

EASTERN OREGON UNIVERSITY

RETENTION, TENURE, PROMOTION HANDBOOK

MAY 2023

Contents

I.	Introduction	3
II.	Tenure-Track Appointments	
A.	Tenure Review Timeline	4
1.	First-Year Review	4
2.	Second-Year Review	5
3.	Third-Year Review.....	5
4.	Fourth-Year Review	5
5.	Tenure Review	5
B.	Indefinite Tenure	
1.	Post-Tenure Review.....	8
2.	Professor Promotion Review.....	10
C.	Tenure-Track Evaluation Criteria.....	11
1.	Teaching Faculty.....	11
2.	Library Faculty	14
D.	Portfolios	
1.	General Recommendations in Preparing the Portfolio	16
2.	The Teaching Portfolio	17
3.	The Librarian Portfolio.....	23
E.	Personnel Committees	25
F.	Review Process and Procedures	
1.	Tenure Clock Delay	26
2.	Post-Tenure Review Process	27
3.	Steps in the Personnel Review Process.....	27
III.	Fixed-Term Faculty Appointments	
A.	Timeline	30
B.	Evaluation Criteria	
1.	Fixed-Term Teaching Faculty Evaluation	30
2.	Fixed-Term Library Faculty Evaluation	31
C.	Fixed-Term Portfolio Preparation	
1.	Fixed-Term Teaching Portfolio	32
2.	Fixed-Term Library Faculty Portfolio.....	34
D.	Fixed-Term Teaching and Librarian Faculty Promotion Review	
1.	Promotion from Instructor to Senior Instructor I	35
2.	Promotion from Senior Instructor I to Senior Instructor II	36

IV.	Online Adjunct Teaching Appointments.....	36
A.	Online Adjunct Evaluation Criteria	36
B.	Online Adjunct Review.....	36
V.	Casual Employee Teaching Appointments	
A.	Casual Employee Evaluation Criteria.....	37
B.	Casual Employee Review	37
	Appendix A	38
	Appendix B.....	39

I. Introduction

EOU faculty and institutional councils have developed criteria for faculty evaluation to be used as a guide in evaluating faculty in connection with decisions on reappointment, promotion, and tenure. The criteria are also used 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.

The categories under which faculty are to be evaluated include: Instruction; Research accomplishments and other scholarly achievements, or where relevant, other creative and artistic achievement; 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); 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.

The criteria provide guidelines for sources and kinds of data in each of the four categories that should be provided to reviewers at the college, institutional, and administrative levels. Provision has been 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 include, but are not limited to solicitation of student comments, and student evaluations of instructors.

Eastern Oregon University assumes basic competency by a person having the necessary credentials to be appointed and then poses the question: What special qualities, over and above basic competency, does this person possess which so distinguish them 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 ¹ performance.

The Eastern Oregon University Retention, Tenure, Promotion 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 ², 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 Unless otherwise specified, the terms "faculty," "teaching faculty," "library faculty," and "librarians" are used interchangeably throughout the Handbook.

² Unless otherwise specified, the terms "College Dean," "Dean," "Deans of the College," and "Library Director" are used interchangeably throughout the Handbook.

II. Tenure-Track Appointments

Annual tenure appointments are granted to faculty employed .50 FTE or more who the institution considers being on the tenure-track. On completion of a probationary period, faculty will be evaluated and considered for appointment to indefinite tenure. If the initial annual tenure appointment or successive annual tenure appointments are to be terminated otherwise than for cause or for financial exigency, timely notice shall be given to the faculty member. Awarding of tenure to faculty shall involve assessment of the faculty member's performance every year during the probationary period (counting the year in which tenure is granted). An additional probationary year may be required by the President; following that, if the faculty member is not awarded tenure, terminal notice shall be given.

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

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

A. Tenure Review Timeline

- 1. First-Year Review.** Teaching faculty in their first year of service at EOU will be reviewed by the College Dean (or designee). Librarians in their first year of service will be reviewed by the Library Director (or designee). After deliberation and consultation with the faculty member or librarian, the Dean or Library Director will forward a recommendation for either continuation or termination to the Provost, who will then forward a recommendation for either continuation or termination to the President. The President will inform the faculty member of the decision by March 15 of the first year of service.

2. Second-Year Review. Teaching faculty in their second year of service at EOU (except for faculty hired with two years toward promotion) will be reviewed by the College Dean (or designee). Librarians in their second year of service will be reviewed by the Library Director (or designee). After deliberation and consultation with the teaching faculty member or librarian, the Dean or Library Director will inform the faculty member of the decision by December 15 of the second year of service.

3. Third-Year Review. Faculty members (except for faculty hired with two years toward promotion) undergo a formal evaluation in their third year of service. This review combines the features of a continuance assessment along with a prescriptive analysis in preparation for the tenure review. Candidates for continuance are required to submit a portfolio in accordance with evaluation criteria, portfolio requirements and evaluative process articulated in this Handbook. In cases where continuance is not recommended after the third-year review, the faculty member will receive a one-year notice of termination.

4. Faculty Hired with Two Years toward Promotion. Faculty members hired with two years toward promotion undergo the first-year review as described above and then a formal evaluation in their second year of service at EOU (their “fourth” year toward promotion). This formal evaluation combines the features of a continuance assessment along with a prescriptive analysis in preparation for the tenure review. Candidates for continuance are required to submit a portfolio in accordance with evaluation criteria, portfolio requirements and evaluative process articulated in the Handbook. Because these candidates have fewer years of service at EOU than is typical, they are permitted to reference accomplishments from service at other institutions within the last two years in addressing the four categories of service. Because of the compressed timeline, these candidates undergo tenure review in their third (“fifth”) year, which means they will have very little time to remedy areas identified for improvement. Should the need for improvement arise during the “fourth” year review process, candidates are encouraged to seek support from their deans and to begin collecting evidence of adjustments and improved outcomes immediately, without waiting for the end of the process. In cases where continuance is not recommended after this review, the faculty member will receive a one-year notice of termination.

5. Fourth-Year Review. Teaching faculty in their fourth year of service will be reviewed by the College Dean or their designee. Librarians in their fourth year of service will be reviewed by the Library Director (or designee). The fourth-year review will consider the prescriptive analysis resulting from the third-year review. The candidate will generate a one-page memorandum which details how they have addressed the prescriptive analysis, along with future plans for improvement. After deliberation and consultation with the teaching faculty member or librarian, the Dean or Library Director will generate a one- page memorandum that indicates whether the

prescriptive analysis has been adequately addressed by the candidate, along with further suggestions, if any, for improvement. These memorandums will be forwarded to the Provost by December 1 of the fourth year of service, and copies will be placed in the faculty member's tenure review portfolio and personnel file.

- 6. Tenure Review.** Faculty members on annual tenure (“tenure-track”) appointments are normally reviewed for tenure during the fall term of their fifth year of service at EOU. The initial Notice of Appointment will state the "starting date" to be used for purposes of determining eligibility for consideration for indefinite tenure under the "five years at Eastern" criterion. At the point of hire the President may, upon recommendation of the Provost, grant a faculty member or librarian a maximum of two years of experience to be applied towards promotion or tenure. The faculty member will be advised of this option at the time of hire. This credit for previous service, or an agreement to allow the candidate to apply for early tenure or promotion, will be explicitly stated as part of the initial letter of appointment. Unless explicitly stated in the initial letter of appointment, credit towards the ‘five years at Eastern’ tenure eligibility criteria begins with the initial year of service at EOU.
 - a. **Minimum Qualifications.** Faculty at the rank of Associate Professor hold the appropriate degree associated with their fields of specialization and assignment. In most cases a terminal degree is required, but exceptions to this may be found in Appendix A. The individual considered for promotion must have demonstrated excellence in teaching or librarianship; proficiency in scholarship; service to students, College and University; service to the community, region, or State; and have at least five (5) years of experience in college-level teaching or area of librarianship, unless otherwise agreed to at the time of appointment.
 - b. **General Considerations for Promotion for Faculty.** Effective teaching is the most important criterion to advancement for teaching faculty. Under no circumstances will promotion be granted to an individual whose principal duties include instruction unless there is clear documentation of commitment to teaching excellence. Consideration for promotion involves evaluation of instruction through review of course reaction surveys, the teaching portfolio, peer evaluation of instruction, and surveys of alumni, each conducted as specified in the Evaluation of Teaching section.

For library faculty, effective librarianship is the most important criterion for advancement. Under no circumstances will promotion be granted to library faculty unless there is clear documentation of commitment to librarianship excellence. Consideration for promotion involves evaluation of librarianship through review of work activity and contribution to the library and university

community in relation to the particular responsibilities assigned to the candidate.

- i. Advancement in rank should reflect continuing and ongoing faculty commitment to excellence in teaching and learning, and in the case of librarians, excellence in librarianship.
- ii. Basic competence is assumed. A case for promotion or tenure must be built on special qualities over and above basic competence that justify the candidate being awarded promotion or tenure.
- iii. The minimum criteria listed here are a reflection of the institutional expectations of faculty. However, the president may, in special circumstances, consider for tenure any probationary faculty member of the rank of assistant professor or higher, prior to completion of the normal probationary period, when, following a performance evaluation of the faculty member, a finding is made that such an early award of tenure would be to the advantage of the institution.” The candidate will initiate a case for early promotion when there are special circumstances after consultation with the College Dean.
- iv. In instances where the faculty member possesses the appropriate terminal degree, rare exceptions may be made when a weakness in one area other than in teaching exists. However, there must be demonstrably above average performance in other areas of evaluation. The Faculty Personnel Committee, in their recommendation to the Provost, shall denote which areas of evaluation the candidate was identified as being weak, and the candidate should develop an action plan to improve in this area of identified weakness as part of the post tenure review process.

c. Minimum Criteria for Tenure.

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

To be awarded tenure, the teaching faculty or librarian must demonstrate excellence in teaching or librarianship, a productive commitment to research or scholarly activity, a competence and willingness to participate in the work of the institution, and engagement in outreach beyond the university. The criteria for Associate Professor ordinarily apply as minimum the criteria for tenure.

The following criteria apply to teaching faculty and library faculty where instruction is their primary duty: Consideration of tenure will include evaluation of instruction through review of course reaction surveys, teaching portfolio, peer evaluation of instruction, and surveys of alumni, each conducted as specified in the section on teaching evaluation in the Handbook. Under no circumstances will tenure be granted to a faculty member whose principal duties include instruction unless there is clear and convincing documentation of demonstrated excellence in teaching.

B. Indefinite Tenure

1. Post-Tenure Review. Tenured faculty members shall be evaluated periodically and systematically in accordance with guidelines developed by the institution. The purposes of post-tenure review are to (a) Assure continued excellence in the academy; (b) Offer appropriate feedback and professional development opportunities to tenured faculty; (c) Clearly link the level of remuneration to faculty performance; and (d) Provide accountability to the University and the public.

Post tenure review takes place for individuals every three years. In the cases where a more intensive post-tenure review is warranted, the processes and criteria associated with review for tenure and the rank of the individual being reviewed, as outlined in the preceding section on tenure review, will be implemented.

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

a. Triennial Development Plan. The College Dean or Library Director (as appropriate) will inform a faculty member subject to post-tenure review by the end of the first week of Fall Term classes. The faculty member will submit a written professional development plan, including a current CV, by the end of the first week of winter quarter of a review year. The professional development plan should address the four primary areas of tenure and promotion evaluation. The plan should contain reflective (what has been accomplished in the past two years of service) and predictive (what will be accomplished in the next two years) components. The plan provides the context for faculty work and provides a platform for dialog with the reader (the Dean [or designee] or Library Director).

Template:

Instruction

Reflective (what has been accomplished in the past three years of service)

Predictive (what will be accomplished in the next three years)

Commitment to Subject Discipline

Reflective (what has been accomplished in the past three years of service)

Predictive (what will be accomplished in the next three years)

Contribution to the Institution

Reflective (what has been accomplished in the past three years of service)

Predictive (what will be accomplished in the next three years)

Outreach to the General Public

Reflective (what has been accomplished in the past three years of service)

Predictive (what will be accomplished in the next three years)

Upon receipt of the plan, the Dean, or Library Director, will meet with the faculty member by the end of ninth week of Winter term of a review year for discussion of the professional development plan. After consultation with the faculty member under review, if the Dean, or Library Director, notes significant areas of concern in the faculty member's competence or vitality, these will be articulated in writing and become part of the faculty member's personnel file. The Dean, or Library Director, and the faculty member will then jointly develop

a one-year plan of improvement that will, if successfully completed, return the faculty member to the biennial development plan review schedule. Any irreconcilable disagreement between the faculty member and the Dean, or Library Director, about formation of the plan of improvement or whether or not the plan has been successfully completed, will initiate the formal post-tenure portfolio process to be completed the ensuing year.

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

c. Unsatisfactory Progress. The appointment of a tenured faculty member may be terminated, or other sanctions imposed, for cause. Sanctions for cause include oral or written warning or reprimand, removal from an assigned post and reassignment, suspension for a period not to exceed one year and termination. Sanctions more severe than oral or written warning or reprimand shall be imposed in accordance with the procedure in the University's disciplinary process.

d. Implementation. Approximately half the tenured faculty in each College, or the Library, will prepare the professional development plan on a biennial basis. For faculty not currently tenured, the first post-tenure review will occur two years after a faculty member is successfully awarded tenure. College Deans, or the Library Director, will notify affected faculty of their involvement in the process by the end of the first week of classes in Fall term of the review year. Colleges and the Library will maintain records pertinent to the implementation and conduct of this policy. College Deans, or the Library Director, will inform the Provost of those faculty for whom the process of biennial plan development and review has been successfully completed, any cases involving preparation of a plan of improvement, along with any situations that will result in the initiation of the formal post-tenure review process, by the last day of classes Winter term of the year of review. In cases where a plan of improvement has been developed, a copy of that plan will be forwarded to the Provost by the end of fourth week of spring term of the year the review is conducted.

The Provost will publish a biennial schedule of academic personnel procedures by May 1, with specific dates for completion of the various steps of the biennial post-tenure review process as identified in this Handbook.

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

- Demonstrate outstanding ability as a teacher or librarian and an ongoing commitment to teaching or librarianship 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.
- Show evidence of a minimum of 12 years of full-time college-level teaching experience or college-level library work, with a minimum of two years' full time teaching or work as a librarian at EOU prior to applying for promotion. College-level teaching refers to full time teaching with complete responsibility for the courses being taught. Experience as a graduate teaching assistant cannot be counted towards the years of service requirement for promotion to Full Professor. Part-time faculty work may be counted towards years of service if clearly documented in the hiring contract.

C. Tenure-Track Evaluation Criteria

1. Teaching Faculty. Teaching Faculty members under review for continuance, tenure, post tenure, and promotion are evaluated in four major categories:

- Instruction
- Commitment to Subject Discipline
- Contribution to the Institution
- Outreach to the General Public

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

- **Characteristics of Teaching.** In judging the effectiveness of teaching, the reviewers should consider such points as the candidate's ability to:
 - engage students in learning
 - organize and design a clear, cohesive course
 - use assessment in instruction and provide timely feedback to students about the quality of their work and their performance in the course
 - create an environment of respect and rapport

- communicate effectively, and be responsive to student questions and concerns
- foster a place for creative possibility
- demonstrate command of subject matter in their academic field
- demonstrate an interest in continuous improvement of teaching practice based on reflection of past practice and assessment

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

- **Characteristics of Advising.** In judging the effectiveness of advising, reviewers should consider such criteria as the candidate's ability to:
 - make advising accessible to students by sending routine invitations with contact information, maintaining office hours in person and/or online, responding to questions, building rapport, scheduling appointments in multiple modalities, and following up with struggling students
 - assist student with immediate issues, such as registration and academic standing, referring them to campus resources
 - help students take responsibility for locating information, meeting deadlines, and using EOU's degree audit tool
 - engage students in academic plans consistent with life goals, acquainting students with professional disciplinary activity
 - protect students' FERPA rights and maintain electronic records in EOU's advising platform describing advising discussion, including goals, advice, difficulties, reminders, concerns, responsibilities, and success in following past advice, without reference to sensitive information, such as medical or disability details
 - reflect on past practice and seek professional development

Reviewers should pay due attention to the variety of demands placed on instructors by the types of advising called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to assigned advising responsibilities.

Deans will confirm the candidate's description of advising type, levels, and load, and given that load, provide any recommendations for improvement in the third year. Reviewers may then measure quality against description and recommendations.

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

The institution recognizes that the specific expectations underlying the commitment to subject discipline varies widely by academic discipline. While the same general process for evaluating the commitment to subject discipline applies to all academic disciplines at Eastern Oregon University, each academic program, with approval of the College Personnel Committee and the Faculty Personnel Committee, has developed specific written criteria to be utilized in the evaluation of commitment to subject discipline. See Appendix B. Unless indicated in Appendix B, jointly authored peer-reviewed articles are weighted the same as solo articles. The College Personnel Committee and the Faculty Personnel Committee should ensure that the following characteristics and standards of scholarship are consistently applied to all disciplines, in addition to academic program developed criteria in Appendix B.

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

- Peer-reviewed publication of significance and quality.
- Presenting papers at international, national and regional conferences.
- Participation in conferences, conventions, seminars, and professional meetings.
- Research in progress and substantially planned work.
- Participation in professional development opportunities
- Holding office in professional organizations
- Serving on editorial boards.
- Association with organizations that bring recognition to the University.
- Productive use of sabbaticals and leaves of absence.
- Professional consultation in the area of the faculty member's expertise.
- Review of scholarly and professional journals, books and artistic exhibitions.
- National and international exhibits of art.
- Public performances beyond the local area.
- Public recognition as an expert in the faculty member's field of expertise.

- **Standards.** The same standards of quality in research, creative endeavors, and scholarship should apply to all academic disciplines. Evidence of a productive and creative mind should be sought in the person's published research, original writings, recognized artistic productions, or their equivalent. There should be evidence that the person is continuously and effectively engaged in scholarly or creative activity of high quality and significance. Work in progress should be assessed whenever possible. Account should be taken of the type and quality of scholarly or creative activity normally expected in the faculty member's discipline.

c. Contribution to the Institution. There is an obligation for a faculty member to actively participate in and contribute to the ongoing activities of the institution as reflected by his or her accepting a role in shared governance, and commitment to students through co-curricular activities. In evaluating this commitment, reviewers should consider points such as the following: service on committees; assistance to and advising of student activities and groups; willingness to carry out special assignments of the College or University; and contribution through outcomes assessment that leads to improvements in student learning and curriculum design.

d. Outreach to the General Public. There is an expectation for faculty members to engage in outreach with the general public. In evaluating this commitment, reviewers should consider: Service and outreach when it constitutes one of the faculty member's principal duties or responsibilities in the University community or public service program; community activities related to one's field; using one's professional knowledge or skill in a layman's activity which contributes to the well-being of the community as a whole, of which the University is an integral part; special appointments or awards as a result of professional expertise used on behalf of the community; consultant work; public lectures and seminar; and public speeches.

2. Library Faculty. Library faculty under review for continuance, tenure, post tenure, and promotion are evaluated in four major categories:

- Librarianship
- Commitment to Subject Discipline
- Contribution to the Institution
- Outreach to the General Public

a. Librarianship. Librarianship is an essential component of the academic enterprise at Eastern Oregon University. Librarians are specialists in locating, organizing and providing access to information needed and used in the academic community. Library faculty are involved in the development of collections (resources), instruction, reference and advisory services, effective interaction with library users, development and/or maintenance of information systems, bibliographic control and organization, and assessment of the collections and library services in relation to institutional goals and standards of academic librarianship (ALA, ACRL, etc.).

b. Commitment to Subject Discipline. Progress in library and information science is dependent on the development of new principles and applications to the theory and practice of librarianship. Development of subject expertise in specific areas of librarianship, along with scholarly activity and research that contributes to the body of knowledge in the field are evidence of commitment to the discipline. The Library Personnel Committee and the Faculty Personnel Committee should ensure that the following characteristics and standards of scholarship are consistently applied to all library faculty, in addition to the specific criteria outlined in Appendix B.

- **Characteristics.** Characteristics that identify a librarian's scholarly commitment to their profession include, but are not limited to:
 - Peer-reviewed publication of significance and quality.
 - Authorship of technical reports; online tutorials; training scripts; pathfinders; web resources; bibliographies; abstracts; book reviews; and reviews of creative activities.
 - Presenting papers at international, national and regional conferences.
 - Participation in conferences, conventions, seminars, and professional meetings.
 - Research in progress and substantially planned work.
 - Participation in professional development opportunities
 - Holding office in professional organizations
 - Serving on editorial boards.
 - Association with professional organizations that bring recognition to the University.
 - Productive use of sabbaticals and leaves of absence.
 - Professional consultation in the area of the librarian's expertise.
 - Reading of scholarly and professional journals.
 - Public recognition as an expert in the librarian's field of expertise.

- **Standards.** Evidence of creativity and productivity should be evident in the librarian’s publications, work-related writings, documentation, and activities. There should be evidence that the librarian is continuously and effectively engaged in scholarly or creative activity of high quality and significance. Account should be taken of the type of work engaged in by a particular librarian, when evaluating this category.
- c. Contribution to the Institution.** There is an obligation for librarians to actively participate in and to contribute to the ongoing activities of the institution as reflected by his or her accepting a role and participating in shared governance, and commitment to students through co-curricular activities. In evaluating this commitment, reviewers should consider points such as the following: service on committees; assistance to and advising of student activities and groups; and willingness to carry out special assignments of the College or University.
- d. Outreach to the General Public.** There is an expectation for librarians to engage in outreach with the general public. In evaluating this commitment, reviewers should consider: Service and outreach when it constitutes one of the librarian’s principal duties or responsibilities in the University community or public service programs; community activities related to the library field; using one’s professional knowledge or skill in a layman’s activity which contributes to the well-being of the community as a whole, of which the University is an integral part; special appointments or awards as a result of professional expertise used on behalf of the community; consultant work; public lectures and seminars; and public speeches.

D. Portfolios

All portfolios must be completed using the Google Sites template provided by FPC in order to support the facilitation of equity, clarity, completeness, and ease of review. Google Sites has been selected because EOU has a license and it has the capacity for the site to shift ownership away from the candidate, one of the requirements for the portfolio process. All supplemental materials/evidence need to be included in the same folder, which may include subfolders, in order to prevent dead links and to allow for ease of changing ownership.

1. General Recommendations in Preparing the Portfolio

- **Coherence:** It is essential that the portfolio provide an integrated view of the candidate. The framing statements are the mechanism for achieving this objective. In a well-designed portfolio, the framing statements themselves should be sufficient for understanding the case developed by the candidate. While supporting evidence is an important part of the portfolio, the information only verifies the points made in framing statements.
- **Relevance:** Each type of review has criteria that are utilized by reviewers. The portfolio must adequately address each of the relevant criteria. The framing

statement can be beneficial in connecting evidence with the review criteria, especially for those reviewers from academic disciplines other than the candidate. A learned appreciation of the evaluative criteria by the candidate will aid in the determination of what is irrelevant and does not need to be in the portfolio.

- **Succinctness:** A portfolio should not be long. Succinct portfolios that present the strongest evidence of the relevant criteria are far better than lengthy portfolios replete with tangential information that often lack focus and may weaken the candidate's case.
- **Timeliness:** The portfolio must be up-to-date. Framing statements should emphasize achievements that are more recent.
- **Completeness:** The portfolio must be complete. Deficient portfolios will be returned without action and with a request that the deficiencies of completeness be addressed prior to further consideration. Carefully review the outline of the portfolio - including the teaching portfolio component - to understand what should be in a portfolio.
- **Consultation:** When in doubt about what to include, ask for guidance from the college Dean, members of the College Personnel Committee, Faculty Personnel Committee, or Provost. Candidates for promotion and tenure may request a mentor and seek out examples from successful EOU faculty portfolios, when planning, organizing and preparing the portfolio.

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

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

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

i. Framing Statement. Candidates must provide a framing statement detailing their teaching roles and responsibilities. This statement

provides the context that will help reviewers understand the faculty member's approach to teaching. Diverse approaches to the instruction mission will be respected as candidates effectively articulate pedagogical assumptions and approaches. Candidates should reflect on, and make a compelling case for how they are committed to improving their teaching practice and student learning. When preparing their framing statements, candidates should review the list of "Characteristics of Teaching" from Section II.C.1.a.1 that reviewers will be considering. The following is a list of elements, neither required nor exhaustive, that illustrate the kinds of evidence candidates might provide of their engagement in the process of teaching and learning.

- Student Engagement:
 - Describe methods used to engage students, especially students who are struggling to succeed.
 - Describe efforts to provide challenges for students at all levels of understanding.
- Course Organization:
 - Discuss changes to course design intended to enhance student learning and success.
 - Describe instructional methods and pedagogy.
- Assessment and Feedback:
 - Draw connections between teaching strategy and student learning.
 - Discuss modifications to instruction intended to enhance student learning and success.
- Communication and Respect
 - Explain methods for responding to student questions and concerns.
 - Describe efforts to promote a classroom environment of respect and rapport.
- Fostering Creativity:
 - Describe how students are encouraged to approach course material from multiple perspectives.
 - Describe how students are encouraged to see course material as potentially interdisciplinary. Explain how connections between coursework and other sources of knowledge or information are supported.
 - Explain how student engagement in the material is promoted beyond the classroom.
- Command of the Subject Matter:
 - Illustrate how deep familiarity with the subject matter informs instructional approaches.
- Reflection and Goals:
 - Describe teaching philosophy.
 - Reflect on student feedback and suggestions from prior evaluations.
 - Reflect on courses with inadequate student performance.

- Describe future plans for pedagogical experimentation or innovation.
- Explain contributions to program curriculum and plans for future course development.
- Describe and document commitment to the scholarship of teaching and learning.

ii. Course Syllabi. Faculty will include a minimum of three representative syllabi from courses taught in the past two years. Faculty should include syllabi from a representative sample of courses, including lower division, upper division and graduate courses (as appropriate).

Syllabi will be evaluated with the following criteria.

- Syllabus is consistent with the standards required by EOU and program faculty, and maintains the intent of the master course syllabus
- Syllabus compares in scope and depth with similar courses in the discipline
- Syllabus articulates the appropriate standards and outcomes consistent with GEC and / or programmatic outcomes
- Range of activities, strategies, resources, and assessments are commensurate with other similar courses in the discipline

iii. Institutional Records and Descriptive Information. Faculty are to compile the following institutional records and descriptive information:

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

iv. Student Course Evaluations. Evaluations (both summary and individual) for all courses taught with enrollments of more than three in the most recent two years will be included in the portfolio. Evaluations for in-load and out-of-load, on-campus, on-site and online courses are

to be included. The standard evaluation form and procedures are to be utilized for each course. However, faculty may elect to supplement these evaluations with approaches of their own design. Faculty should describe their reflective practice in using evaluations to inform professional development and/or instruction.

v. Direct Evaluation of On-Campus and On-Site Instruction.

Faculty being considered for review shall be observed and evaluated directly in the classroom and/or online, as appropriate during the fall term of the year of their review. The observers shall consist of 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). These reviewers will be given access to online shells for the courses currently being taught by the faculty member under review. When the faculty member under review is teaching in-person or synchronous courses, each review should be informed by at least two classroom visitations. Review of asynchronous courses should be informed through observations of content and discussions in the online course shells.

The following standardized items are to be used to guide course 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:

- Student Engagement:
 - Was there active discussion and student involvement in the course content?
 - Were efforts made by the instructor to connect with disengaged students?
 - Were there efforts made by the instructor to identify where students might be having difficulty?
 - Were there efforts made by the instructor to challenge students at multiple levels of understanding?
- Course Organization:
 - Was course material presented with clearly defined objectives?
 - Did course material build off of prior outcomes?
 - Were descriptions and due dates of assignments clearly indicated?
- Assessment and Feedback:
 - Were course expectations and grading criteria clearly stated?
 - Were expectations and assessment criteria on individual assignments clearly stated?
 - Was there evidence that the instructor was providing students

with timely feedback on their work?

- Communication and Respect
 - Were there prompt, thoughtful responses to student questions?
 - Was there evidence of fostering student-to-student interactions with the course material?
 - Did faculty-student interactions and faculty monitoring of student-to-student interactions promote respectful dialog?
 - If student concerns were expressed, were they dealt with thoughtfully and respectfully?
- Fostering Creativity:
 - Was there evidence the instructor encouraged students to approach course material in multiple ways?
 - Was there evidence of students having the opportunity to rethink or revise their work after receiving feedback?
- Command of the Subject Matter:
 - Was there evidence of content-specific pedagogy?
 - Was the instructor able to provide examples to clarify points where students were having difficulty?

Among the responses above, what would you regard as the instructor's strongest areas? Are there any areas where you would suggest avenues for improvement?

vi. Academic Advising. The portfolio will include

- 1) A description of faculty advising load for the past two years, including
 - Quantity of advisees compared with other faculty in department
 - Level of advisees (e.g. undergraduate v. graduate, first year v. all levels)
 - Type of degree, major, minor, certificate, etc.
 - Other advising specialization, if any
 - How advising load is transferred from and shared with other advisors
- 2) A philosophy of advising: what do students seem to need, and how should academic advising address those needs?
- 3) A description of strategies used, given advising load, to make advising accessible to students, to address immediate issues like registration, to help students develop and take

responsibility for their academic plans and life goals, and to maintain electronic records and protect students' FERPA rights

4) A reflection on the quality of advising interactions

5) Examples and evidence that do not identify individual students

i. 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 shall not be EOU master's students taking or likely to take a class from the candidate. Alumni will be interviewed either face-to-face, or via email or telephone. The College Personnel Committee will generate a written report of alumni interviews that will be included in the portfolio. The following prompts are to be utilized as part of the alumni interview process:

Provide your overall assessment of Professor (insert name) in terms of:

- Student Engagement: "Did Professor X offer courses in which all students were actively engaged in learning the material"?
- Course Organization: "Were Professor X's classes structured to make course content and objectives clear"?
- Assessment and Feedback: "Were expectations and evaluation criteria clear for Professor X's assigned work? And did you usually receive timely feedback on the quality of your work?"
- Communication and Respect: "Did Professor X create an environment of respect and rapport in the class? Was the effective communication between the students and the professor?"
- Fostering Creativity: "Did Professor X foster creativity and promote multiple perspectives on course content?"
- Command of Subject Matter: "Did Professor X demonstrate enthusiasm and deep knowledge of the subject matter being taught"?

If another student asked you about enrolling in one of Professor X's courses? What advice would you give to such a student?

c. Commitment to Subject Discipline. The framing statement for this section should describe the candidate's understanding of how his or her scholarly and creative activity has contributed to the body of knowledge in the academic discipline, along with a description of the candidate's future plans for research.

A current curriculum vita should be provided and include: a list of peer reviewed publications (or their equivalent); a list of papers, presentations, or exhibitions presented at professional meetings (or their equivalent); Service on editorial boards; and offices in associations. While you may include copies of articles, slides of artwork, etc. the reviewers may not have adequate expertise to evaluate them.

The exact definition of research for the purposes of promotion and tenure decisions is discipline-specific. Expectations and outcomes should be clearly understood by faculty within their specific discipline and delineated in faculty position descriptions. Each academic discipline has developed a list of scholarly and artistic activities that are demonstrative of the commitment to subject discipline expected within a discipline. These criteria, and any subsequent changes, have been approved by the College Personnel Committee and Faculty Personnel Committee, and made available in this Handbook. See Appendix B.

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

e. Outreach to the General Public. As an educational, cultural and scholarly center, Eastern Oregon University connects the rural regions of Oregon to a wider world. Faculty members are expected to contribute to that mission in a meaningful way. The framing statement should list and discuss specific activities that illustrate how the candidate's engagement and service contribute to the University's outreach efforts in eastern Oregon and beyond. The framing statement should include a list of weekend college classes taught, research or other scholarly projects undertaken which have a direct impact on eastern Oregon, volunteer service, membership in community organizations, service on boards, etc. Documentation of the above activities should be included in the

portfolio.

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

a. Introduction. The Introduction should be a general framing statement describing the focus, range of responsibilities and trajectory of the librarian's career at EOU.

b. Librarianship. The candidate must provide a reflective framing statement detailing his or her roles and responsibilities, philosophy, outcomes, evidence of the pursuit of excellence in the profession, and future goals. This statement creates the conceptual framework that will help reviewers understand the librarian's unique approach, as articulated in a statement that details their intentions, goals and strategies. Diverse approaches to librarianship will be respected. The function of the framing statement is to provide a coherent, complete and current articulation of the librarian's assumptions and approaches. Exemplary librarianship is complex, creative, and challenging. EOU has identified broad characteristics of effective librarianship. Relevant characteristics should be addressed by the candidate in the framing statement:

- Development of the University's library collections.
- Innovation, creativity, or persistence with respect to management of library collections, provision of library services, instructional methods, or library assessment.
- Provision of access to the information in the library collections of the University and other resources.
- Effective interaction with library users, which may occur at different levels depending on the focus of the librarian's responsibilities.
- Independence and initiative in addressing library priorities and goals, and professional standards.
- Effectiveness in collaborating with other library departments to provide information, services and instruction.
- Formation and implementation of the Library's policies and procedure.
- Commitment to professional service as articulated in current academic

librarian standards.

The nature of librarianship may vary according to individual position descriptions, and not all categories may apply to an individual librarian. A librarian whose position description is primarily instruction may structure the portfolio according to the guidelines of the teaching portfolio.

c. Commitment to Subject Discipline. The framing statement for this section should describe the librarian's understanding of how his or her scholarship has contributed to the body of knowledge in Library Sciences along with a description of plans for research. A current CV should be provided and include: a list of peer reviewed publications (or their equivalent, such as reviewed and accepted contributions to systems development); a list of papers, presentations, shared work product, or exhibits presented at professional meetings; service on editorial boards; and offices in professional associations. While copies of articles and samples of original work product may be included, the reviewers may not have adequate expertise to evaluate them.

d. Contribution to the Institution. The framing statement for this section should detail the focus of the librarian's past involvement and future plans for engagement within the University community. The framing statement should discuss the committees the librarian has served on, and how participation contributed to the success of the University; contributions to general education and program-level assessment efforts that resulted in improvements in student learning and curriculum design; along with a description of other activities engaged in that highlight the nature of the librarian's contribution to Eastern Oregon University. Documentation of the above activities should be included in the portfolio.

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

E. Personnel Committees

1. College Personnel Committees (see EOU Constitution Article II, Section 4).

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

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

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

1. Tenure Clock Delay.

a. Request for Extension – Personal circumstance. A tenure-track faculty member may request a one-year extension of time for tenure consideration based on personal circumstances that substantially impede normal professional development for the faculty member. Personal circumstances under this policy include, but are not limited to:

- personal illness or injury
- care of ill or injured dependent, including children, relatives, or any other persons who are dependent on the faculty member
- death of a spouse, family member, or other closely affiliated persons for care

The faculty member will make a request in writing to the Provost who may request suitable supporting material from the faculty member indicating the nature of the personal circumstance and how professional development is substantially impeded. The applicant will be provided an opportunity to discuss the extension request with the Provost. In deciding to recommend the request for extension, the Provost may take into account the time elapsed since the event under consideration. However, the applicant shall not be denied an extension for having attempted to make progress towards tenure despite hindering personal circumstances.

b. Request for Extension -- Childbirth/Adoption/Legal Guardianship. A tenure-track faculty member, who becomes the parent or legal guardian of a child by birth, adoption, or legal proceedings, will automatically, upon request, be granted a one-year extension of the deadline for tenure review by the Provost, upon written notification from the College Dean. The process for securing an

extension of time for tenure consideration should be initiated by the faculty member within three months of the arrival of the child.

c. Review Process. While the request for an extension shall remain confidential, individuals and committees involved in the review process will be notified of the granting of an extension upon next review. No faculty member shall be discriminated against in any promotion or tenure proceedings for seeking or obtaining an extension. However, all individuals and committees participating in tenure reviews must recognize that any individual who has received an extension must be held to the same standard to which a faculty member without such an extension is held.

d. Record keeping. The Provost will send a written notification of the extension to the College Dean/Library Director and to the faculty member. A copy of the written notification is placed in the faculty member's personnel file.

2. Post-Tenure Review Process. Procedures for biennial post-tenure review are described separately in the Handbook. The procedures described in this section may be employed as a component of the post-tenure review processes, as applicable.

3. Steps in the Personnel Review Process

a. Step 1: Initiating the Process

- **Promotion.** The Deans of the Colleges meet with their respective College Personnel Committee³ during spring term to develop a list of nominees for promotion the following academic year. The list of nominees for promotion will consist of faculty who either apply for consideration, are nominated by a member of the College Personnel Committee, or who are nominated by the College Dean.

- **Third-Year (Retention) Review.** Faculty members who are in their third year of service at EOU will be automatically reviewed with the exception of individuals who have invoked the Tenure Clock Delay Policy.

³ Unless otherwise specified, the terms "College Personnel Committee" and "Library Personnel Committee" are used interchangeably throughout the Handbook.

- **Tenure.** Faculty members on tenure-track appointments who have begun their fifth year of service at Eastern Oregon University will be

automatically reviewed for tenure during their fifth year with the exception of individuals who have invoked the Tenure Clock Delay Policy.

b. Step 2: Notification

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

c. Step 3: Preparation and submission of the Portfolio

Faculty under review are to prepare an electronic portfolio using the provided Google Sites template with contents as described in the Handbook. (Faculty undergoing first, second, and fourth year reviews do not submit a portfolio). The electronic portfolio is then submitted to the College Dean and ownership is transferred away from the candidate.

d. Step 4: Reviewers' Organizational Meeting

Once all portfolios have been submitted, the Chair of the Faculty Personnel Committee shall convene an organizational meeting of those involved in the review process – the Deans, together with members of the Faculty Personnel Committee and all College Personnel Committees. The purpose of the meeting will be to ensure all reviewers are familiar with the timeline, process, portfolio requirements, evaluation criteria, and confidentiality of the process. After this meeting, The College Dean will review each portfolio for completeness with the candidate. A portfolio that is incomplete when judged by the portfolio specifications in the Tenure and Promotion Handbook may be returned to the candidate by the College Dean or the College Personnel Committee without action but with identification of the deficiencies to be addressed and that the portfolio then be resubmitted within 10 working days of receipt by the candidate. The file is then shared by the College Personnel Committee and College Dean.

e. Step 5: College-Level Review

i. The College Dean will write a comprehensive evaluation of the candidate based on the four major categories, taking into consideration the faculty member's past performance and future potential, as well as tenure and promotion criteria. The College Dean will meet with the candidate to review the Dean's evaluation. The candidate will have the opportunity to submit a written response within ten (10) working days of receiving written notification of the evaluation. These memoranda will be

forwarded to the College Personnel Committee for consideration.

- ii. The College Personnel Committee will write a comprehensive evaluation of the candidate based on the four major categories, taking into consideration the faculty member's past performance and future potential, as well as tenure and promotion criteria. The results of classroom and/or online teaching evaluations and alumni surveys are integrated into the College Personnel Committee's evaluation.
- iii. The College Personnel Committee may either concur or disagree with the recommendation of the Dean. Significant points of disagreement between the College Personnel Committee and the Dean will be noted in writing. The College Personnel Committee will forward any minority positions, if applicable. The candidate will be permitted to provide a written statement in response to the College Personnel Committee's written evaluation within ten (10) working days of receipt of the evaluation that will be included in the portfolio.

f. Step 6: Submission to the Faculty Personnel Committee

The portfolio, along with recommendations and evaluations added in prior steps, will be forwarded to the Chairperson of the Faculty Personnel Committee. If deficiencies in the portfolio are identified when considering specifications in the Tenure and promotion Handbook, the Faculty Personnel Committee may return the portfolio to the candidate to address the deficiencies and to be resubmitted within ten (10) working days of receipt.

g. Step 7: Faculty Personnel Committee Consideration

The Faculty Personnel Committee will discuss each candidate and offer a written recommendation to the Provost detailing the Faculty Personnel Committee's assessment of the candidate in each of the categories of evaluation. The Faculty Personnel Committee will also forward any minority positions, if applicable. Should the FPC take a position contrary to the Dean or College Personnel Committee, the FPC will detail their position concerning the differences in the recommendation letter. The candidate will be permitted to provide a written statement in response to the Faculty Personnel Committee's written evaluation within ten (10) working days of receipt of the evaluation that will be included in the portfolio.

h. Step 9: Addressing a Negative Recommendation

In the case of a negative Faculty Personnel Committee recommendation, the faculty member will be provided an opportunity to meet with the Committee within ten (10) working days, and enter a written statement into his or her

portfolio within ten (10) working days of the meeting. A copy of this written statement will be included in the portfolio.

i. Step 10: The Decision

At the completion of the evaluation process, the portfolio and all relevant documents will be forwarded to the Provost. The Provost will consult with the Faculty Personnel Committee if, based upon his or her initial review of the portfolio, the Provost is unclear as to how the Faculty Personnel Committee reached its recommendation. The Provost's written recommendation will be forward to the President. The President will provide written notification to the faculty member of the University's decision.

j. Step 11: Evaluation of the Process

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

k. Step 12: Appeal Process

In the case of an adverse decision, the faculty member or librarian is entitled to due process, as articulated in Eastern Oregon University grievance procedures.

III. Fixed-Term Faculty Appointments

A. Timeline. Fixed-term appointments may be made at Instructor, Senior Instructor I, or Senior Instructor II ranks, depending upon the programmatic needs of the University. The Dean/Library Director, or their designee review fixed-term faculty for annual continuation, with submission of a portfolio in the third year of service and every subsequent third year.

B. Evaluation Criteria.

1. Fixed-Term Teaching Faculty Evaluation

a. Annual Evaluation. Effective teaching is the most important criterion for continuation. Under no circumstances will continuation be granted to a fixed term faculty whose principal duties include instruction unless there is clear documentation of superior ability and commitment to teaching

excellence.

Eastern Oregon University has identified broad characteristics of instruction used to determine continuation of fixed-term faculty on an annual basis. Fixed Term faculty members are expected to provide direct evidence of the following evaluation categories from all courses taught.

- Organization of subject matter and course
- Effective communication
- Knowledge of and enthusiasm for the subject matter and teaching
- Positive attitudes toward students
- Fairness in examinations and grading
- Flexibility in approaches to teaching
- Appropriate student learning outcomes
- Effective pedagogy
- Assessment of student learning

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

2. Fixed-Term Library Faculty Evaluation

a. Annual Evaluation. Effective performance in the assigned areas of librarianship is the most important criterion for continuation. Areas of librarianship may encompass, but are not limited to, one or more of the following: providing access to all types of information, collection development and management, provision of reference and instructional services, maintaining effective interaction with library users, development of information systems, bibliographic control and organization, library management and assessment, and library promotion.

Eastern Oregon University has identified broad characteristics of effective librarianship used to determine continuation of fixed-term library faculty on an annual basis:

- Development of the University's library collections
- Innovations with respect to library collections, services, methods or assessment
- Provision of access to information from library collections or other resources
- Effective interaction with library users, which may occur at different levels depending on the focus of the librarian's responsibilities
- Independence and initiative in addressing library priorities and goals, and professional standards
- Effectiveness in attracting, training, developing and supervising student workers
- Commitment to professional service and academic librarian standards
- Formation and implementation of library policy and procedure

Fixed-term library faculty whose responsibilities include teaching should additionally address characteristics of instruction as outlined in Section III.B.1.a of this handbook.

b. Third Year Librarianship Portfolio Review. In the third year, and every third year thereafter, fixed-term library faculty will submit a portfolio to the Library Director or their designee. It is the responsibility of the Library Director to make a recommendation for continuance or termination to the Provost by April 15 of the review year.

C. Fixed-Term Portfolio Preparation.

1. Fixed-Term Teaching Portfolio. The portfolio for fixed-term faculty will include a current vitae or resume, copies of all previous personnel review recommendations made during their career at EOU, and a collection of material depicting the nature and quality of the individual's teaching and students' learning. Fixed-term faculty will assemble evidence from a number of sources so that their teaching can be evaluated fairly and be given the emphasis it requires. This portfolio must be concise and limited to information that is relevant and current. The following materials are to be included in the portfolio to document performance in teaching:

a. Framing Statement. Fixed-Term Faculty provide a framing statement indicating the candidate's teaching roles and responsibilities along with a reflective statement focusing on teaching philosophy. Additionally, the framing statement should address the use of technology to maximize student-teacher interaction, instructional strategies and use of a wide array of tools to help students achieve important educational outcomes, activities engaged in to improve teaching, and future goals. This statement creates the conceptual framework that will help the Dean or their designee to understand diverse faculty intentions, goals and teaching practices. Diversity in approaches to the instructional mission will be respected. However, this can only be accomplished to the extent that the Framing Statement provides a coherent, complete and current articulation of the faculty member's pedagogical assumptions and approaches. The intent is to evaluate faculty's unique approach taken to teaching and goals pursued, which can vary widely depending on individual temperament and the demands of the discipline.

b. Course Syllabi. Fixed-term faculty will include three representative course syllabi from those taught in the past two years, including lower and upper division or graduate courses, as applicable. The Dean (or designee) will evaluate syllabi using the following criteria:

- Syllabus is consistent with the standards required by EOU and program faculty, and maintains the intent of the master course syllabus
- Syllabus compares in scope and depth with similar courses in the discipline
- Syllabus articulates the appropriate standards and outcomes consistent with GEC and / or programmatic outcomes
- Range of activities, strategies, resources, and assessments described in the syllabus are commensurate with other similar courses in the discipline

c. Sample Assessments Fixed-term faculty will submit a set of assessments utilized in each course. The Dean (or designee) will examine the assessments to determine the following:

- Assessments align with the learning outcomes of the course
- Assessments compare in depth and rigor to those of similar courses in the discipline

d. Sample Faculty-Student Interaction Fixed-term faculty will submit a representative sampling of email logs, discussion interaction, and feedback on assignments, as well as documentation of other means of interaction with students when appropriate. The Dean (or designee) will examine the faculty-student interaction to determine the following:

- Instructor provides timely response to student needs and inquiries
- Instructor provides adequate feedback on assessments and assignments
- Instructor engages in regular and substantive interaction with students

e. Student Evaluations. Fixed-term faculty are to obtain student evaluations in all courses with enrollments of three or more every academic term. The University approved evaluation form and procedures are to be utilized for each course. Faculty may elect to supplement these evaluations with approaches of their own design.

2. Fixed-Term Library Faculty Portfolio. The Fixed-Term Librarian portfolio will include a current vitae or resume and copies of all personnel review recommendations made during the librarian's career at EOU.

a. Framing Statement. Fixed-Term librarians must provide a reflective framing statement detailing roles and responsibilities, philosophy, outcomes, evidence of the pursuit of excellence in the profession, and future goals. This statement creates the conceptual framework that will help the Library Director understand the librarian's unique approach. Differentiated approaches to librarianship will be respected. However, this can only be accomplished if the framing statement provides a coherent, complete and current articulation of the librarian's assumptions and approaches.

EOU has identified broad characteristics of effective librarianship. The candidate should address relevant characteristics in the framing statement.

- Collection Development
- Innovation, creativity, or persistence with respect to management of library collections, provision of library services, instructional methods, or library assessment
- Provision of access to the information in the library collections and other resources
- Effective interaction with library users which may occur at different levels depending on the focus of the librarian's responsibilities
- Independence and initiative in addressing library priorities and goals, and professional standards
- Effectiveness in attracting, training, developing and supervising student workers
- Formation and implementation of library policy and procedure
- Commitment to professional service and academic librarian standards

Fixed-term library faculty whose responsibilities include teaching should additionally provide direct evidence of effective instruction as outlined in Section III.C.1 of this handbook.

b. Work Samples. Fixed-Term Library faculty will provide work samples that document the accomplishments and contribution of the librarian's work in the library in relation to the narrative presented in the framing statement.

D. Fixed-Term Teaching and Librarian Faculty Promotion Review

1. Promotion from Instructor to Senior Instructor I. Advancement in rank should reflect continuing professional contribution to teaching and learning or librarianship. A case for promotion must be built on special qualities over and above basic competence, which so distinguish the candidate and justify his or her promotion. Eligibility requirements for promotion from Instructor to Senior Instructor I are a Master's degree and demonstrated evidence of appropriate expertise in the subject field directly related to the teaching or library assignment, two years of full-time teaching or librarian experience at EOU. Fixed-term faculty seeking promotion will submit a portfolio as described in Section III.C in accordance with the academic personnel calendar. The portfolio will be reviewed by the College Dean/Library director, College/Library Personnel Committee and Faculty Personnel Committee, with recommendations forwarded to the Provost.

2. Promotion from Senior Instructor I to Senior Instructor II. Fixed-term faculty seeking promotion will submit a portfolio as described in Section III.C in accordance with the academic personnel calendar. The candidate will be evaluated on teaching or librarianship only, unless institutional service, outreach, or scholarship activity has been required by the program, in which case these categories will be additionally evaluated using criteria in sections II.C and II.D. The minimum criteria for promotion from the rank of Senior Instructor I to Senior Instructor II are:

- A master's degree or equivalent.
- Three years of full-time teaching or librarian experience at EOU at the rank of Senior Instructor I.
- Demonstrated excellence in teaching or librarianship.
- Scholarship and research as required in the employment agreement.
- Service and outreach as required in the employment agreement.

3. Direct Evaluation of On-Campus and On-Site Instruction. Fixed-term faculty responsible for instruction shall be observed and evaluated directly in the classroom and/or online by the College Dean (or designee), as appropriate during the fall term of the year of their review. (Fixed-term faculty not responsible for instruction skip this requirement.) The Dean will be given access to online shells for the courses currently being taught by the faculty member under review. When the faculty member under review is teaching in-person or synchronous courses, each review should be informed by at least two classroom visitations. Review of asynchronous courses should be informed through observations of content and discussions in the online course shells.

The following standardized items are to be used to guide course 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:

- Student Engagement:
 - Was there active discussion and student involvement in the course content?
 - Were efforts made by the instructor to connect with disengaged students?
 - Were there efforts made by the instructor to identify where students might be having difficulty?
 - Were there efforts made by the instructor to challenge students at multiple levels of understanding?
- Course Organization:
 - Was course material presented with clearly defined objectives?

- Did course material build off of prior outcomes?
- Were descriptions and due dates of assignments clearly indicated?
- Assessment and Feedback:
 - Were course expectations and grading criteria clearly stated?
 - Were expectations and assessment criteria on individual assignments clearly stated?
- Was there evidence that the instructor was providing students with timely feedback on their work? Communication and Respect
 - Were there prompt, thoughtful responses to student questions?
 - Was there evidence of fostering student-to-student interactions with the course material?
 - Did faculty-student interactions and faculty monitoring of student-to-student interactions promote respectful dialog?
 - If student concerns were expressed, were they dealt with thoughtfully and respectfully?
- Fostering Creativity:
 - Was there evidence the instructor encouraged students to approach course material in multiple ways?
 - Was there evidence of students having the opportunity to rethink or revise their work after receiving feedback?
- Command of the Subject Matter:
 - Was there evidence of content-specific pedagogy?
 - Was the instructor able to provide examples to clarify points where students were having difficulty?

Among the responses above, what would you regard as the instructor's strongest areas? Are there any areas where you would suggest avenues for improvement?

IV. Online Adjunct Teaching Appointments

The EOU-AAP Collective Bargaining Agreement does not cover online adjunct teaching appointments. The appropriate academic Dean or Library Director will make agreements for instructional services as needed. The beginning and ending date of the employment period are specified in the Agreement for Provision of Instructional Services. Beyond the ending date of this period, there is no institutional commitment of continued employment. Online adjunct appointments for one year or less may be renewed subject to such factors as evaluation of teaching and program needs.

The Dean/Library Director (or designee) and program faculty designated by the Dean, review online adjunct subject to program needs.

A. Online Adjunct Evaluation Criteria. The following characteristics of instruction are used to evaluate online adjunct teaching:

- Overall quality of instruction and pedagogy
- Effective student/teacher communication
- Assessment of student learning

B. Online Adjunct Review. The Dean arranges with IT Department to allow the assigned program faculty or Dean to access and view the online adjunct course shells. The reviewer generates a response that includes constructive commentary and recommendation regarding continuance. The Dean provides the commentary to the adjunct and makes a decision for continuance.

V. Casual Employee Teaching Appointments

The EOU-AAP Collective Bargaining Agreement does not cover casual employees. The appropriate academic Dean or Library Director will make agreements for instructional services as needed. The beginning and ending date of the employment period are specified in the Agreement for Provision of Instructional Services. Beyond the ending date of this period, there is no institutional commitment of continued employment. Casual appointments for one year or less may be renewed subject to such factors as evaluation of teaching and program needs.

The Dean/Library Director (or designee) and program faculty designated by the Dean, review casual employees subject to program needs.

A. Casual Employee Evaluation Criteria. The following characteristics of instruction are used to evaluate online adjunct teaching:

- Overall quality of instruction and pedagogy
- Effective student/teacher communication
- Measurement of student learning

B. Casual Employee Review. The Dean arranges with IT Department to allow the assigned program faculty or Dean to access and view the online adjunct course shells and/or to observe the casual employee instruction in person. The reviewer generates a response that includes constructive commentary and recommendation regarding continuance. The Dean provides the commentary to the casual employee and makes a decision for continuance.

VI. Distinguished Faculty Award

Each year, EOU identifies one faculty member for the Distinguished Faculty Award. Faculty can earn this award only once. Faculty earning the award usually take a leadership role in the graduation ceremony, such as leading a line in the processional.

A. Distinguished Faculty Award Criteria: The following language is used to determine the award recipient:

The Distinguished Faculty Award recognizes one faculty member each year for outstanding service to the institution in one or more of the four categories of review:

- Instruction
- Commitment to Subject Discipline
- Contribution to the Institution
- Outreach to the General Public

B. Distinguished Faculty Award Review:

1. The Distinguished Faculty Award is determined by the Faculty Personnel Committee (FPC) based on nominations.
2. Nominations may be made by any member of the campus community, including self-nomination. Multiple nomination of one individual are encouraged but not required.
3. Nominations should make a case for outstanding service in one or more of the four categories of review. Outstanding service in instruction is enough for fixed-term faculty to be considered. Nominations must refer to specific evidence and may include supporting documents, such as news articles.
4. Faculty at any stage of their career can be considered.
5. Nominations are due to the Provost's Office by May 15.
6. FPC will decide by May 31 and forward the decision to the Provost.

C. Distinguished Faculty Award Records: The institution shall maintain a list of past award recipients on the EOU website.

Appendix A: Exceptions to the Terminal Degree Rule for Tenure and Promotion to Associate Professor

If a department and the associated dean determine that an exception to the terminal degree rule is needed, each current tenured faculty member of a department will meet together, determine appropriate degree (or degrees) together with any requirements of related professional experience, and send their recommendation to their dean who will review these and work with the department if there is a disagreement. In programs in which there are not tenured individuals, the dean will meet with tenure track individuals and make a determination. The dean will send a list of such requirements to the chair of FPC as a proposal for addition to Appendix A of the handbook.

Computer science requires a master's degree plus 10 years relevant or industry experience as an exception to the terminal degree requirements for promotion to associate professor.

Appendix B: 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.

Departments proposing changes to Appendix B should forward them to FPC by the end of February so that they can be approved by Faculty Senate in April, in time for the May implementation deadline for the following academic year.

Accounting

To demonstrate commitment to subject discipline, the Accounting faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

Guidance on examples of ongoing scholarly activities can be found in the IACBE Accreditation Handbook. In addition to this evidence, the following criteria will apply for consideration for promotion and tenure to the Accounting faculty. If faculty are granted time towards their tenure clock as evidenced in the appointment letter, scholarly activities for up to 2 years (as determined by time granted in the appointment letter) will be used for consideration in fulfilling the requirements below.

For Consideration of Promotion to Associate Professor and/or Tenure - a minimum of one of the following must be completed:

- A minimum of one academic publication which includes peer-reviewed journal articles, textbooks, book chapters, case studies, or practitioner/trade articles. Self-published and non-peer reviewed open access publications will not be considered to fulfill this minimum requirement.
- A minimum of two different professional presentations at International or National level conferences appropriate for faculty discipline or at a State Level CPA society-sponsored conference or event.
- Significant contracted research or policy analysis with evidence of validated and disseminated results and outcomes.
- Successful completion of a Ph.D. program, when a Ph.D. is not a condition of hire.
- Completion of an approved additional accounting credential that is in addition to any credential required as a condition of hire. Approved credential programs include:
 - Certified Public Accountant (CPA)
 - Certified Management Accountant (CMA)
 - Certified Internal Auditor (CIA)
 - Certified Fraud Examiner (CFE)
 - Certified Government Financial Manager (CGFM)

For Consideration for Promotion to Professor - a minimum of two of the following must be completed in addition to what was completed for tenure or tenure/promotion consideration.

- A minimum of two academic publications. If a peer reviewed academic publication was submitted for promotion to associate professor and/or tenure, the candidate for full professor must submit one additional peer-reviewed academic publication.
- A minimum of one professional presentation at an International or National level conference appropriate for faculty discipline or at a State Level CPA society sponsored conference or event.
- Significant contracted research or policy analysis with evidence of validated and disseminated results and outcomes.
- Successful completion of PhD program, when a PhD is not a condition of hire.

- Completion of an approved additional accounting credential that is in addition to any credential required as a condition of hire. Approved credential programs include:
 - Certified Public Accountant (CPA)
 - Certified Management Accountant (CMA)
 - Certified Internal Auditor (CIA)
 - Certified Fraud Examiner (CFE)
 - Certified Government Financial Manager (CGFM)

Anthropology/Sociology

To demonstrate commitment to subject discipline, the Anthropology/Sociology faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

For promotion to associate professor and tenure:

- The candidate should demonstrate evidence of several of the following:
 - Dedicated and regular studio practice, resulting in frequent output in the form of documented new works;
 - Continuing and regular participation in regional and/or national and/or international group exhibitions, including (but not limited to):
 - Solo or two-person exhibition(s) at the regional, national and/or international level
 - Inclusion in group exhibition(s) at the regional, national and/or international level;
 - Establishing and seeking out relationships with wider arts communities (local, national and/or international), theoretical analysis, interviews, or research;
 - Exploration of creative research in the form of:
 - Presenting research in the form(s) of a public artist's lecture, performance, roundtable, interview and/or panel discussion, colloquia, and/or other relevant regional/national conferences, institutions, etc.
 - Curating national or international exhibitions
 - Public commissions or inclusion in collections
 - Publication of visual works in print, audio, video, etc., regional, national and/or international.
 - Giving a workshop at a school, museum, conference, institution, etc.
 - Participation in any form of national or international Artist Residency program

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor, candidates should show evidence of sustained exploration of creative research in the forms listed above, in any combination.

Biology

To demonstrate commitment to subject discipline, the Biology faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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

(applies to faculty in all program areas in College of Business unless program specific criteria exists).

To demonstrate commitment to subject discipline, the Business faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

Guidance on examples of on-going scholarly activities can be found in the IACBE Accreditation Handbook. In addition to this evidence, the follow criteria will apply for consideration for promotion and tenure to faculty in the College of Business, unless program specific criteria are published in Appendix B (i.e. Accounting and Economics). If faculty are granted time towards their tenure clock as evidenced in the appointment letter, scholarly activities for up to 2 years (as determined by time granted in the appointment letter) will be used for consideration in fulfilling the requirements below.

For Consideration of Promotion to Associate Professor and/or Tenure, a minimum of one of the following items must be completed:

- One academic publication which includes peer-reviewed journal articles, textbooks, book chapters, case studies, or practitioner/trade articles. Self-published and non-peer-reviewed open access publications will not be considered to fulfill this minimum requirement.
- A minimum of two different professional presentations at International or National level conferences appropriate for faculty discipline.
- Significant contracted research with evidence of validated and disseminated results and outcomes.

For Consideration for Promotion to Professa minimum of both items must be achieved:

- A minimum of two academic publications are required for promotion to professor. If a peer reviewed academic publication was submitted for promotion to associate professor and/or tenure, the candidate for full professor must submit one additional peer-reviewed academic publication.
- A minimum of one professional presentation at an International or National level conference appropriate for faculty discipline.

Chemistry and Biochemistry

To demonstrate commitment to subject discipline, the Chemistry/Biochemistry faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 appointment to EOU, 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 EOU 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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

To demonstrate commitment to subject discipline, Computer Science faculty promotion and tenure should be based on the following:

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, or other evidence of continuing education in the computer science discipline. 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.

Economics

To demonstrate commitment to subject discipline, the Economics faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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.

For promotion to associate professor and tenure:

- The candidate must have at least one publication or similar scholarly work. While publications are encouraged, value must be attached to the work faculty complete as part of annual and cyclical documents prepared for state and national review. Examples of this scholarly work may include:
 - Peer reviewed journal article,
 - A book chapter,
 - A book within the discipline,
 - College and/or program policy handbooks,
 - Authoring accreditation reports,
 - Authoring accreditation review reports for other institutions,
 - Primary Investigator of a grant for one or more years, and/or
 - Writing and submitting grant proposals that extend beyond one year.

- 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. Examples of this scholarly work may include:
 - Presenting papers at international, national and regional conferences,
 - Directing and/or Coordinating a state or regional conference,
 - Participation in conferences, conventions, seminars, and professional meetings,
 - Primary Investigator of a grant of less than one year,

- Research in progress and substantially planned work,
- Participation in professional development opportunities,
- Holding office in professional organizations,
- Serving as editor of scholarly text or journal,
- Serving on editorial boards 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/or
- 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 publication from the publication list above (see promotion to associate professor and tenure). 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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

For promotion to associate professor and tenure, candidates should have published at minimum since hiring (or have evidence that such publication is forthcoming):

- Analytical subdisciplines: two peer-reviewed scholarly articles, book chapters, or rigorous multimodal pieces equivalent to traditional articles OR a peer-reviewed edited or authored book published by a university, commercial, or respected small press.
- Creative subdisciplines: eight or more stories/essays or 16 or more poems of substantial length (i.e., over 2,000 words in fiction, 10 lines in poetry) in nationally distributed journals or in edited collections published by university, commercial, or respected small presses, or equivalent in other genres, OR an authored book published or in production (final revisions submitted) by a university, commercial, or nationally respected independent press.

Candidates may work across subdisciplines, but there is a minimum expectation that publication will support instructional assignment.

Candidates should also have evidence of other engagement with scholarly activities, which may include:

- Reference entries and book reviews
- Original research resulting in external fellowships, grants, awards, invited lectures, and presentations at professional meetings or conferences of professional organizations
- Literary readings
- Membership on editorial and professional society/organization press boards
- Conference coordination

In addition to activities expected for promotion to associate professor and tenure, for promotion to full professor, candidates should have published since tenure at minimum (or have evidence that such publication is forthcoming):

- Analytical subdisciplines: five peer-reviewed scholarly articles, book chapters, or rigorous multimodal pieces equivalent to traditional articles OR a peer-reviewed edited or authored book published by a university, commercial, or respected small press.
- Creative subdisciplines: an authored book published since hire by a university, commercial, or nationally respected independent press, AND either 1) an additional six or more stories/essays or 12 or more poems of substantial length (i.e., over 2,000 words in fiction, 10 lines in poetry) in nationally distributed journals or in edited collections published by university, commercial, or respected small presses, or equivalent in other genres; or 2) a second authored book published or in production by (final revisions submitted) a university, commercial, or nationally respected independent press.

Candidates should also have evidence of sustained engagement with other scholarly activities.

Health and Human Performance

To demonstrate commitment to subject discipline, the Health and Human Performance faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

To receive tenure and/or full professor:

- The candidate must be listed as a contributing author on at least one publication. This must be a peer reviewed publication, book chapter, and/or a peer reviewed meeting abstract.

- 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

 - Providing and guiding undergraduate student research opportunities that lead to conference presentations and publication(s)

 - Participation in professional development opportunities, including: conferences, conventions, seminars

 - Writing and submitting grants proposals within the faculty member's discipline area

 - Research in progress and substantially planned work

 - Holding office in professional organizations

 - Serving on editorial boards

 - Serving on organization steering committees related fields within HHP disciplines

 - Leadership and active participation in organizations associated with Health and Human Performance disciplines that bring recognition to the University

 - Productive use of sabbaticals and leaves of absence

o Professional consultation in the area of the faculty member's expertise, including entities such as schools, community groups, and companies, with a focus in HHP disciplines

History

To demonstrate commitment to subject discipline, the History faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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

Interdisciplinary Studies

To demonstrate commitment to subject discipline, the Interdisciplinary Studies faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

For tenure and promotion to associate professor, scholarly work should include

- A peer-reviewed publication;
- or
- Two or more activities from the following list:
 - Published or substantially planned works demonstrating the practical application of interdisciplinarity;
 - Professional conference presentations;
 - Manuscript review for professional journals;
 - Participation in or mentoring of interdisciplinary research projects which have led to publications or presentations.

For promotion to professor, scholarly work should include:

- A peer-reviewed publication;
- and
- Additional scholarly activities from the list above since receiving tenure and promotion to associate professor.

Library Faculty

To demonstrate commitment to subject discipline, the Library faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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

Politics, Policy and Public Administration

To demonstrate commitment to subject discipline, the Political Science faculty promotion portfolio should include evidence of scholarly activity as described in the Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 Retention, Tenure, and Promotion Handbook. In addition to these characteristics, the following criteria should apply uniformly. [This language cannot be changed by the department.]

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 example.