



Eastern Oregon University Faculty  
Personnel Process and Procedure Handbook  
June 2013

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# I. Introduction

Oregon University System Oregon Administrative Rule (OAR) 580-021-0135(1) “Criteria for Faculty Evaluation,” states “(1) Criteria for faculty evaluation, developed with the participation of appropriate faculty and institutional councils, shall be established in each institution; (a) As a guide in evaluating faculty in connection with decisions on reappointment, promotion, and tenure; (b) As a basis for assessing those aspects of the faculty member's performance in which improvement is desirable, whether the faculty member is tenured or non-tenured, with a view to stimulating and assisting the faculty member toward improvement through the resources available under the institution's staff career support plan.”

Furthermore, OAR 580-021-0135(2) stipulates the categories under which faculty are to be evaluated, specifically: (a) *Instruction*; (b) *Research accomplishments and other scholarly achievements*, or where relevant, other creative and artistic achievement; (c) *Professionally related public service*, through which the institution and its members render service to the public (i.e., individuals, agencies, or units of business, industry, government); (d) *Institutional service*, including, but not limited to, contributions made toward departmental, school or institutional governance, service to students through student welfare activities such as individual student advising, advising with student organizations or groups and similar activities. In addition to these OUS mandated criteria, Eastern Oregon University has developed specific criteria through the shared governance process.

Furthermore, OAR 580-021-0135(3) states these criteria “shall provide guidelines for sources and kinds of data that are appropriate as a basis for effective faculty evaluation at each administrative level (department, school, institution) and in each area (e.g., teaching, research, scholarly activity, service, etc.) where faculty evaluations are required. Specific provision shall be made for appropriate student input into the data accumulated as the basis for reappointment, promotion, and tenure decisions, and for post-tenure review. Sources of such input shall include, but need not be limited to, solicitation of student comments, student evaluations of instructors and opportunities for participation by students in personnel committee deliberations.”<sup>i</sup>

Eastern Oregon University should assume basic competency by a person having the necessary credentials to be appointed and then pose the question: What special qualities, over and above basic competency, does this person possess which so distinguish him or her that consideration should be given for promotion or indefinite tenure or reappointment? This represents a fundamental belief that more is required than basic competency in faculty<sup>ii</sup> performance.

The Eastern Oregon University Faculty Personnel Process and Procedure Handbook (hereafter referred to as the Handbook) is designed to provide guidance to both faculty seeking reappointment, tenure and promotion, faculty members serving on College Personnel Committees, the Library Personnel Committee, the Faculty Personnel Committee, and administrators (Dean<sup>iii</sup>, Library Director, Provost, President) who are entrusted with the serious and weighty responsibility of evaluating their colleagues as part of the personnel review process at Eastern Oregon University. The Provost will publish a biennial calendar for personnel review process actions by May 1 of each academic year.

1  
2 **II. Tenure-Track Appointments**  
3

4 Annual tenure appointments are granted to faculty employed .50 FTE or more who the  
5 institution considers being on the tenure-track. On completion of a probationary period, faculty  
6 will be evaluated and considered for appointment to indefinite tenure. If the initial annual tenure  
7 appointment or successive annual tenure appointments are to be terminated otherwise  
8 than for cause or for financial exigency, timely notice shall be given to the faculty member.

9 Awarding of tenure to faculty shall involve assessment of the faculty member's performance  
10 every year during the probationary period (counting the year in which tenure is granted). An  
11 additional probationary year may be required by the President, following that, if the faculty  
12 member is not awarded tenure, terminal notice shall be given.<sup>iv</sup>  
13

14 Faculty who hold tenure-track appointments are reviewed on a regular basis during the  
15 probationary period and after a tenure decision for teaching effectiveness (or librarianship),  
16 commitment to the subject discipline, service to the institution, and outreach to the public.  
17 Performance reviews provide a critical opportunity for faculty to engage in a process of self-  
18 reflection and peer-review that invariably leads to professional growth. Performance reviews  
19 provide a forum for framing and documenting accomplishments within each evaluative  
20 category while providing an opportunity for identifying and sharing evolving interests and  
21 talents that serve and guide students at Eastern Oregon University.  
22

23 Faculty who hold tenure-track appointments follow uniform procedures and cycles of review  
24 as outlined in this Handbook. Responsibility for initiating, conducting, and coordinating  
25 review procedures rests with the Deans of the Colleges (and the Director of the Library, as  
26 appropriate). College, Library, and Faculty Personnel Committees are responsible for  
27 reviewing faculty portfolios and making recommendations for reappointment, tenure, and  
28 promotion through the processes articulated in this Handbook. A successful tenure review  
29 results in promotion to the rank of Associate Professor (unless the candidate is already at that  
30 rank).  
31

32 **A. Tenure Review Timeline**  
33

- 34 1. **First-Year Review.** Teaching faculty in their first year of service at EOU will be  
35 reviewed by the College Dean. Librarians in their first year of service  
36 will be reviewed by the Library Director. After deliberation and consultation with the  
37 faculty member or librarian, the Dean or Library Director will forward a  
38 recommendation for either continuation or termination to the Provost, who will then  
39 forward a recommendation for either continuation or termination to the President. The  
40 President will inform the faculty member of the decision by March 15 of the first year  
41 of service.  
42
- 43 2. **Second-Year Review.** Teaching faculty in their second year of service at EOU will be  
44 reviewed by the College Dean. Librarians in their second year of service will be  
45 reviewed by the Library Director. After deliberation and consultation  
46 with the teaching faculty member or librarian, the Dean or Library Director will  
47 forward a recommendation for either continuation or termination to the Provost, who

1 will then forward a recommendation for either continuation or termination to the  
2 President. The President will inform the faculty member of the decision by December  
3 15 of the second year of service.  
4

- 5 3. **Third-Year Review.** Faculty members undergo a formal evaluation in their third year  
6 of service. This review combines the features of a continuance assessment along with a  
7 prescriptive analysis in preparation for the tenure review. Candidates for continuance  
8 are required to submit a portfolio in accordance with evaluation criteria, portfolio  
9 requirements and evaluative process articulated in this Handbook. In cases where  
10 continuance is not recommended after the third-year review, the faculty member will  
11 receive a one-year notice of termination.  
12
- 13 4. **Fourth-Year Review.** Teaching faculty in their fourth year of service will be reviewed  
14 by the College Dean or their designee. Librarians in their fourth year of service will be  
15 reviewed by the Library Director. The fourth-year review will consider the prescriptive  
16 analysis resulting from the third-year review. The candidate will generate a one-page  
17 memorandum which details how they have addressed the prescriptive analysis, along  
18 with future plans for improvement. After deliberation and consultation with the  
19 teaching faculty member or librarian, the Dean or Library Director will generate a one-  
20 page memorandum that indicates whether the prescriptive analysis has been adequately  
21 addressed by the candidate, along with further suggestions, if any, for improvement.  
22 These memorandums will be forwarded to the Provost by December 1 of the fourth  
23 year of service, and copies will be placed in the faculty member's tenure review  
24 portfolio and personnel file.  
25
- 26 5. **Tenure Review.** Faculty members on annual tenure (“tenure-track”) appointments are  
27 normally reviewed for tenure during the fall term of their fifth year of service at EOU.  
28 The initial Notice of Appointment will state the "starting date" to be used for purposes  
29 of determining eligibility for consideration for indefinite tenure under the "five years at  
30 Eastern" criterion. At the point of hire the President may, upon recommendation of the  
31 Provost, grant a faculty member or librarian a maximum of two years of experience to  
32 be applied towards promotion or tenure. The faculty member will be advised of this  
33 option at the time of hire. This credit for previous service, or an agreement to allow the  
34 candidate to apply for early tenure or promotion, will be explicitly stated as part of the  
35 initial letter of appointment. Unless explicitly stated in the initial letter of appointment,  
36 credit towards the ‘five years at Eastern’ tenure eligibility criteria begins with the initial  
37 year of service at EOU.  
38
- 39 a. **Minimum Qualifications.** Faculty at the rank of Associate Professor hold the  
40 appropriate terminal degree associated with their fields of specialization and  
41 assignment. The individual considered for promotion must have demonstrated  
42 excellence in teaching; proficiency in scholarship; service to students, College and  
43 University; service to the community, region, or State; and have at least five (5)  
44 years of experience in college-level teaching, unless otherwise agreed to at the time  
45 of appointment.  
46  
47

1 **b. Minimum Criteria for Tenure: Teaching Faculty**

2 1. Tenure is a significant institutional commitment to a faculty member and should be  
3 awarded only after careful deliberation. First, there should be a determination of need for  
4 the individual's specialization, skills, and appropriate fit for the long-range plans of the  
5 institution. Additionally, there must be a convincing case that the faculty member is  
6 highly qualified and has a history of performance demonstrating that he or she will make  
7 significant contributions to the long-range success of Eastern Oregon University.

8 2. To be awarded tenure, the teaching faculty must demonstrate excellence in teaching,  
9 a productive commitment to research or scholarly activity, a competence and willingness  
10 to participate in the work of the institution, and engagement in outreach beyond the  
11 university. The criteria for Associate Professor ordinarily apply as minimum the criteria  
12 for tenure. Consideration of tenure will include evaluation of instruction through review  
13 of course reaction surveys, teaching portfolio, peer evaluation of instruction, and surveys  
14 of alumni, each conducted as specified in the section on teaching evaluation in the  
15 Handbook.

16 3. Under no circumstances will tenure be granted to a faculty member whose principal  
17 duties include instruction unless there is clear and convincing documentation of  
18 demonstrated excellence in teaching.

19  
20 **c. General Considerations for Promotion for Faculty**

21 Effective teaching is the most important criterion to advancement for teaching faculty.  
22 Under no circumstances will promotion be granted to an individual whose principal  
23 duties include instruction unless there is clear documentation of commitment to  
24 teaching excellence. Consideration for promotion involves  
25 evaluation of instruction through review of course reaction surveys, the teaching  
26 portfolio, peer evaluation of instruction, and surveys of alumni, each conducted as  
27 specified in the Evaluation of Teaching section.

28  
29 Effective librarianship is the most important criterion for advancement of librarians.  
30 Under no circumstances will promotion be granted to an individual whose principal  
31 duties include librarianship unless there is clear documentation of commitment to  
32 librarianship excellence. Consideration for promotion  
33 involves evaluation of librarianship through review of development of collections and  
34 information systems, peer evaluation of librarianship, and surveys of library patrons,  
35 each conducted as specified in the Handbook.

- 36  
37 1. Advancement in rank should reflect continuing an ongoing faculty commitment to  
38 excellence in teaching and learning, and in the case of librarians, excellence in  
39 librarianship.
- 40 2. Basic competence is assumed. A case for promotion or tenure must be built on  
41 special qualities over and above basic competence that justify the candidate being  
42 awarded promotion or tenure.
- 43 3. The minimum criteria listed here are a reflection of the institutional expectations of  
44 faculty. However, as per OAR 580-021-0110(4), the President may, in special  
45 circumstances, consider for tenure any probationary faculty member of the rank of  
46 assistant professor or higher, prior to completion of the normal probationary period,  
47 when, following a performance evaluation of the faculty member, a finding is made  
48 that such an early award of tenure would be to the advantage of the institution. A

1 case for early promotion when there are special circumstances will be initiated by  
2 the candidate after consultation with the College Dean.

- 3 4. In cases where the faculty applicant for tenure and promotion lacks the appropriate  
4 terminal degree, the criteria for promotion must be met in each of the four areas of  
5 evaluation. In instances where the faculty member possesses the appropriate  
6 terminal degree, rare exceptions may be made when a weakness in one area other  
7 than in teaching exists. However, there must be demonstrably above average  
8 performance in other areas of evaluation. The Faculty Personnel Committee, in  
9 their recommendation to the Provost, shall denote which areas of evaluation the  
10 candidate was identified as being weak, and the candidate should develop an action  
11 plan to improve in this area of identified weakness as part of the post tenure review  
12 process.

## 13 **B. Indefinite Tenure**

14  
15  
16 **1. Post-Tenure Review: Overview.** OAR 580-021-0140 stipulates that tenured faculty  
17 members shall be evaluated periodically and systematically in accordance with guidelines  
18 developed by each institution. The purposes of post-tenure review are to (a) Assure continued  
19 excellence in the academy; (b) Offer appropriate feedback and professional development  
20 opportunities to tenured faculty; (c) Clearly link the level of remuneration to faculty  
21 performance; and (d) Provide accountability to the institution, public, and Board. Institutions  
22 shall develop post-tenure review guidelines in accordance with the objectives and guidelines  
23 promulgated in IMD 4.002, OAR 580-021-0135(3), and OAR 580-021-0005(3)(A).  
24

25 The Oregon State Board of Higher Education Internal Management Directive (IMD) 4.002  
26 asserts that “Recognizing that the quality of higher education is inextricably tied to the quality  
27 of faculty, the Board reaffirms its commitment to tenure, academic freedom, and maintaining  
28 an environment that supports sustained performance in teaching, research, and service. Further,  
29 the Board recognizes the rigorous, multi-year review process to which probationary faculty  
30 submit prior to the awarding of tenure, as well as the numerous ways in which tenured faculty  
31 performance is reviewed thereafter (e.g., student ratings of instruction, peer review of scholarly  
32 work, competitive sponsored research grants, juried exhibits and artistic performance).  
33 Nevertheless, for the purposes of more comprehensive review after tenure has been conferred  
34 and in accordance with the purposes stated in OAR 580-021-0140, each institution shall  
35 develop post-tenure review guidelines, which shall be filed with the Chancellor's Office.  
36 Institutional guidelines shall include, but not be limited to: (1) A statement of post-tenure  
37 review objectives; (2) A statement of criteria to be used in evaluations, the nature and kinds of  
38 data that will be accumulated, and the methods of data collection; (3) A designation of persons  
39 making evaluations; (4) A designation of the frequency and regularity of evaluations; (5) A  
40 description of the institutional plan for relating post-tenure reviews to the faculty reward  
41 system, so that annual salary-adjustment decisions (i.e., increase, no increase, decrease) will  
42 reflect the results of performance evaluations; (6) A description of appropriate formative  
43 opportunities (e.g., professional development plan, faculty career support program [IMD  
44 4.001]; and (7) A description of the institutional plan to deal firmly but humanely with  
45 situations in which a faculty member's competence or vitality have diminished to such an  
46 extent that formative opportunities are unable to sufficiently stimulate or assist the faculty

1  
2 member's return to a fully effective state. Any personnel actions for cause shall be  
3 implemented in accordance with OARs 580-021-0320 through 580-021-0470.”  
4

5 Oregon Administrative Rules on Post-Tenure Review (580-021-0140) require that institutional  
6 post tenure review procedures "clearly link the level of remuneration to faculty performance";  
7 OUS IMD 4.002 Post Tenure Review further specifies that institutional post-tenure review  
8 approaches must include: "a description of the institutional plan for relating post-tenure  
9 reviews to the faculty reward system, so that annual salary-adjustment decisions (i.e., increase,  
10 no increase, decrease) will reflect the results of performance evaluations."  
11

12 Post tenure review takes place for individuals on a biennial basis. In the cases where a more  
13 intensive post-tenure review is warranted, the processes and criteria associated with review for  
14 tenure and the rank of the individual being reviewed, as outlined in the preceding section on  
15 tenure review, will be implemented.  
16

17 The following EOU post-tenure review process is intended to address four specific audiences,  
18 each with specific process outcomes: (1) the faculty member, as an opportunity for self-  
19 reflection and continued growth, (2) the University, as an opportunity to affirm achievement  
20 and locate areas for improvement, (3) the higher education community, as an opportunity to  
21 fulfill requirements for accreditation through ongoing review of faculty, and (4) the citizens of  
22 the State of Oregon, as an affirmation of continued faculty professionalism in a public  
23 university setting.  
24

25 **a. Biennial Development Plan.** The College Dean or Library Director (as appropriate)  
26 will inform a  
27 faculty member subject to post-tenure review by the end of the first week of Fall Term  
28 classes. A written professional development plan will be submitted by the faculty  
29 member by the end of the first week of winter quarter of a review year. The  
30 professional development plan should address the four primary areas of tenure and  
31 promotion evaluation. The plan should contain reflective (what has been accomplished  
32 in the past two years of service) and predictive (what will be accomplished in the next  
33 two years) components. The plan provides the context for faculty work and provides a  
34 platform for dialog with the reader (the Dean [or designee] or Library Director).  
35

36 Upon receipt of the plan, the Dean will meet with the faculty member by the end of  
37 ninth week of Winter term of a review year for discussion of the professional  
38 development plan. After consultation with the faculty member under review, if the  
39 Dean notes significant areas of concern in the faculty member's competence or vitality,  
40 these will be articulated in writing and become part of the faculty member's personnel  
41 file. The Dean and the faculty member will then jointly develop a one-year plan of  
42 improvement that will, if successfully completed, return the faculty member to the  
43 biennial development plan review schedule. Any irreconcilable disagreement between  
44 the faculty member and the Dean about formation of the plan of improvement or  
45 whether or not the plan has been successfully completed will initiate the formal post-  
46 tenure portfolio process to be completed the ensuing year.  
47

1           **b. Formal Post-Tenure Review.** The formal post-tenure review process follows that of  
2 promotion and tenure review process utilized in third-year continuation and tenure  
3 review processes, including the development of a portfolio. If the faculty member  
4 successfully completes the formal post-tenure review, as evidenced by a positive  
5 recommendation by the President, the faculty member will rejoin the cycle for biennial  
6 development planning until a formal post-tenure portfolio review may become  
7 necessary.  
8

9           **c. Unsatisfactory Progress.** OAR 580-021-0140 mandates that OUS institutions deal  
10 firmly but humanely with situations in which a faculty member's competence or vitality  
11 have diminished to such an extent that formative opportunities are unable to sufficiently  
12 stimulate or assist the faculty member's return to a fully effective state. OAR 580-021-  
13 320 stipulates that the appointment of a tenured faculty member may be terminated, or  
14 other sanctions imposed, for cause. Sanctions for cause include oral or written warning  
15 or reprimand, removal from an assigned post and reassignment, suspension for a period  
16 not to exceed one year and termination. Sanctions more severe than oral or written  
17 warning or reprimand shall be imposed in accordance with the procedure in OAR 580-  
18 021-0325 through 580-021-0385. Sanctions of oral or written warning or reprimand  
19 may be imposed in accordance with the EOU-AAP Collective Bargaining Agreement.  
20

21           **d. Implementation.** Approximately half the tenured faculty in each College will prepare  
22 the professional development plan on a biennial basis. For faculty not currently tenured,  
23 the first post-tenure review will occur two years after a faculty member is successfully  
24 awarded tenure. College Deans will notify affected faculty of their involvement in the  
25 process by the end of the first week of classes Fall term of the review year. Colleges  
26 will maintain records pertinent to the implementation and conduct of this policy.  
27 College Deans will inform the Provost of those faculty for whom the process of  
28 biennial plan development and review has been successfully completed, any cases  
29 involving preparation of a plan of improvement, along with any situations that will  
30 result in the initiation of the formal post-tenure review process, by the last day of  
31 classes Winter term of the year of review. In cases where a plan of improvement has  
32 been developed, a copy of that plan will be forwarded to the Provost by the end of  
33 fourth week of spring term of the year the review is conducted. The Provost will  
34 publish a biennial schedule of academic personnel procedures by May 1, with specific  
35 dates for completion of the various steps of the biennial post-tenure review process as  
36 identified in this Handbook.  
37

38           **2. Full Professor Promotion Review.** Promotion to Professor requires the candidate to have  
39 demonstrated outstanding performance as a teacher and scholar. In addition to the degree  
40 requirements for an Associate Professor, the candidate should be able to:

- 41           • Demonstrate outstanding ability as a teacher and an ongoing commitment to teaching  
42 excellence.
- 43           • Conduct courses as required by program, College and University needs.
- 44           • Direct research or creative work by students.
- 45           • Demonstrate solid commitment to the broad discipline.
- 46           • Demonstrate recognized professional scholarly or artistic attainment within the field of
- 47

1 specialization.

- 2 • Has a minimum of 12 years of full-time college-level teaching experience, with a  
3 minimum of two years full time teaching at EOU prior to applying for promotion.  
4 "College-level teaching" refers to full-time teaching with complete responsibility for  
5 the courses being taught. Experience as a graduate teaching assistant or part-time  
6 adjunct faculty member cannot be counted towards the years of service requirement for  
7 promotion to Full Professor.

## 8 9 **C. Tenure-Track Evaluation Criteria**

### 10 11 **1. Teaching Faculty**

12  
13 Teaching Faculty members under review for continuance, tenure, post tenure, and  
14 promotion are evaluated in four major categories:

- 15 i. Instruction
- 16 ii. Commitment to Subject Discipline
- 17 iii. Contribution to the Institution
- 18 iv. Outreach to the General Public

- 19  
20  
21 **i. Instruction and Pedagogy.** Effective teaching is an essential criterion to advancement.  
22 Under no circumstances will tenure or promotion be granted to an individual whose  
23 principal duties include instruction unless there is a clear documentation of superior  
24 ability and diligence in the teaching role.

25  
26 **a. Characteristics of Teaching.** In judging the effectiveness of teaching, the reviewers  
27 should consider such points as the candidate's:

- 28 • Command of his or her subject matter in their academic field.
- 29 • Ability to organize materials and present them appropriately.
- 30 • Capacity to awaken in students an awareness of the relationships of his or her subject  
31 to other fields of knowledge.
- 32 • Grasp of general objectives.
- 33 • Spirit and enthusiasm which vitalize his or her learning and teaching.
- 34 • Ability to arouse curiosity in beginning students and to stimulate advanced students to  
35 creative work.
- 36 • Personal and professional attributes as they affect his or her teaching and students.

37  
38 Reviewers should pay due attention to the variety of demands placed on instructors by the types of  
39 teaching called for in various disciplines and at various levels, and should judge the total  
40 performance of the candidate with proper reference to assigned teaching responsibilities. Reviewers  
41 should clearly indicate the sources of evidence on which the evaluation of teaching competence is  
42 based.

43  
44 **b. Characteristics of Advising.** Advising is an obligation to the student body and to  
45 the University. The skills and motivation required for advising are not equally  
46 distributed and should not be taken for granted. Special efforts and competencies in this

1 area count as an important part of a faculty member's performance in the area of  
2 instruction and should be rewarded. Factors involved in assessing this criterion include:

- 3 • extent and skill of participation in the general guidance and advising of students.
- 4 • Accessibility to students.
- 5 • Familiarity with the requirements of relevant University programs.
- 6 • Ability to relate successfully to a wide variety of students for purposes of advising:
- 7 • Knowledge of resources available for the meeting of students' needs:
- 8 • The keeping of adequate records.
- 9

10 Reviewers should pay due attention to the variety of demands placed on instructors by the types of  
11 advising called for in various disciplines and at various levels, and should judge the total performance  
12 of the candidate with proper reference to assigned advising responsibilities. Reviewers should clearly  
13 indicate the sources of evidence on which the evaluation of advising competence is based.

14  
15 **ii. Commitment to Subject Discipline.** Basic to the essential instructional role that a  
16 faculty member performs is an interest in and recurring commitment to his or her subject  
17 discipline. As a member of the academic community, there is an obligation for a faculty  
18 member to reach beyond the classroom to maintain his or her competency and to contribute  
19 to the body of knowledge within his or her academic discipline.

20  
21 The institution recognizes that the specific expectations underlying the commitment to  
22 subject discipline varies widely by academic discipline. However the same process for  
23 evaluating the commitment to subject discipline applies to all academic disciplines at  
24 Eastern Oregon University. Each academic program, subject to the recommendation of the  
25 College Personnel Committee and the approval of the Faculty Personnel Committee,  
26 should develop specific written criteria to be utilized in the evaluation of commitment to  
27 subject discipline. The College Personnel Committee and the Faculty Personnel  
28 Committee, in addition to academic program generated criteria, should ensure that the  
29 following characteristics and standards of scholarship are consistently applied to all  
30 disciplines.

31  
32 **a. Characteristics.** The characteristics that identify a faculty member's commitment to  
33 subject disciplines include, but are not limited to:

- 34 • Peer-reviewed publication of significance and quality.
- 35 • Presenting papers at international, national and regional conferences.
- 36 • Participation in conferences, conventions, seminars, and professional meetings.
- 37 • Research in progress and substantially planned work.
- 38 • Participation in professional development opportunities
- 39 • Holding office in professional organizations
- 40 • Serving on editorial boards.
- 41 • Association with organizations that bring recognition to the University.
- 42 • Productive use of sabbaticals and leaves of absence.
- 43 • Professional consultation in the area of the faculty member's expertise.
- 44 • Review of scholarly and professional journals, books and artistic exhibitions.
- 45 • National and international exhibits of art.

- 1 • Public performances beyond the local area.
- 2 • Public recognition as an expert in the faculty member's field of expertise.
- 3 **b. Standards.** The same standards of quality in research, creative endeavors, and
- 4 scholarship should apply to all academic disciplines. Evidence of a productive and creative
- 5 mind should be sought in the person's published research, original writings, recognized
- 6 artistic productions, or their equivalent. There should be evidence that the person is
- 7 continuously and effectively engaged in scholarly or creative activity of high quality and
- 8 significance. Work in progress should be assessed whenever possible. Account should
- 9 be taken of the type and quality of scholarly or creative activity normally expected in
- 10 the faculty member's discipline.

11

12 **iii. Contribution to the Institution.** There is an obligation for a faculty member to actively

13 participate in and contribute to the ongoing activities of the institution as reflected by his or

14 her accepting a role in shared governance, and commitment to students through co-

15 curricular activities. In evaluating this commitment, reviewers should consider points such

16 as the following: service on committees; assistance to and advising of student activities and

17 groups; willingness to carry out special assignments of the College or University; and

18 contribution to programs through outcomes assessment that leads to improvements in

19 student learning and curriculum design.

20

21 **iv. Outreach to the General Public.** There is a expectation for faculty members to engage

22 in outreach with the general public. In evaluating this commitment, reviewers should

23 consider: Service and outreach when it constitutes one of the faculty member's principal

24 duties or responsibilities in the University community or public service program;

25 community activities related to one's field; using one's professional knowledge or skill in a

26 layman's activity which contributes to the well-being of the community as a whole, of

27 which the University is an integral part; special appointments or awards as a result of

28 professional expertise used on behalf of the community; consultant work; public lectures

29 and seminar; and public speeches.

## 30

## 31 **2. Library Faculty**

32

33 Library faculty under review for continuance, tenure, post tenure, and promotion are

34 evaluated in four major categories:

- 35
- 36 i. Librarianship
- 37 ii. Scholarship
- 38 iii. Contribution to the Institution
- 39 iv. Outreach to the General Public

40

41 **i. Librarianship.** Librarianship is an essential component of the academic enterprise at

42 Eastern Oregon University. Librarians are specialists in providing access to all types of

43 information. Library faculty are involved in the development of collections (resources),

44 reference and advisory services, effective interaction with library users, development of

45 information systems, bibliographic control and organization, and planning.

46

47 **ii. Research and Scholarship.** Progress in library and information science is dependent on

1 the development of new principles and applications to the theory and practice of  
2 librarianship. Peer-reviewed publications, conference papers, presentations and reports, the  
3 development of subject expertise in research collection management and development,  
4 along with research activity conducted within professional organizations that contribute to  
5 the body of knowledge in the field are evidence of scholarly activity and are evaluated  
6 accordingly.  
7

8 **iii. Characteristics** The characteristics that identify a librarian’s scholarly commitment to  
9 their profession include, but are not limited to:

- 10 • Peer-reviewed publication of significance and quality.
- 11 • Authorship of technical reports; online tutorials; training scripts; pathfinders; web  
12 resources; bibliographies; abstracts; book reviews; and reviews of creative activities.
- 13 • Presenting papers at international, national and regional conferences.
- 14 • Participation in conferences, conventions, seminars, and professional meetings.
- 15 • Research in progress and substantially planned work.
- 16 • Participation in professional development opportunities
- 17 • Holding office in professional organizations
- 18 • Serving on editorial boards.
- 19 • Association with professional organizations that bring recognition to the University.
- 20 • Productive use of sabbaticals and leaves of absence.
- 21 • Professional consultation in the area of the librarian’s expertise.
- 22 • Reading of scholarly and professional journals.
- 23 • Public recognition as an expert in the librarian’s field of expertise.

24  
25 **iv. Contribution to the Institution.** There is an obligation for librarians to actively  
26 participate in and to contribute to the ongoing activities of the institution as reflected by his  
27 or her accepting a role in shared governance, and commitment to students through co-  
28 curricular activities. In evaluating this commitment, reviewers should consider points such  
29 as the following: service on committees; assistance to and advising of student activities and  
30 groups; and willingness to carry out special assignments of the College or University.

31  
32 **v. Outreach to the General Public.** There is a expectation for librarians to engage in  
33 outreach with the general public. In evaluating this commitment, reviewers should  
34 consider: Service and outreach when it constitutes one of the librarian’s principal duties or  
35 responsibilities in the University community or public service programs; community  
36 activities related to the library field; using one's professional knowledge or skill in a  
37 layman's activity which contributes to the well-being of the community as a whole, of  
38 which the University is an integral part; special appointments or awards as a result of  
39 professional expertise used on behalf of the community; consultant work; public lectures  
40 and seminars; and public speeches  
41

## 42 **D. Portfolios**

### 43 44 **1. General Recommendations in Preparing the Portfolio**

45  
46 **a. Coherence:** It is essential that the portfolio provide an integrated view of the candidate.

1 The framing statements are the mechanism for achieving this objective. In a well-designed  
2 portfolio, the framing statements themselves should be sufficient for understanding the case  
3 developed by the candidate. While supporting evidence is an important part of the portfolio,  
4 the information only verifies the points made in framing statements.  
5

6 **b. Relevance:** Each type of review has criteria that are utilized by reviewers. The portfolio  
7 must adequately address each of the relevant criteria. The framing statement can be  
8 beneficial in connecting evidence with the review criteria, especially for those reviewers  
9 from academic disciplines other than the candidate. A learned appreciation of the evaluative  
10 criteria by the candidate will aid in the determination of what is irrelevant and does not need  
11 to be in the portfolio.  
12

13 **c. Succinctness:** A portfolio should not be long. Succinct portfolios that present the  
14 strongest evidence of the relevant criteria are far better than lengthy portfolios replete with  
15 tangential information which often lack focus and may weaken the candidate's case.  
16

17 **d. Timeliness:** The portfolio must be up-to-date. Framing statements should emphasize  
18 more recent achievements.  
19

20 **e. Completeness:** The portfolio must be complete. Deficient portfolios will be returned  
21 without action and with a request that the deficiencies of completeness be addressed prior to  
22 further consideration. Carefully review the outline of the portfolio - including the teaching  
23 portfolio component - to understand what should be in a portfolio.  
24

25 **f. Consultation:** When in doubt about what to include, never hesitate to ask for guidance  
26 from your Dean, members of the College Personnel Committee, Faculty Personnel  
27 Committee, or Provost.  
28

29 **2. The Teaching Portfolio.** The core of the personnel review process is a portfolio authored  
30 by the faculty member under review. It is essential that this portfolio paint a comprehensive,  
31 coherent and current portrait. Faculty being reviewed for promotion or tenure will include in  
32 their portfolios copies of all previous personnel review recommendations made during their  
33 career at EOU (e.g., recommendations from College Personnel Committee, Faculty Personnel  
34 Committee, College Dean, Provost, and the President), along with the following required  
35 components:  
36

37 **Introduction.** The Introduction should be a general framing statement describing the focus,  
38 range of responsibilities and trajectory of your career at Eastern Oregon University.  
39

40 **Instruction.** All teaching faculty undergoing personnel evaluation reviews (e.g., continuation,  
41 tenure, promotion, full post-tenure review) will assemble a portfolio that is a collection of  
42 material illustrating the nature and quality of the individual's teaching ability. Faculty will  
43 assemble data from a variety of sources so that their teaching ability can be evaluated. The  
44 following materials are to be included in the portfolio to document performance in teaching:  
45

46 **1. Framing Statement** – Faculty must provide a reflective framing statement detailing the  
47 individual's teaching roles and responsibilities, teaching philosophy, learning outcomes,  
48 pedagogical strategies, the use of technology to maximize student-teacher interaction,

1 evidence of the pursuit of teaching excellence, and future instructional goals. This statement  
2 creates the conceptual framework that will help reviewers understand the faculty member's  
3 unique approach to teaching, as articulated in a statement which details their intentions, goals  
4 and pedagogy, irrespective of academic discipline. Faculty diversity in approaches to the  
5 instructional mission will be respected. However, this can only be accomplished by reviewers  
6 if the framing statement provides a coherent, complete and current articulation of the faculty  
7 member's pedagogical assumptions and approaches. Exemplary teaching is complex, creative,  
8 and challenging. Eastern Oregon University has identified eight broad characteristics of  
9 effective instruction that should be addressed by the candidate in the instructional framing  
10 statement:

- 11 -Organization of subject matter and course
- 12 -Effective communication
- 13 -Knowledge of and enthusiasm for the subject matter and teaching
- 14 -Positive attitudes toward students
- 15 -Fairness in examinations and grading
- 16 -Flexibility in approaches to teaching
- 17 -Appropriate student learning outcomes
- 18 -Appropriate and effective pedagogy.
- 19 -Documented evidence of student learning
- 20 -Effectiveness in advising

21  
22  
23 **2. Teaching Evaluations** – Evaluations (both summary and individual) for all courses taught  
24 with enrollments of more than three in the most recent two years will be included in the  
25 portfolio. Evaluations for in-load and out-of-load, on-campus, on-site and on-line courses are  
26 to be included. The standard evaluation form and procedures are to be utilized for each course.  
27 However, faculty may elect to supplement these evaluations with approaches of their own  
28 design.

29  
30 **3. Course Syllabi** – Faculty will include a minimum of three representative syllabi from  
31 courses taught in the past two years. Faculty should include syllabi from a representative  
32 sample of courses, including lower division, upper division and graduate courses (as  
33 appropriate).

34  
35 **4. Academic Advising** – The portfolio will include evidence that the faculty member is  
36 engaged in student advising. Data on advising caseloads will be reported for the past two years.

37  
38 **5. Institutional Records and Descriptive Information** – Faculty are to compile the following  
39 institutional records and descriptive information:

- 40 • List of classes taught, course delivery mode (e.g., on-campus, Weekend College,  
41 online, onsite), and enrollment numbers for the past two years.
- 42 • Grade distributions for all classes taught the past two years.
- 43 • Service on senior projects (capstones, thesis, recitals, etc.).
- 44 • Curriculum development activities at the program or University level.
- 45 • A summary of experiences utilized to broaden students' knowledge beyond the  
46 classroom (field trips, field research).
- 47 • Optional items that illustrate a significant aspect of their teaching not revealed in the

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required portfolio items

**6. Direct Evaluation of On-Campus and On-Site Instruction**– Faculty being considered for promotion and/or tenure shall be observed and evaluated directly in the classroom and online, as appropriate.

**Classroom Observations.** Classroom observations will take place during fall term of the year of review. Classroom visits to a minimum of two different class sessions are to be made by the College Dean (or designee), a faculty member selected by the person being evaluated, and a faculty member selected by the College Dean (or designee). The following standardized items are to be used to guide classroom observations. The written reports of reviewers should address the overall teaching effectiveness of the faculty member, These written reports are to be included in the portfolio and should address the following requirements:

**-Communication skills:**

- Projected voice to be heard easily.
- Listened to student questions and comments.
- Presented examples to clarify points.
- Commanded attention.

**-Most and least helpful things the instructor did to communicate effectively.**

**-Knowledge of and enthusiasm for subject matter and for teaching:**

- Demonstrated command of the subject matter.
- Demonstrated interest in students and their learning.
- Encouraged student involvement.

**-Relevance of content to the lesson.**

**-Attitudes towards the students:**

- Encouraged student discussion.
- Encouraged students to answer difficult questions.
- Used questions to determine if students were having difficulty.

**-Pedagogy:**

- Clearly defined learning outcomes and objectives.
- Material aligned to the stated purpose of the lesson.
- Accomplished the stated purpose of the lesson.

**7. Alumni Interviews** – The College Personnel Committee will conduct interviews of alumni who have taken courses from the faculty member. These alumni interviews will be conducted during the fall term of the year of tenure and/or promotion review. The faculty being evaluated will provide a list of a minimum of six alumni who have taken classes from him or her, and the College Personnel Committee will select a minimum of three alumni at random from this list to interview. Alumni will be interviewed either face-to-face or via telephone. The College Personnel Committee will generate a written report of alumni interviews which will be included in the portfolio. The following questions are to be utilized as part of the alumni interview process:

1  
2 What is your overall assessment of Professor (insert name) in terms of:

- 3 • Course organization?
- 4 • Communication skills?
- 5 • Enthusiasm?
- 6 • Relationship with students?
- 7 • Effectiveness of the class?
- 8 • Grading practices?
- 9 • Your working relationship with Professor X?
- 10 • Satisfaction with the education you received in Professor X's classes?
- 11 • Comparison of Professor X with other teachers in the same area?
- 12 • Comparison of Professor X with other teachers in other areas?
- 13 • Would you recommended Professor X's courses to other students?

14  
15 **Commitment to Subject Discipline.** The framing statement for this section should describe  
16 your understanding of how your scholarly and creative activity has contributed to the body of  
17 knowledge in your academic discipline, along with a description of your future plans for  
18 research. A current curriculum vita should be provided and include: a list of peer reviewed  
19 publications (or their equivalent); a list of papers, presentations, or exhibitions presented at  
20 professional meetings (or their equivalent); Service on editorial boards; and offices in  
21 professional associations. While you may include copies of articles, slides of art work, etc.  
22 the reviewers may not have adequate expertise to evaluate them. . The exact definition of  
23 research for the purposes of promotion and tenure decisions, however, is discipline-specific.  
24 Expectations and outcomes should be clearly understood by faculty within their specific  
25 discipline and delineated in faculty position descriptions. Each academic discipline is required  
26 to generate a list of scholarly and artistic activities that are demonstrative of the commitment  
27 to subject discipline expected within your discipline. These criteria, and any subsequent  
28 changes, must be approved by the College Personnel Committee and Faculty Personnel  
29 Committee, and made available in an appendix to this Handbook.  
30

31 **Contribution to the Institution.** The framing statement for this section should detail the focus  
32 of your past involvement and future plans for engagement within the University community.  
33 The framing statement should discuss the committees on which you have served and how your  
34 participation contributed to the success of the University; contributions to the University's  
35 general education and program-level assessment efforts that resulted in improvements in  
36 student learning and curriculum design and a description of other activities you have engaged  
37 in that highlight the nature of your contribution to Eastern Oregon University. Documentation  
38 of the above activities should be included in the portfolio.  
39

40 **Outreach to the General Public.** As an educational, cultural and scholarly center, Eastern  
41 Oregon University connects the rural regions of Oregon to a wider world. Faculty members are  
42 expected to contribute to that mission in a meaningful way. The framing statement should list  
43 and discuss specific activities that illustrate how your engagement and service contribute to the  
44 University's outreach efforts in eastern Oregon and beyond. The framing statement should  
45 Include a list of weekend college classes you have taught, research or other scholarly projects  
46 you have undertaken which have a direct impact on eastern Oregon, volunteer service,

1 membership in community organizations, service on boards, etc. Documentation of the above  
2 activities should be included in the portfolio.

3  
4 **3. The Librarian Portfolio.** The core of the personnel review process is a portfolio authored  
5 by the librarian being reviewed. It is essential that this portfolio paint a comprehensive,  
6 coherent and current portrait. Librarians being reviewed for promotion or tenure will include  
7 in their portfolios copies of all previous personnel review recommendations made during their  
8 career at EOU (e.g., recommendations from Library Personnel Committee, Faculty Personnel  
9 Committee, College Dean, Provost, and the President), and the following required components:

10  
11 **Introduction.** The Introduction should be a general framing statement describing the focus,  
12 range of responsibilities and trajectory of your career at EOU.

13  
14 **Librarianship:** Librarians must provide a reflective framing statement detailing the  
15 individual's roles and responsibilities, philosophy, outcomes, evidence of the pursuit of  
16 librarian excellence and future goals. This statement creates the conceptual framework that  
17 will help reviewers understand the librarian's unique approach, as articulated in a statement  
18 which details their intentions, goals and strategies. Diversity in approaches to librarianship will  
19 be respected. However, this can only be accomplished by reviewers if the framing statement  
20 provides a coherent, complete and current articulation of the librarian's assumptions and  
21 approaches. Exemplary librarianship is complex, creative, and challenging. EOU has identified  
22 eight broad characteristics of effective librarianship that should be addressed by the candidate  
23 in the framing statement:

- 24 • Significant innovations with respect to library collections, services or methods.
- 25 • Development of the University's instructional collections.
- 26 • Provision of access to the information in the research and instructional collections of  
27 the University and other resources.
- 28 • Effective interaction with library users.
- 29 • Independence and initiative in meeting the goals of the library.
- 30 • Effectiveness in attracting, training, developing and supervising staff.
- 31 • Formation and implementation of the Library's policies and procedure.
- 32 • Commitment to professional service.

33  
34 **Scholarship.** The framing statement for this section should describe your understanding of  
35 how your scholarship has contributed to the body of knowledge in Library Sciences along with  
36 a description of your future plans for research. A current resume should be provided and  
37 include: a list of peer reviewed publications (or their equivalent); a list of papers, presentations,  
38 or exhibits presented at professional meetings (or their equivalent); service on editorial boards;  
39 and offices in professional associations. While you may include copies of articles and samples  
40 of original work product, the reviewers may not have adequate expertise to evaluate them.

41  
42 **Contribution to the Institution.** The framing statement for this section should detail the focus  
43 of your past involvement and future plans for engagement within the University community.  
44 The framing statement should discuss the committees you have served on, and how your  
45 participation contributed to the success of the University; contributions to general education  
46 and program-level assessment efforts that resulted in improvements in student learning and

1 curriculum design; along with a description of other activities you have engaged in that  
2 highlight the nature of your contribution to Eastern Oregon University. Documentation of the  
3 above activities should be included in the portfolio.  
4

5 **Outreach to the General Public.** As an educational, cultural and scholarly center, Eastern  
6 Oregon University connects the rural regions of Oregon to a wider world. Librarians are  
7 expected to contribute to that mission in a meaningful way. The framing statement should list  
8 and discuss specific activities that illustrate how your engagement and service contribute to the  
9 University's outreach efforts in eastern Oregon and beyond. The framing statement should  
10 include a discussion of your public service in a professional capacity, research or other  
11 scholarly projects you have undertaken which have a direct impact on eastern Oregon,  
12 volunteer service, membership in community organizations, service on boards, etc.  
13 Documentation of the above activities should be included in the portfolio.  
14

## 15 **E. Personnel Committees**

16  
17 **1. College Personnel Committees** (see EOU Constitution Article II, Section 4).  
18

19 **2. Library Personnel Committee** (see EOU Constitution Article II, Section 5).  
20

21 **3. Faculty Personnel Committee** (see EOU Constitution, Article V, Section 1)  
22

23 **F. Review Process and Procedures.** The Provost's Office will publish a biennial schedule by  
24 May 1 for completion of the steps in the academic personnel review procedures. This is shared  
25 with the College Deans prior to the beginning of the academic year and is made available online  
26 to all faculty and librarians by the first day of classes fall term.  
27

28 **1. Tenure Clock Delay Policy.** (Policy to be inserted upon Provost approval).  
29

30 **2. Post-Tenure Review Process.** Procedures for biennial post-tenure review are described  
31 separately in the Handbook. The procedures described in this section may be employed as a  
32 component of the post-tenure review processes, as applicable. Conditions leading to a need  
33 for this more intense post-tenure review are described in the policy on post-tenure review.  
34

## 35 **3. Steps in the Personnel Review Process**

### 36 *Step 1: Initiating the Process*

- 37  
38 i) **Promotion:** The Deans of the Colleges meet with their respective College Personnel  
39 Committee<sup>v</sup> during spring term to develop a list of nominees for promotion the  
40 following academic year. The list of nominees for promotion will consist of faculty  
41 who either apply for consideration, are nominated by a member of the College  
42 Personnel Committee, or who are nominated by the College Dean.  
43 ii) **Tenure:** Faculty members on tenure-track appointments who have begun their fifth  
44 year of service at Eastern Oregon University will be automatically reviewed for  
45 tenure during their fifth year with the exception of individuals who have invoked  
46 the Tenure Clock Delay Policy.  
47 iii) **Third-Year (Retention) Review:** Faculty members who are in their third year of

1 service at EOU will be automatically reviewed.  
2

3 ***Step 2: Notification***

4 The College Dean will notify individuals who are seeking promotion, tenure or  
5 retention, and the College or Library Personnel Committee, and the Faculty Personnel  
6 Committee, in writing the academic year before the personnel review will be conducted.  
7

8 ***Step 3: Preparation of the Review Portfolio***

9 Faculty under review are to prepare a portfolio with contents as described in the  
10 Handbook. (Faculty undergoing first, second and fourth year reviews do not submit a  
11 portfolio).  
12

13 ***Step 4: Submission of the Portfolio***

14 The portfolio is submitted to the College Dean. The College Dean will review the  
15 portfolio for completeness with the candidate. A portfolio that is incomplete when  
16 judged by the portfolio specifications in the Tenure and Promotion Handbook may be  
17 returned to the candidate by the College Dean or the College Personnel Committee  
18 without action but with identification of the deficiencies to be addressed and that the  
19 portfolio then be resubmitted within 10 days of receipt by the candidate. The file is then  
20 shared by the College Personnel Committee and College Dean.  
21

22 ***Step 5: College-Level Review***

23 a. The College Dean will write a comprehensive evaluation of the candidate based  
24 on the four major categories, taking into consideration the faculty member's past  
25 performance and future potential, as well as tenure and promotion criteria. The  
26 College Dean will meet with the candidate to review the Dean's evaluation. The  
27 candidate will have the opportunity to submit a written response within ten (10)  
28 business days of receiving written notification of the evaluation. These memoranda  
29 will be forwarded to the College Personnel Committee for consideration.

30 b. The College Personnel Committee will write a comprehensive evaluation of the  
31 candidate based on the four major categories, taking into consideration the faculty  
32 member's past performance and future potential, as well as tenure and promotion  
33 criteria. The results of classroom and/or on-line teaching evaluations and alumni  
34 surveys are integrated into the candidate's portfolio at this juncture.

35 c. The College Personnel Committee may either concur or disagree with the  
36 recommendation of the Dean. Significant points of disagreement between the  
37 College Personnel Committee and the Dean will be noted in writing. The College  
38 Personnel Committee will forward any minority positions, if applicable. The  
39 candidate will be permitted to provide a written statement in response to the  
40 College Personnel Committee's written evaluation within ten (10) working days of  
41 receipt of the evaluation which will be included in the portfolio.  
42

43 ***Step 6: Submission to the Faculty Personnel Committee***

44 The portfolio, along with recommendations and evaluations added in prior steps, will  
45 be forwarded to the Chairperson of the Faculty Personnel Committee. A portfolio that  
46 is incomplete when judged by the portfolio specifications in the Tenure and Promotion  
47 Handbook may be returned to the candidate by the Faculty Personnel Committee with

1 identification of the deficiencies to be addressed and that the portfolio then be  
2 resubmitted within 10 days of receipt by the candidate.

3  
4 ***Step 7: Faculty Personnel Committee Consideration***

5 The Faculty Personnel Committee will discuss each candidate and offer a written  
6 recommendation to the Provost detailing the Faculty Personnel Committee's assessment  
7 of the candidate in each of the categories of evaluation. The Faculty  
8 Personnel Committee will also forward any minority positions, if applicable. The  
9 candidate will be permitted to provide a written statement in response to the Faculty  
10 Personnel Committee's written evaluation within ten (10) working days of receipt of  
11 the evaluation which will be included in the portfolio

12  
13 ***Step 8: Addressing Differences in the Recommendations***

14 Should the Faculty Personnel Committee take a position contrary to the College Dean,  
15 each party will write a memorandum to the Provost detailing their positions concerning  
16 their differences which will be included in the portfolio.

17  
18 ***Step 9: Addressing a Negative Recommendation***

19 In the case of a negative Faculty Personnel Committee recommendation, the faculty  
20 member will be provided an opportunity to meet with the Committee, and enter a  
21 written statement into his or her portfolio within ten (10) business days of the meeting.  
22 A copy of this letter will be included in the portfolio.

23  
24 ***Step 10: The Decision***

25 After evaluation by the Faculty Personnel Committee, the complete portfolio will be  
26 submitted to the Provost. The Provost will consult with the Faculty Personnel  
27 Committee if, based upon his or her initial review of the portfolio, the Provost is  
28 unclear as to how the Faculty Personnel Committee reached its recommendation. The  
29 Provost's written recommendation will be forward to the President. The President will  
30 provide written notification to the faculty member of the University's decision.

31  
32 ***Step 11: Evaluation of the Process***

33 Upon completion of the personnel review process, the Provost will meet with the  
34 Faculty Personnel Committee to critically analyze the functionality of the University's  
35 personnel process. Recommendations for improving the process will be formulated,  
36 with the expectation that changes will be implemented the following year.

37  
38 ***Step 12: Appeal Process***

39 In the case of an adverse decision, the faculty member or librarian is entitled to due  
40 process, as articulated in Eastern Oregon University grievance procedures and  
41 Oregon Administrative Rules, Division 21, Sections 580-021-0300 to 590-021-0470.

42  
43 **III. Review of Fixed-Term and Adjunct Faculty**

44  
45 Fixed-term appointments may be made at Instructor, Senior Instructor, or Assistant Professor  
46 depending upon the programmatic needs of the University. Faculty members not on tenure-  
47 track (e.g., faculty with appointments not covered by the tenure and promotion policy) are

1 reviewed for annual continuation by the Dean or their designee with submission of a teaching  
2 portfolio in the third year of service and every subsequent third year.  
3

- 4 **1. Evaluation Criteria.** Effective teaching is the most important criterion for  
5 continuation. Under no circumstances will continuation be granted to a fixed term  
6 faculty whose principle duties include instruction unless there is clear documentation of  
7 superior ability and commitment to teaching excellence.  
8

9 Eastern Oregon University has identified eight broad characteristics of instruction used  
10 to determine continuation of fixed-term faculty on an annual basis:

- 11 • Organization of subject matter and course.
- 12 • Effective communication.
- 13 • Knowledge of and enthusiasm for the subject matter and teaching.
- 14 • Positive attitudes toward students.
- 15 • Fairness in examinations and grading.
- 16 • Flexibility in approaches to teaching.
- 17 • Appropriate student learning outcomes.
- 18 • Effective pedagogy.
- 19 • Evidence of student learning.

20  
21 *a. Assessment of Student Learning.* Fixed Term faculty members are expected to  
22 provide direct evidence of student learning from all courses taught in accordance with  
23 assessment of General Education and program learning outcomes.  
24

- 25 **2. Third Year Teaching Portfolio Review.** In the third year, and every third year  
26 thereafter, the fixed term faculty member will submit a teaching portfolio to the College  
27 Dean or their designee. It is the responsibility of the Dean to make a recommendation for  
28 continuance or termination to the Provost by April 15 of the review year.  
29

30 *a. The Teaching Portfolio.* The portfolio for fixed-term faculty will include a collection of  
31 material depicting the nature and quality of an individual's teaching and students' learning.  
32 Fixed-term faculty will assemble systematically collected data from a number of sources so  
33 that their teaching can be evaluated fairly and be given the emphasis it requires. This  
34 portfolio must be modest in size and limited to information that is relevant and current. The  
35 following materials are to be included in the portfolio to document performance in  
36 teaching:  
37

- 38 1. *Framing Statement* – Fixed-Term Faculty provide a "framing statement" indicating the  
39 individual's teaching roles and responsibilities along with a reflective statement  
40 focusing on teaching philosophy, the use of technology to maximize student-teacher  
41 interaction, instructional strategies and use of a wide array of tools to help students  
42 achieve important educational outcomes, activities engaged in to improve teaching, and  
43 future goals. This statement creates the conceptual framework that will help the Dean  
44 or their designee to understand diverse faculty intentions, goals and teaching practices.  
45 Fixed-term faculty diversity in approaches to the instructional mission will be  
46 respected. However, this can only be done to the extent that the Framing Statement

1 provides a coherent, complete and current articulation of the faculty member's  
2 pedagogical assumptions and approaches. The intent is to evaluate faculty's unique  
3 approach taken to teaching and goals pursued, which can vary widely depending on  
4 individual temperament and the demands of the discipline.  
5

6 2. *Student Evaluations*. Fixed-term faculty members are to obtain student evaluations in all  
7 courses with enrollments of 3 or more every academic term. Courses taught in-load  
8 and overload must use the University's approved forms and procedures developed for  
9 on campus and online/on-site. Faculty may elect to supplement these evaluations  
10 with approaches of their own design.  
11

12 3. *Course Syllabi* – The Fixed-term faculty member will include three representative  
13 course syllabi from those taught in the past two years, including lower and upper  
14 division or graduate courses, as applicable. Syllabi will be evaluated by the Dean (or  
15 designee) for the following criteria:  
16 • Is the syllabus consistent with the standards required by EOU and program faculty,  
17 and does it maintain the intent of the master course syllabus?  
18 • Does the syllabus compare in scope and depth with similar courses in the  
19 discipline?  
20 • Does the syllabus articulate the appropriate standards and outcomes consistent with  
21 GEC and / or programmatic outcomes?  
22 • Are the range of activities, strategies, resources, and assessments commensurate  
23 with other similar courses in the discipline?  
24

25 4. *Sample Assessments* – The Fixed-term faculty member will submit a set of assessments  
26 utilized in each course. The Dean (or designee) will examine the assessments to  
27 determine the following:  
28 • Do the assessments align with the learning outcomes of the course?  
29 • Do the assessments compare in depth and rigor to those of similar courses in the  
30 discipline?  
31

32 5. *Sample Faculty-Student Interaction* – The fixed-term faculty member will submit a  
33 representative sampling of email logs, Discussion Board interaction, and feedback on  
34 assignments, as well as documentation of other means of interaction with students  
35 when appropriate. The Dean (or designee) will examine the faculty-student interaction  
36 to determine the following:  
37 • Is the instructor timely in response to student needs and inquiries?  
38 • Does the instructor provide adequate feedback on assessments and assignments?  
39 • Does the instructor engage in regular and substantive interaction with students?  
40

### 41 **3. Fixed-Term Faculty Promotion Review**

42  
43 *a. Instructor to Senior Instructor*. Advancement in rank should reflect continuing  
44 professional contribution to teaching and learning. Basic competence is assumed. A case  
45 for promotion must be built on special qualities over and above basic competence which so  
46 distinguish the candidate and justify his or her promotion. Eligibility requirements for

1 promotion from Instructor to Senior Instructor are: A Master’s degree and substantial  
2 evidence of appropriate scholarship, research, or expertise in the subject field directly  
3 related to the teaching assignment: Five years of full-time teaching experience at the  
4 University level: and a record indicating superior teaching ability at EOU. Upon  
5 recommendation of the College Dean, fixed-term faculty seeking promotion will submit a  
6 teaching portfolio in accordance with the academic personnel calendar, and the teaching  
7 portfolio will be reviewed by the College and Faculty Personnel Committees, with  
8 recommendations for promotion made to the Provost.  
9

10 *b. Promotion from Senior Instructor to Assistant Professor.* Promotion to Assistant  
11 Professor will follow the portfolio requirements, and academic personnel process outlined  
12 in of this document. The minimum criteria for promotion from the rank of Senior Instructor  
13 to Assistant Professor are:

- 14 • A need in the college/program for such a 0.5 FTE or greater position.
- 15 • Terminal degree or equivalent.
- 16 • More than 4.01 FTE work years at EOU.
- 17 • Demonstrated excellence in teaching.
- 18 • Demonstrated potential and interest in scholarship and research.
- 19 • Demonstrated potential and interest in service and outreach.

#### 20 21 **4. Online Adjunct Teaching Appointments**

22  
23 Online adjunct teaching appointments are not covered by the EOU-AAP Collective  
24 Bargaining Agreement. Agreements for Provision of Instructional Services will be made  
25 annually by the appropriate academic Dean. The beginning and ending date of the  
26 employment period are specified in the Agreement for Provision of Instructional Services.  
27 Beyond the ending date of this period, there is no institutional commitment of continued  
28 employment. Fixed-term appointments for one year or less may be renewed subject to  
29 such factors as evaluation of teaching and program needs.  
30

31 Adjunct faculty are reviewed annual by tenure-track faculty designated by program who  
32 will provide the Dean (or designee) a written recommendation for continuance or  
33 termination. Adjunct faculty in their third year of service and every three years thereafter  
34 undergo a portfolio review and formal consultation with the College Dean (or designee).  
35 This mandatory review follows the Academic Personnel Review calendar for submission of  
36 the portfolio to the Dean or their designee. In cases where continuance is not  
37 recommended, the Dean will inform the on-line adjunct faculty member within 10 calendar  
38 days of the decision.  
39

40 **a. Evaluation Criteria.** Adjunct online teaching will be evaluated using the following  
41 characteristics of instruction:

- 42 • Overall quality of instruction and pedagogy
- 43 • Effective student/teacher communication.

44  
45 **b. The Adjunct Online Teaching Portfolio.** All adjunct online faculty undergoing  
46 personnel evaluation reviews in the third year will assemble a portfolio that is a  
47 collection of material depicting the nature and quality of an individual’s teaching and

1 students' learning. Faculty will assemble systematically-collected data from a number  
2 of sources so that their teaching can be evaluated fairly and be given the emphasis it  
3 requires. This portfolio must be modest in size and limited to information that is  
4 relevant and current. The following materials are to be included in the portfolio to  
5 document performance in teaching:

6 *a. Framing Statement* -- Faculty provide a "framing statement" indicating the  
7 individual's teaching roles and responsibilities along with a reflective statement  
8 focusing on teaching philosophy, the use of technology to maximize student-teacher  
9 interaction, instructional strategies and use of a wide array of tools to help students  
10 achieve important educational outcomes at a distance, activities engaged in to improve  
11 teaching, and future goals. This statement creates the conceptual framework that will  
12 help members of personnel committees to understand diverse faculty intentions, goals  
13 and teaching practices. Faculty diversity in approaches to the instructional mission will  
14 be respected. However, this can only be accomplished to the extent that the Framing  
15 Statement provides an internally coherent and complete articulation of the faculty  
16 member's pedagogical assumptions and approaches. The intent is to evaluate faculty  
17 effectiveness within the context of online delivery and their unique approach taken to  
18 teaching and goals pursued, which can vary widely depending on individual  
19 temperament and the demands of their discipline. Faculty must provide evidence of  
20 how they provide regular and substantive interaction with students, which may include  
21 a representative sampling of email logs, Discussion Board interaction, feedback on  
22 assignments, as well as documentation of other means of interaction with students.

23  
24 *b. Student Evaluations* – An online student evaluation form developed by the Faculty  
25 Personnel Committee will be used for all online courses taught in the most recent two  
26 years with enrollments of more than three students. Faculty may elect to supplement  
27 these evaluations with approaches of their own design.

28  
29 *c. Course Syllabi* – The adjunct faculty member will include three representative  
30 syllabi from those courses taught in the past two years, including lower and upper  
31 division or graduate courses, if applicable. Syllabi will be evaluated by the Dean (or  
32 designee) for the following criteria:

- 33 • Is the syllabus consistent with the standards required by EOU and program  
34 faculty, and does it maintain the intent of the master course syllabus?
- 35 • Does the syllabus compare in scope and depth with similar courses in the  
36 discipline?
- 37 • Does the syllabus articulate the appropriate standards and outcomes consistent  
38 with GEC and / or programmatic outcomes?
- 39 • Are the range of activities, strategies, resources, and assessments commensurate  
40 with other similar courses in the discipline?

41  
42 *d. Sample Assessments* – The adjunct faculty member will submit a set of assessments  
43 used in each course. The Dean (or designee) will examine the assessments to  
44 determine the following:

- 45 • Do the assessments match the learning outcomes of the course?
- 46 • Do the assessments compare in depth of expectation to those of similar courses

1 in the discipline?  
2

3 *e. Sample Faculty-Student Interaction* – The adjunct faculty member will submit a  
4 representative sampling of email logs, Discussion Board interaction, and feedback on  
5 assignments, as well as documentation of other means of interaction with students  
6 when appropriate. The Dean (or designee) will examine the Faculty-Student  
7 Interaction to determine the following:

- 8
- Is the Instructor responsive to student needs and inquires?
  - Does the instructor provide adequate feedback on assessments and assignments?
  - Does the instructor engage in regular and substantive interaction with students?
- 9  
10

<sup>i</sup> Oregon Secretary of State Archives Division. (n.d.). *Oregon Secretary of State - Oregon State Archives*. Retrieved April 7, 2012, from [http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_580/580\\_021.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_021.html)

<sup>ii</sup> Unless otherwise specified, the terms “faculty,” “teaching faculty,” “library faculty,” and “librarians” are used interchangeably throughout the Handbook.

<sup>iii</sup> Unless otherwise specified, the terms “College Dean,” “Dean,” “Deans of the College,” and “Library Director” are used interchangeably throughout the Handbook.

<sup>v</sup> Unless otherwise specified, the terms “College Personnel Committee” and “Library Personnel Committee” are used interchangeably throughout the Handbook.

Faculty Personnel Committee – Approved April 30, 2013

Faculty Senate – Approved May 7, 2013

Provost – Approved June 3, 2013

President – Approved June 10, 2013

## **Personnel Process and Procedure Handbook**

### **Appendix A: Commitment to Subject Discipline: Discipline Specific Criteria**

Expectations underlying the commitment to subject discipline varies widely by academic discipline, however the same process for evaluating the commitment to subject discipline applies to all academic disciplines at Eastern Oregon University. The general characteristics of commitment to subject discipline outlined in the handbook should be consistently applied to all disciplines.

Additionally, as recommended in sections II.C.1.b and II.D.2.c of the Handbook, this appendix should be used by college Deans and personnel committee members given the responsibility of evaluating faculty in the area of Commitment to Subject Discipline. Where no additional discipline specific criteria are identified, evaluators should rely on the general criteria in the handbook.

To avoid unfairly evaluating candidates, the Dean/Library Director, College Personnel Committee, and the Faculty Personnel Committee will take into consideration the length of time between the approval of the Appendix (May 2 2017) and the submission date of the portfolio. If necessary, candidates should use the portfolio framework statement to describe how they have been able to address the expectations of the appendix criteria given their time frame.

This appendix should be reviewed every 5 years, or upon departmental request, for update and revision.

## Anthropology/Sociology

To demonstrate commitment to subject discipline, the anthropology sociology faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate must show evidence of at least one of the following scholarly activities, though this is best assessed on an individual basis as different activity types in the different disciplines and sub disciplines require vastly different time commitments and are weighted differently.
- Candidate must have evidence of engaging in scholarly activities which include:
  - peer-reviewed publications
  - professional conference presentations
  - research reports / agency reports
  - manuscript review for professional journals
  - international partnership building
  - external organization partnership building (examples: agencies, NGOs, volunteer groups, etc.)
  - participation in local (or greater) discipline appropriate research projects
  - participation in local (or greater) community involvement activities (examples: community building, social support efforts, youth activities, etc.).

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- The candidate, if engaging in research projects or community involvement activities, would be expected to demonstrate
  - a leadership role and has shared results with professional forums on local (or greater) discipline appropriate research projects
  - a leadership role in and has shared activities with professional forums on local (or greater) community involvement activities (examples (community building, social support efforts, youth activities, etc.)
- Since promotion to Associate Professor, the candidate must show evidence of at least one additional of the above scholarly activities, though this is best assessed on an individual basis as different activity types in the different disciplines and sub disciplines require vastly different time commitments and are weighted differently.

## Art

To demonstrate commitment to subject discipline, the art faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate:
  - Must show evidence of dedicated and regular studio practice, resulting in frequent output in the form of documented new works.
  - Shows continuing and regular participation in regional and/or national and/or international group exhibitions, most of which must include NEW works (two years or newer from the date of exhibition opening).
  - Writes occasional intellectually and conceptually robust artist statements
  - Establishes and seeks out relationships with wider arts communities (local, national and/or international), theoretical analysis, interviews, or research
  - Should produce work of “solo show” or “museum ready” quality, most of which must be NEW (two years or newer from the date of exhibition opening—exceptions should be made in cases of retrospective and/or traveling exhibitions.)
  
- Candidates show evidence of sustained exploration of creative research in the form of at least four of the ‘units’ (listed below) per year, in any combination. Duplication of unit types in a given year is allowable, provided they occur at different institutions. (Scholarly activities listed are defined as units-see program note below).
  - Solo exhibition(s) at the regional, national and/or international level
  - Two-person exhibitions(s) at the regional, national and/or international level
  - Inclusion in group exhibition(s) at the regional, national and/or international level
  - Presenting research in the form(s) of a public artist’s lecture, performance, roundtable, interview and/or panel discussion, either on EOU campus, a colloquium, and/or other relevant regional event(s), conferences, institutions, etc.
  - Presenting research in the form(s) of a public artist’s lecture, performance, roundtable, interview and/or panel discussion, at non-regional, outside (ie: Non-EOU) conferences, institutions, museums, galleries, etc.
  - Publication of visual works in print, audio, video, etc., regional, national and/or international.
  - Publication of written works in print, audio, video, etc., regional national and/or international.
  - Public recognition in print, audio, video, etc., national or international.
  - Regional/national/international conference attendance and/or participation.
  - Giving a workshop at any school, museum, conference, institution, etc. OTHER than EOU
  - Applying to and receiving appropriate professional grant opportunities
  - Participation in any form of national or international Artist Residency program
  - Pursuing public commissions or inclusion in public collections
  - Curation of national OR international exhibition(s)

- Organization of scholarly conferences
- National or international awards and honors

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- Candidate show evidence of sustained exploration of creative research in the form of at least six of the 'units' (listed above) per year, in any combination. Duplication of unit types in a given year is allowable, provided they occur at different institutions. (Scholarly activities listed are defined as units-see program note below).

Note from program: The following guidelines have been broken down into bulleted lists of research/scholarship-based "units" which can be used to evaluate a given candidate's performance during a given time period (i.e., between third year review and tenure review, etc.). Units should be seen as separate and distinct, but repeatable, events. For example, three different artist talks presented at EOU in one given year would count as credit for one completed "unit" because of their occurrence at the same institution or location. However, three presentations at three separate institutions would count as credit for three separate, completed "units." Units of different types (exhibits, lectures, publications, etc.) should be credited individually regardless of institution or location, i.e., one artist lecture and one workshop presented at EOU would count as two completed units.

## Biology

To demonstrate commitment to subject discipline, the biology faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate has initiated a research trajectory including mentoring of student research and has presented their research in different venues such as regional, national or international meetings, seminars, and colloquia.
- Candidate must have evidence of engaging in scholarly activities which would include:
  - mentoring students in research projects
  - presenting at regional, national or international meetings
  - publishing in peer-reviewed journals
  - obtaining grant funding
  - delivering seminars or colloquia
  - reviewing journal articles
  - being active in a professional or government organization.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- the candidate has demonstrated a record of scholarly accomplishments by either publishing in peer-reviewed journals, or being awarded research-based grant funding or being recognized by professional organizations for advancements in their field of research.
- Since promotion to Associate Professor, the candidate must have published at least one publication in a peer-reviewed journal or have received extra-mural grant funding in support of their research and must have continued to engage in three other types of activities expected in the discipline.

## Business

To demonstrate commitment to subject discipline, the business faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly:

The College of Business's accrediting body, IACBE, has established the following expectation for commitment to subject discipline. "Excellence in business education requires faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines." To fulfill this expectation, scholarly activities should be reported in the following areas: 1) Teaching, 2) Discovery, 3) Integration and, 4) Application. Professional activities evidencing development in the faculty member's field should also be reported.

The following IACBE reporting table provides examples of activities evidencing scholarly and professional development within each area:

### Scholarship of Teaching

- a. Published Articles/ Manuscripts/ Books
- b. Unpublished Articles/ Manuscripts/Books
- c. Published Cases with Instructional Materials
- d. Unpublished Cases with Instructional Materials
- e. Presentations at Conferences or Workshops
- f. Conference/ Workshop Attendance
- g. Professional Meeting Attendance
- h. Curriculum Review/ Revision
- i. New Courses/Curricula

### Scholarship of Discovery

- a. Published Articles, Manuscripts, Books
- b. Unpublished Articles, Manuscripts or Books
- c. Papers Presented
- d. Session Chair
- e. Paper Discussant
- f. Dissertation/Thesis
- g. Faculty Research Seminars
- h. Book Reviews

### Scholarship of integration

- a. Published Articles/manuscripts/Books
- b. Unpublished Articles, Manuscripts or Books
- c. Presentations at Conferences or Workshops
- d. Conference or Workshop Attendance
- e. Professional Meeting Attendance
- f. New Courses/Curricula

### Scholarship of Application

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences or Workshops
- d. Consultation
- e. Contract Research
- f. Technical Assistance
- g. Policy Analysis
- h. Program Evaluation
- i. Articles on Contributions to practice
- j. Articles in Trade Publications

### Professional Activities

- a. Routine Consulting
- b. Professional-Related Service
- c. Officer of Professional Organization
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. Professional Membership

Scholarly and professional development activities should be in multiple areas including professional activities. Focusing development in a single area is discouraged. As some disciplines within the College of Business have very limited or no access to a peer-reviewed journal, publication by a practitioner journal is considered equally valuable.

- For promotion to associate professor and tenure, the candidate must have at least one peer-reviewed or practitioner publication.
- For promotion to full professor, the candidate **must** have at least one additional peer-reviewed or practitioner publication.

## Chemistry

To demonstrate commitment to subject discipline, the chemistry faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate has initiated a research trajectory including mentoring of student research and has presented their research in different venues such as regional, national or international meetings, seminars, and colloquia.
- Candidate must have evidence of engaging in scholarly activities which would include:
  - mentoring students in research projects
  - presenting at regional, national or international meetings
  - publishing in peer-reviewed journals
  - obtaining grant funding
  - delivering seminars or colloquia
  - reviewing journal articles
  - being active in a professional or government organization.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- the candidate has demonstrated a record of scholarly accomplishments by either publishing in peer-reviewed journals, or being awarded research-based grant funding or being recognized by professional organizations for advancements in their field of research.
- Since promotion to Associate Professor, the candidate must have published at least one publication in a peer-reviewed journal or have received extra-mural grant funding in support of their research and must have continued to engage in three other types of activities expected in the discipline.

## Communication

To demonstrate commitment to subject discipline, the communication faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate should demonstrate consistent engagement with scholarly work leading up to evaluation. Minimum evidence would include at least two, preferably three, peer-reviewed publications or peer-reviewed exhibitions of creative work since hiring or evidence that such publication or exhibition was forthcoming.
- The candidate must have evidence of engaging in scholarly activities which would include:
  - Inclusion of published articles and/or documentation of publication or exhibition
  - Peer reviewed publications and exhibitions
  - Book chapters, journal essays, exhibitions, consultancies, workshop attendance, presentations
  - Scholarly meetings in the regional, national and/or international arena
  - Presentation of papers and contribution to discipline specific panels and/or recognized conferences.
  - Impact of research and intellectual depth.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- The candidate must demonstrate sustained engagement with their area of expertise through peer-reviewed publications and/or peer-reviewed exhibition of original creative work.

## Computer Science

To demonstrate commitment to subject discipline, the computer science faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- Promotion to Associate Professor does not require a publication record. The primary criteria for advancement will be the candidate's record in instruction and contribution to program and to the campus community. Secondly, the candidate should exhibit evidence of commitment to discipline in the form of conference attendance or other participation in the work of professional organizations. In those cases, where a publication record exists, this will be considered evidence of commitment to discipline.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- The candidate demonstrates sustained engagement in scholarly activity based on original research. For Full, a record of peer-reviewed publication on the topic of the candidate's research is typical. However, a candidate may present a case of scholarship of pedagogy or extraordinary contributions to the program and EOU, or to inter-institutional curricular planning.

### Additional response from CS faculty preparing criteria:

As an unconventional professor in the discipline, I will have to offer somewhat ambiguous responses. When we have faculty with "typical" credentials (PhD in Computer Science), these criteria should be reassessed.

The only honest answer I can give to this and the remaining sections is that the type and quality of scholarly work will depend a great deal on the nature of the work. An extreme example would be certain avenues of research which would be sufficiently sensitive to national security to be extremely difficult to document. At the other extreme would be trivial-seeming advances in some facet of algorithm development that lead to important breakthroughs for the discipline.

It seems likely that this conundrum--quantifying "quality"--may manifest itself in many disciplines

My reply here is general. Attempts to describe an expected quantity or frequency of scholarly work are frustrating at best. As an early mentor of mine observed at a personnel committee meeting, Einstein's paper discussing relativity was only three pages in length. An academic writer may succeed in churning out a half-dozen publications a year without contributing anything. Another author may, over the course of years, transform the discipline with the publication of only one or two pieces.

## Economics

To demonstrate commitment to subject discipline, the Economics faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- Successful candidates will have demonstrated their commitment to the discipline of economics by contributing both as a participant in discipline activities, and by producing scholarly work that moves the discipline forward. To meet this standard, the successful applicant will be able to demonstrate a record of active participation in the discipline through activities such as,
  - Participate in an economics conference
  - Delivering public presentations on economics
  - Serving on the board of, or as a reviewer for, a professional society/conference/journal for economists
- To meet this standard with respect to production the successful applicant will have been, at least once, the:
  - Primary author of an economics article published in a peer reviewed scholarly journal that is searchable in IDEAs, Google Scholar or a similar database,  
OR
  - Primary author of a book chapter on economics in an edited volume.  
OR
  - Author of a book on economics.

For promotion to full professor, the requirements are identical to those listed above, and relate to the time since promotion to Assistant Professor.

## Education

To demonstrate commitment to subject discipline, the education faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. The College of Education recognizes that there are many ways to contribute to the discipline and its body of knowledge. Finding it very difficult to quantify the qualities of excellence across all areas of the portfolio, and recognizing that our discipline has unique and different requirements regarding accreditation, supervision and program leadership, strong consideration should be given to the decisions of the College Dean and CPC in regard to the balance across the areas being evaluated in the portfolio that relate to commitment to subject discipline.

In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate must have at least one publication. This must be a significant publication in a peer reviewed journal, a book chapter, or a book within the discipline. This is a minimum expectation; more publications are encouraged.
- The candidate should have a consistent, year-to-year record of commitment to their discipline throughout their career. At each evaluation (third-year review, promotion, tenure, and post-tenure review), the candidate must demonstrate their ongoing progress with regard to their disciplinary work which should be evidenced by inclusion of activities selected from the list of options below:
  - Presenting papers at international, national and regional conferences,
  - Participation in conferences, conventions, seminars, and professional meetings,
  - Authoring accreditation reports or reviewing accreditation reports for other institutions,
  - Writing and submitting grant proposals,
  - Research in progress and substantially planned work,
  - Participation in professional development opportunities,
  - Holding office in professional organizations,
  - Serving on editorial boards or being a reviewer for journals,
  - Association with organizations that bring recognition to the University,
  - Publication in non-peer reviewed journals (i.e. state organization journals, trade journals), including letters to the editor or commentary on the writing of others.
  - Productive use of sabbaticals and leaves of absence, and
  - Professional consultation in the area of the faculty member's expertise

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- The candidate must have at least one additional peer reviewed publication, a book chapter, or book since previous review. This is a minimum expectation; more publications are encouraged

## English/Writing

To demonstrate commitment to subject discipline, the English/Writing faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- Evidence demonstrating candidate's commitment to discipline for promotion to associate professor should include a robust set of professional activities as referenced in C.1.ii.a. of the Personnel Process and Procedure Handbook (pp. 10-11) and a body of successfully completed original research that has been presented at national or regional conferences of recognized disciplinary associations. Minimum evidence would include at least two peer-reviewed publications of research since hiring or evidence that such publication was forthcoming, which may include research begun as part of the candidate's dissertation. Preferred would be three or more.
- Candidate must have evidence of engaging in scholarly activities which would include:
  - peer-reviewed publications such as a single-authored book published by a university press or a reputable commercial press
  - academic journal articles, essays and/or chapters in edited collections
  - pedagogical publications
  - reference entries
  - Original research that results in external fellowships, grants, awards, invited lectures, and papers presented at meetings or conferences of professional organizations
  - publications of book reviews
  - membership on editorial and professional society/organization/press boards

The nature and scope of the scholarly activity is essential to determining its quality, and specialists within the field should be consulted whenever a question arises

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- The candidate should demonstrate sustained engagement in scholarly activity based on original research.
- The candidate should have authored a peer-reviewed book with a university press or reputable commercial press, or 5-10 peer-reviewed publications since promotion in the candidate's expertise area.
- The candidate should demonstrate that significant and ongoing scholarly work in the candidate's expertise area has been carried to fruition and/or is in press at the time of application to Full.

## History

To demonstrate commitment to subject discipline, the history faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate's evidence should include a body of successfully completed original research that has been presented at national or regional conferences of recognized historical associations. Ideally, evidence would include publication of research but promotion to associate could also occur with evidence of promise of publication and further presentations in the near future based upon ongoing research.
- Candidate must have evidence of engaging in scholarly activities which would include:
  - peer-reviewed publications such as a single-authored book published by a university press or a reputable commercial press
  - academic journal articles, essays and/or chapters in edited collections
  - public history contributions
  - digital history projects
  - pedagogical publications
  - reference entries
  - Original research that results in external fellowships, grants, awards, invited lectures, and papers presented at meetings or conferences of professional organizations
  - publications of book reviews
  - membership on editorial and professional society/organization/press boards

The nature and scope of the scholarly activity is essential to determining its quality, and specialists within the field should be consulted whenever a question arises.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- The candidate demonstrates sustained engagement in scholarly activity based on original research. For Full, a peer-reviewed book with a university press or reputable commercial press (which essentially is NOT a requirement for Assoc.) should be the benchmark. However, if a candidate's career arc has emphasized, say, pedagogical research, public history research, or digital humanities research, etc. -- that is, if their scholarship has been disseminated in ways other than traditional print media --, a book-length publication would not be necessary for promotion to full.
- Evidence of scholarly activity through sustained original research projects as listed above.
- Candidate should demonstrate that ongoing scholarly work has been carried to fruition and/or is in press at the time of application to Full.

Note: This is difficult to quantify. If an assistant professor had, for example, published a monograph, even without conference attendance or article publication (which would be unusual) that monograph would be sufficient. On the other hand, some yearly evidence of work in the form of conference paper presentation or article or book review publication, or other non-print project clearly based upon a body of original research would be sufficient. Also, for associate, the committee should gauge the potential for future scholarship, which the candidate must demonstrate

## Library Faculty

To demonstrate commitment to subject discipline, the librarian's promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly for all librarians.

For promotion to associate professor and tenure:

- Candidate has at least one published work in a professional library publication.
- Candidate provides evidence of sharing work product with the broader library community.
- Candidate provides evidence of participation in conferences, conventions, seminars, and professional meetings.
- Candidate provides evidence of participation in professional development.
- Recognizing the importance of knowing best practices and being aware of current developments, the candidate provides evidence of utilizing this knowledge in current job practice.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- Candidate has at least one peer reviewed publication of significance and quality.
- Candidate has periodic published works in other professional publications.
- Candidate has presented papers or research at international, national, or regional conferences.
- Candidate has a history of presentations at conferences, conventions, seminars, professional meetings.

## Mathematics

To demonstrate commitment to subject discipline, the mathematics faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- Promotion to Associate Professor does not require a publication record. The primary criteria for advancement will be the candidate's record in instruction and contribution to program and to the campus community. Secondly, the candidate should exhibit evidence of commitment to discipline in the form of conference attendance or other participation in the work of professional organizations. In those cases where a publication record exists, this will be considered evidence of commitment to discipline.

For promotion to full professor:

- Promotion to Professor requires a publication record. The record should include at least one publication in a refereed journal. Additional evidence of commitment to discipline is required, which can take various forms. These may include:
  - publication record in the secondary categories below
  - distinguished service in professional organizations, such as in elected position or in a role of continued and integral support such as conference organization
  - other combinations among the synergistic activities listed below
- Non-refereed scholarship examples include:
  - authorship of books or contributions to conference proceedings, scholarly review articles, research monographs,
  - service as a referee for professional journals,
  - documented scholarship leading to changes in practices of organizations in industry, business, or commerce,
  - participation in professional conferences, symposia, meetings, and special lectures, especially those for which participation was by invitation,
  - references to the candidate's research accomplishments appearing in the published work of experts in the field, and in the case of interdisciplinary work, within related areas as well,
  - manuscripts of curricular innovations available through a national clearinghouse (e.g., MAA, AMS, NCTM, etc.),
  - general professional contributions such as editorships, expository writing, ancillary work in support of published texts, and other activities that enhance the professional stature of the candidate,
  - collaboration with students in scholarly activities leading to a peer reviewed publication or conference presentation,
  - administration and support for student competitions such as COMAP, KRYPTOS, Virginia Tech Mathematics Contest, Putnam Exam, etc.
  - research awards and honors granted by professional societies, government agencies, and universities.
- Synergistic professional activities include:
  - membership and the holding of office in professional societies such as MAA, AMS, AWM, SIAM, etc. \*
  - election to prestigious national organizations that recognize excellence in mathematics,
  - an externally funded grant devoted to scholarship in mathematics, elementary, secondary, or undergraduate mathematics education, or statistics,
  - development and implementation of regional, national, or international faculty development programs,

- role as principal investigator or co-investigator on an external grant submission, or on a funded external grant,
- external certification or licensure which relates to professional practice, such as actuarial certification

Notes:

- Mathematics is often considered as part of the physical and natural sciences, but its publication practices differ from these other disciplines in several fundamental ways. As a group, mathematicians publish at much lower rates than other academic disciplines.

The majority of mathematical research is published in refereed research journals, rather than conference proceedings or books. Such articles typically represent considerable advances on a mathematical question. In addition, since mathematics research is usually not considered time-sensitive, time to publication is typically much longer than in other STEM fields; both refereeing times and first citation times can be an order of magnitude longer. On joint publications, authors of a mathematical paper are invariably listed in alphabetical order by surname; all authors are assumed to have made substantive intellectual contributions to the work.

The primary criteria by which professional distinction in research is established are the quality of the candidate's research, often measured by the reputation of journals in which publication appears, and the impact of the work within mathematics. In the case of interdisciplinary research, impact is considered within related areas as well.

- \*The initials are for, in order, the Mathematical Association of America, the American Mathematical Society, the Association for Women in Mathematics, and the Society for Industrial and Applied Mathematics

## Modern Languages

To demonstrate commitment to subject discipline, the modern languages faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

## Music

To demonstrate commitment to subject discipline, the music faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

## Physical Activity and Health

To demonstrate commitment to subject discipline, the PAH faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

To receive tenure:

- The candidate must have at least one publication. This must be a significant publication which will consist of the faculty member being the primary author of a paper published in a peer reviewed journal within the discipline or a book chapter.
- The candidate should have a consistent, year-to-year record of commitment to their discipline throughout their career. At each evaluation (third-year review, promotion, tenure, and post-tenure review), the candidate must demonstrate their ongoing progress with regard to their disciplinary work as evidenced by inclusion of activities identified in the list below (not all activities must be included, but these are the generally accepted activities to demonstrate commitment to discipline).
  - Presenting papers at international, national and regional conferences, that have a peer review for acceptance
  - Participation in professional development opportunities, including: conferences, conventions, seminars, and professional meetings in the Physical Activity and Health disciplines,
  - Writing and submitting grants proposals in discipline (for PAH, this would be in the health, exercise, and physical activity areas),
  - Research in progress and substantially planned work,
  - Holding office in professional organizations,
  - Serving on editorial boards,
  - Leadership and active participation in organizations associated with the physical activity and health disciplines (Health, exercise, and physical activity) that bring recognition to the University,
  - Productive use of sabbaticals and leaves of absence (with work specific to Physical Activity and Health disciplines), and
  - Professional consultation in the area of the faculty member's expertise, including entities such as schools, community groups, companies, with focus in PAH disciplines, primarily in promoting healthy behaviors and improved exercise performance

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- the candidate must have at least one additional peer reviewed publication or book as the primary author since the previous review.

## Political Science

To demonstrate commitment to subject discipline, the political science faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- Minimum of one peer reviewed publication; regular engagement in professional development activities (conferences). Regularly updating courses to reflect current state of knowledge in discipline. Note: these activities should be accomplished at EOU. While credit for prior service may be granted, tenure is a serious commitment of institutional resources, hence the above minimums need to be accomplished while in residence at EOU.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- National or international recognition as evidenced by letters of support from leading authorities in field. Multiple peer reviewed publications generated since promotion and tenure.

## Psychology

To demonstrate commitment to subject discipline, the psychology faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The candidate should show evidence of research and scholarly work that could include such activities as submission of written work for publication, professional publications, and/or presentation of research at professional conferences
- Evidence of research and scholarly work could include one or more of the following:
  - Peer-reviewed publications in books or journals
  - Presentations at professional conferences
  - Acquiring a grant
  - Reviewing grant applications
  - Reviewing manuscripts submitted to journals
  - Reviewing books
  - Professional consultations
  - Professional awards and/or acknowledgements
  - Leadership positions in professional organizations

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- The candidate will demonstrate evidence of an ongoing program of research.
- The demonstration of an ongoing program of research could include one or more of the following:
  - Several peer-reviewed publications
  - Citation of work by others within the discipline
  - Several presentations at national or international conferences or conventions

## Theatre

To demonstrate commitment to subject discipline, the theatre faculty promotion portfolio should include evidence of scholarly activity as described in the general handbook. In addition to these characteristics the following criteria should apply uniformly.

For promotion to associate professor and tenure:

- The scholarship of theatre professors is rendered in one or both forms of traditional academic endeavor: research leading to publication and/or research leading to creative production. Research and publication scholarship is traditional to theatre historians, critics, and dramaturgs. Research and creative production scholarship is traditional to those involved in the production process and includes acting, directing, playwriting, dramaturgy, voice and movement direction, scene design, costume design, lighting design, and sound design, and the execution of those designs by specialists in technical production, theatre management, and stage management. Creative production is common among and traditional to a broad range of academic disciplines, including art, music, dance, interactive media, computer science, engineering, journalism, film, video production, creative writing, fashion design and merchandising, hospitality management, creative writing, advertising, marketing, sports communication and management, and physical therapy. Research and creative production scholarship, as in these other disciplines, requires substantial historical and technological investigation, analysis, expertise, a synthesis of information, collaboration, imagination, creativity, skill, talent, and professional experience—all leading to public presentation validated by professional peer review. Many theatre professors engage in both kinds of scholarship.
  - Publication scholarship:
    - Journal articles, books (including electronic publication), performance reviews,
    - Authorship of original play scripts
    - Presentations at professional conferences
    - Authorship of grants
    - Editing journals or other publications
    - Pedagogical research -- examining the teaching of theatre
  - The theatre professor meets the requirement for research and creative production by engaging in the creation of theatrical performances and productions. Academic theatre artists collect, analyze, and synthesize data both before and during the rehearsal process. This research is conducted both individually and collaboratively. The results of the research and the creative exploration are disseminated in public performance. The preliminary research, development through rehearsal, and the final production may be documented in many ways.
    - Designs / models
    - Photographs / slides
    - recordings of performance
    - prompt/production books
    - interviews, articles and essays that relate to the production, as well as reviews and evaluations by qualified respondents

While any production demands creativity, the nature of the individual's contribution may vary significantly in terms of level of responsibility, venue, significance, available

resources, and time commitment. Therefore, the work must be viewed in the context of the production situation.

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor:

- outside work in the discipline may be expected and include summer or regional theatre, book publishing, and or sabbatical projects as examples.