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| Portfolio Components | Reviewers: |
| Overall | The framing statements in the portfolio categories provide an integrated view of the candidate, making the case for r/t/p. Portfolio should be complete, but succinct, up-to-date emphasizing most recent achievements. Supporting evidence is an important part of the portfolio, verifying content of framing statements. | Use the framing statements to understand the case developed by the candidate. Review should indicate sources of evidence on which the evaluation is based. |
| Previous Review recommendations | Include all previous personnel review recommendations made during career at EOU (CPC, FPC, Dean, Provost, President) |  |
| Other (recommended) | Include any hiring documentation that is pertinent to the review.  |  |
| **Introduction** |  |  |
| Framing statement | Should describe candidate focus, range of responsibilities, and trajectory of career at EOU. |  |
| **Instruction** |   |  |
| Framing statement  | The framing statement provides context to describe the candidates approach to instruction. Teaching roles and responsibilities should be outlined, followed by a narrative that describes the candidate’s pedagogical assumptions and approaches, and explains their engagement in the process of teaching and learning. See the handbook for possible elements and types of evidence that should be included in this section. | Consider how candidates demonstrate the characteristics of effective teaching as described in the handbook. Clear documentation of diligence in the teaching role should be evident.  |
| Course Syllabi | At least 3 representative syllabi from courses taught in past two years; include upper, lower, graduate courses as appropriate; represent all modalities. See handbook for criteria on which the syllabi will be evaluated. |  |
| Institutional Records and Descriptive Information | ∙ Contact Institutional Research to obtain a list of classes including delivery mode and enrollment for past two years, andgrade distributions for all classes taught for past two years to include in the portfolio∙ Also, describe Capstone/Senior project supervision and service, curriculum development, student engagement activities, and other aspects of instruction nor revealed in required portfolio items. See handbook for more detail. |  |
| Evaluations | Evaluations to be included in the portfolio include student course evaluations, direct evaluations in the form of classroom observations, and a list of a minimum of six alumni who may be contacted for an overall assessment of teaching and instruction practices. See handbook for more details regarding evaluation content. Candidate reflection on known evaluation content is important. | Consider student evaluations and comments, in context of evaluation response rate; classroom observation evaluations given handbook criteria; input from at least 3 alumni. |
| Academic Advising | Include data on advising caseloads for the past two years. In addition, address factors listed in the Characteristics of Advising section of the handbook. | Consider total performance of candidate with reference to assigned advising responsibilities. |
| **Commitment to Subject Discipline** |   |  |
| Framing Statement | Describe how scholarly and creative activity has contributed to the body of knowledge in the academic discipline, along with plans for research. |  |
| Curriculum Vita | Provide a current curriculum vita. See handbook for suggested content. |  |
| Scholarly and creative activities that demonstrate commitment to subject discipline | The candidate should refer to Appendix A of the handbook to determine the types of scholarly and creative activities that demonstrate commitment to subject discipline. In the absence of discipline specific criteria, the candidate should use the general characteristics described in the Commitment to subject Discipline sections of the handbook. | Ensure candidate shows continuous and effective engagement in scholarly or creative activity of high quality; refer to discipline specific criteria in Appendix A of the handbook. |
| **Contribution to the Institution** |  |  |
| Framing Statement | The framing statement should describe the candidate’s active participation and contribution to the ongoing activities of the institution. See the handbook for suggested activities. | Consider characteristics as described in the handbook. |
| Documentation | Documentation of activities described in the framing statement should be included. |  |
| **Outreach to the Public** |  |  |
| Framing Statement | Describe specific activities that illustrate engagement and outreach efforts in eastern Oregon and beyond, and how candidate contributes to the mission of the University. See handbook for additional information. | Consider characteristics as described in the handbook. |
| Documentation | Documentation of activities described in the framing statement should be included. |  |
| Tenure  |  |  |
| Minimum Qualifications | * Hold terminal degree associated with field of specialization
* Demonstrated excellence in teaching,
* proficiency in scholarship
* service to students, college and University
* service to community, region, or State
* has at least five years of college-level teaching unless otherwise agreed to at time of appointment
 | Consider all sections of handbook related to tenure to inform evaluation |
| Promotion to Professor |  |  |
| Requirements | * Demonstrate outstanding ability as a teacher and an ongoing commitment to teaching excellence
* Conduct courses as required by program, College and University needs
* Direct research or creative work by students
* Demonstrate solid commitment to the broad discipline
* Demonstrate recognized professional scholarly or artistic attainment within the field of specialization
* Has minimum of 12 years of full-time college-level teaching experience, with 2 year full time teaching at EOU prior to applying
 | Consider criteria as stated in the handbook. |