These guidelines are for new units or departments in their policy development and existing units or departments in any unit-level policy revisions. Departments or units must follow the processes in Article 4 to develop or revise their unit-level policies. These guidelines should be read alongside the relevant articles.

**Merit Review Policies:**

Every unit will have a policy for distributing merit pool money to bargaining unit members who meet or exceed expectations for teaching; research, scholarship, and creative activities; and service, in accordance with the unit’s Article 17 professional responsibilities policy and individual faculty member’s assigned duties. Criteria for merit reviews are those outlined in a department’s or unit’s review and promotion policies. They should be clear and consistent with those relevant to Article 19: Career Review and Promotion and Article 20: Tenure Review and Promotion. Policies should describe how the levels (meets or exceeds, etc.) are used in determining individual merit increases. Merit distributions should be given as a percentage of base salary, irrespective of FTE in any given review period, and not as a flat dollar amount.

**Professional Responsibilities Policies:**

*Workload Expectations:* The faculty in each department or unit will maintain a written policy for the assignment of professional responsibilities. Unit-level policies shall define a 1.0 FTE workload for all instructional classifications, categories, and ranks employed by the department or program and shall address how each of the following items contribute to the overall FTE. Unit-level policies should reflect consideration for the equitable distribution of service across faculty.

For non-instructional classifications and where Tenure-related, Career, or Limited Duration faculty are not aligned with the unit-level 1.0 FTE workload expectations, specific job descriptions should be developed to address the particular workload of the bargaining unit faculty member. Instructional faculty workloads will, in general, address the following:

- Course load
- Service expectations
- Research, scholarship, and creative activity
- Professional development related to teaching, research, and service
- Undergraduate and graduate advising
- Student contact and communication

*Assignment Considerations:* Workload policies should also describe a process for accounting
for individual faculty needs when assigning workload. Factors to consider include, but are not limited to:

a. New course preparations
b. Balance of workload components based on faculty review, promotion and tenure, professional development expectations and agenda for research, scholarship, and creative activity
c. Administrative duties
d. Caregiving responsibilities at the request of the faculty member
e. Timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates)
f. Job description

**Tenure, Review, and Promotion (Tenured and Tenure-Track):**

Each department or unit policy must articulate criteria within their policies that clarify the expectations for faculty activity in research, scholarship, and creative activity for each review specified below.

**Reviews, Tenure, and Promotion:** Each department’s or unit’s tenure-track and tenured review criteria are intended to be consistent with those of other major research universities and shall include expectations, including the proportional weights, for each of the following, as defined by each department or unit:

a. Sustained high-quality, innovative scholarship/creative work in the faculty member’s discipline, demonstrated through a record of concrete, accumulated research or creative activity;

b. Effective, stimulating teaching that meets university-wide teaching standards established by the University Senate, to the extent applicable, in courses taught and in contributions to ensuring academic success for undergraduate and graduate students, as applicable;

c. Ongoing, responsible service and leadership to the faculty member’s students and department, the university, the community, and the faculty member’s professional discipline more broadly.

In each of the areas above, unit-level policies should include must consider and define contributions that demonstrably promote diversity, equity, and inclusion.

**Promotion to Full Professor:** The criteria for promotion from associate professor to professor will consider the research/creative work, teaching, and service by the candidate. Each of the three areas should include contributions that demonstrably promote diversity, equity, and inclusion and contributions to the promotion of diversity, equity, and inclusion by the candidate. Additionally, criteria must require the candidate be recognized as an outstanding scholar/creative practitioner in their field, at least at the national level, with a sustained high-quality, innovative, trajectory of scholarship/creative work, and require that the candidate have engaged in
significant service demonstrating leadership and commitment both within and outside the
candidate’s department or unit.

**Post-Tenure Reviews:** Unit-level criteria must be consistent with Article 20, Section 38.

- **Third-year Post-Tenure Reviews** and must include a determination if the faculty member
meets, exceeds, or does not meet expectations in their assigned duties. In general, an
associate professor meets or exceeds expectations in a third-year review if they are on
track for a successful promotion to full professor. In general, a full professor will meet or
exceed expectations in a third-year review if they are on track to meet or exceed
expectations in their next sixth-year major review.

- **Sixth-year Post-Tenure Reviews** must include a determination if the faculty member
meets, exceeds, or does not meet expectations in their assigned duties.

Criteria for post-tenure reviews must recognize that the focus of a faculty member's professional
activities may shift over time. As tenured full professors move through their careers, however,
some may redirect their energies. Some may wish, for example, to devote proportionately more
time to research/creative work, teaching, advising, administration, and University service than
they did as assistant or associate professors. If that is the case and if the desired shift in balance is
consistent with the academic program areas, department’s, unit’s, and college’s needs, a balance
of activities not specified in the standard workload of the department or unit may be established
by a written agreement between the faculty member and the department and approved by the
appropriate dean and the Office of the Provost, as provided for in Article 17. Consequently,
expectations and goals for individual faculty members may be changed to reflect the resulting
balance of activities.

**Review and Promotion (Career and Limited Duration):**

The faculty in each department or unit that employs Career and Limited Duration faculty will
maintain written procedures and criteria for the review of Career and Limited Duration faculty,
which must comport with Article 19 and the general guidelines below.

Each of the areas below should consider contributions in teaching, research/creative work, and
service that demonstrably promote diversity, equity, and inclusion. All faculty are expected to
contribute to the University’s goals regarding diversity, equity, and inclusion. These
contributions may be in the areas of research/creative work, teaching, and service activities, as
appropriate given the faculty member’s job duties. Each candidate for promotion and continuous
employment reviews should be evaluated on their own merits.

**Instructional Career Performance Reviews:** Criteria for Career instructional performance
reviews should reflect the following:

- To the extent applicable, in evaluating the performance of teaching, reviews must
consider at minimum information from Student Experience Surveys, peer review(s), and
the faculty member's Instructor Reflection surveys and/or teaching statements for the
review window. For instructional Career faculty, student experience surveys will be
offered for all courses with five or more students, which will be considered in light of the
response rate. Instructional Career faculty are expected to undergo at least one peer
review of teaching per review window. The department or unit will establish a time frame
for notification to the Career faculty member before a peer review is conducted.

- To the extent applicable, Career instructional faculty will be reviewed based on their
  service. Service is defined in unit level rules and may include activities performed for the
  unit, University, field, and community.
- To the extent applicable, Librarians will be reviewed for demonstrated achievement in
  their professional roles in the Library.
- To the extent applicable, in evaluating the performance of required professional
  development activities, the review will consider the availability of professional
  development funds, opportunities for professional development, and the Career
  instructional faculty member’s efforts to secure funding (if applicable).
- To the extent applicable, the evaluation of scholarship, research, and creative activity will
  include an assessment of work quality, impact on the field nationally and internationally,
  and overall contribution to the discipline or program.

**Instructional Limited Duration Faculty Performance Reviews:** Units that employ instructional
faculty in Limited Duration classifications should establish a performance review framework for
limited duration faculty that aligns with the scope, duration, and duties of their appointments.
Performance reviews for limited duration faculty should, except in cases where units specify
otherwise, typically be informal and conducted annually.

**Instructional Career Promotion and Continuous Employment Reviews:** Criteria for promotion
and continuous employment reviews should reflect the general expectations appropriate to each
category and rank employed by the department or unit, which should be consistent with the
department’s or unit’s professional responsibilities policy and must allow for differentiation
based on the particular duties and position descriptions of review candidates. Generally, a
sustained record of excellence in the following areas, as appropriate, is expected:

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

**Research Career Performance Reviews:** Criteria for Career research performance reviews
should reflect the following:
Career research faculty will be reviewed to assess the quality of work performed and the outcomes of their contributions to the research program. To the extent applicable, the evaluation of scholarship, research, and creative activity will include an assessment of work quality, impact on the field nationally and internationally, and overall contribution to the discipline or program.

As applicable, Career research faculty will be reviewed based on their service. Service is defined in unit level rules and may include activities performed for the unit, University, field, and community.

As applicable, Career research faculty will be reviewed based on their performance of required professional development activities, the review will consider the availability of professional development funds, opportunities for professional development, and the Career research faculty member’s efforts to secure funding (if applicable).

Research Limited Duration Faculty Performance Reviews: Units that employ research faculty in Limited Duration classifications should establish a performance review framework for limited duration faculty that aligns with the scope, duration, and duties of their appointments. Review considerations will typically mirror those of Career research faculty as appropriate.

Research Career Promotion and Continuous Employment Reviews: Criteria for promotion and continuous employment reviews should reflect the general expectations appropriate to each category and rank employed by the department or unit, which should be consistent with the department or units’ professional responsibilities policy and must allow for differentiation based on the particular duties and position descriptions of review candidates. Position-specific criteria will be based on the most important professional responsibilities as described in a faculty member’s position description to accommodate a wide range of research activities and expectations. Evaluations of research faculty funded by sponsored projects will also reflect the activities that they have been funded to do.

Summer Session Policies:
Every unit will have a policy for the appointment, professional responsibilities, course cancelation, and compensation for Summer Session work. Appropriate programs, like Global Education Oregon (GEO), may also implement summer session appointment policies. Programs with summer session policies may also include rules with respect to compensation, appointment, and budgeting.

Professional Development Policies:
Every unit will have a policy setting forth the procedures and criteria for applying for and/or distributing available professional development funds. Policies must (a) provide that both Career and Tenure-Track and Tenured bargaining unit faculty members are eligible to compete for professional development funds and (b) comply with all provisions of the collective bargaining agreement. Centers, institutes, or units not embedded in an academic unit and comprised of a
majority of funding-contingent faculty members are exempt from the unit-level professional development policy requirements.

**Internal Governance Policies:**

Policies for internal governance must include provisions for appropriate documentation of decisions and for the appropriate and equitable participation of faculty in the Tenure-Track and Tenured and Career classifications in governance and the development of departmental or unit policies.

a. The participation must be appropriate. Appropriate participation includes, but is not limited to, departmental activities such as unit meetings, voting, and committee membership. There must be documented and legitimate structural, pedagogical, or programmatic reasons for determining that a class of faculty (TTF or Career), a particular classification, a particular rank, or a particular FTE level should not participate in a particular aspect of governance.

b. When participation is appropriate, it must also be equitable. Equitable participation requires a level of parity that allows TTF and Career faculty in a department or unit to have a meaningful role in governance. Equitable participation does not mean that governance roles for every faculty member must be exactly the same or that there must be absolute proportionality in governance for all faculty classifications and ranks.

c. Career faculty whose teaching is primarily at the undergraduate level (e.g. instructors) may participate and vote on undergraduate curricular matters. Career faculty whose teaching is primarily at the graduate level (e.g. lecturers) may participate and vote on graduate curricular matters. Career faculty whose teaching is routinely at both levels, may participate and vote at both levels.