**Career Faculty Informational Letter for Elective Review**

\*Verify the candidate’s eligibility to stand for promotion prior to sending this letter

<DATE>

<NAME>

<DEPARTMENT>

Dear <NAME>,

Since you are eligible and have notified the department that you would like to stand for promotion to <RANK>, I am writing to give you information on the process and a timeline. <COMMITTEE NAMES> will serve as your promotion review committee. Your primary review period covers <AY##-## to AY##-##>.

Relevant information from Article 19 of the CBA:

**Initiating the Promotion Process.** Career instructional faculty 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, and must provide the following:

**Curriculum vitae:** A comprehensive and current curriculum vitae that includes the bargaining unit faculty member’s current research, scholarly, and creative activities and accomplishments, including publications, appointments, presentations, and similar activities and accomplishments.

**Personal statement:** A 2–6-page personal statement developed by the bargaining unit faculty member evaluating their performance measured against the applicable criteria for promotion. The personal statement should expressly address the subjects of teaching; scholarship, research, and creative activity, as applicable; and service contributions to the academic department, center or institute, school or college, university, profession, and the community. The statement should also include discussion of contributions to diversity, equity, and inclusion.

**Teaching portfolio (if applicable):** Representative examples of course syllabi or equivalent descriptions of course content and instructional expectations for courses taught by the bargaining unit faculty member, examples of student work and exams, and similar material; information from student experience surveys, which will be considered in light of the response rate; information on the development of new courses and curriculum development; information on contributions to university wide teaching practices (if applicable).

**Scholarship portfolio (if applicable):** A comprehensive portfolio of scholarship, research, and creative activity; and appropriate evidence of national or international recognition or impact.

**Service portfolio (if applicable):** Evidence of the bargaining unit faculty member’s Article 19. Career Faculty Review and Promotion service contributions to their academic department, center or institute, school or college, university, profession, and the community, such as op ed pieces, white papers authored or co-authored by the faculty member, commendations, awards, or letters of appreciation. The service portfolio may also include a short narrative elaborating on the faculty member’s unique service experiences or obligations.

**Professional development statement (if applicable):** A statement that provides a short narrative elaborating on the professional development activities of the bargaining unit faculty member related to their job duties.

**Professional activities portfolio (if applicable):** A comprehensive portfolio of professional or consulting activities related to their discipline.

**Internal and/or external reviewers (if applicable):** A list of qualified internal and/or external reviewers provided by the bargaining unit faculty member.

I encourage you to read all the sections of Article 19 that cover career instructional promotion reviews (sections 12-21) and to consult the Office of the Provost website for [further guidance on the process](https://provost.uoregon.edu/promotion-career-nttf).

So that the committee and I may conduct the review, I ask you to submit the materials stipulated in the CBA (see above) by <DATE>.

<Insert any department-specific information about the materials here; please note if your unit policies require a teaching observation with this review.>

I will also consult Continuous Improvement and Evaluation of Teaching data from your courses, and my assessment of teaching will consider student responses, peer reviews, and your own statements and reflections about your teaching.

If you have questions about this promotion review, I would be happy to meet with you. I look forward to learning more about your work.

Sincerely,

<NAME>

<UNIT/DEPARTMENT HEAD>