual basis. When they are appointed, Pro Tem faculty will be notified that their instructional contributions will be reviewed annually.
2. Pro Tem faculty performance evaluations will use the evaluation criteria required by the CBA, as well as syllabi from classes taught in the CHC.