

1 UNIVERSITY OF OREGON PROPOSAL (4/18/2024)

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3 Document Key

4 UA new | ~~UA deletion~~ | UO new | ~~UO deletion~~ | Accepted | Deleted | Status Quo | Restored

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6 APPENDIX 2: UNIT POLICY DEVELOPMENT GUIDELINES

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

12
13 **Merit Review Policies:**

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

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27 **Professional Responsibilities Policies:**

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

35
36 For non-instructional classifications and where Tenure-related, Career, or Limited Duration
37 faculty are not aligned with the unit-level 1.0 FTE workload expectations, specific job
38 descriptions should be developed to address the particular workload of the bargaining unit
39 faculty member. Instructional faculty workloads will, in general, address the following:

- 40 a. Course load
- 41 b. Service expectations
- 42 c. Research, scholarship, and creative activity
- 43 d. Professional development related to teaching, research, and service
- 44 e. Undergraduate and graduate advising
- 45 f. Student contact and communication

46
47 **Assignment Considerations:** Workload policies should also describe a process for accounting

- 48 for individual faculty needs when assigning workload. Factors to consider include, but are not
49 limited to:
- 50 a. New course preparations
 - 51 b. Balance of workload components based on faculty review, promotion and tenure,
52 professional development expectations and agenda for research, scholarship, and creative
53 activity
 - 54 c. Administrative duties
 - 55 d. Caregiving responsibilities at the request of the faculty member
 - 56 e. Timing of activities (e.g., publication and grant deadlines, course load in given terms, and
57 promotion review dates)
 - 58 f. Job description
- 59
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61 **Tenure, Review, and Promotion (Tenured and Tenure-Track):**

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

66

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

71

- 72 a. Sustained high-quality, innovative scholarship/**creative work** in the faculty member's
73 discipline, demonstrated through a record of concrete, accumulated research or creative
74 activity;
 - 75
 - 76 b. Effective, stimulating teaching that meets university-wide teaching standards established
77 by the University Senate, to the extent applicable, in courses taught and in contributions
78 to ensuring academic success for undergraduate and graduate students, as applicable;
 - 79
 - 80 c. Ongoing, responsible service and leadership to the faculty member's students and
81 department, the university, the community, and the faculty member's professional
82 discipline more broadly.
- 83

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

86

87 **Promotion to Full Professor:** The criteria for promotion from associate professor to professor
88 will consider the research/**creative work**, teaching, and service **by the candidate**. **Each of the**
89 **three areas should include contributions that demonstrably promote diversity, equity, and**
90 **inclusion.** ~~and contributions to the promotion of diversity, equity, and inclusion by the candidate.~~
91 Additionally, criteria must require the candidate be recognized as an outstanding scholar/**creative**
92 **practitioner** in their field, at least at the national level, with a sustained high-quality, innovative,
93 trajectory of scholarship/**creative work**, and require that the candidate have engaged in

94 significant service demonstrating leadership and commitment both within and outside the
95 candidate's department or unit.

96
97 **Post-Tenure Reviews:** Unit-level criteria must be consistent with Article 20, Section 38.

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99
- 100 • *Third-year Post-Tenure Reviews* ~~and~~ must include a determination if the faculty member
101 meets, ~~exceeds~~, or does not meet expectations in their assigned duties. In general, an
102 associate professor meets ~~or exceeds expectations~~ in a third-year review if they are on
103 track for a successful promotion to full professor. In general, a full professor will meet or
104 exceed expectations in a third-year review if they are on track to meet or exceed
105 expectations in their next sixth-year major review.
 - 106 • *Sixth-year Post-Tenure Reviews* must include a determination if the faculty member
107 meets, exceeds, or does not meet expectations in their assigned duties.

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

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

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

126
127 *Each of the areas below should consider contributions in teaching, research/creative work, and*
128 *service that demonstrably promote diversity, equity, and inclusion. ~~All faculty are expected to~~*
129 *contribute to the University's goals regarding diversity, equity, and inclusion.* These
130 contributions may be in the areas of research/*creative work*, teaching, and service activities, as
131 appropriate given the faculty member's job duties. Each candidate for promotion and continuous
132 employment reviews should be evaluated on their own merits.

133
134 **Instructional Career Performance Reviews:** Criteria for Career instructional performance
135 reviews should reflect the following:

- 136
- 137 • To the extent applicable, in evaluating the performance of teaching, reviews must
138 consider at minimum information from Student Experience Surveys, peer review(s), and
139 the faculty member's Instructor Reflection surveys and/or teaching statements for the
review window. For instructional Career faculty, student experience surveys will be

140 offered for all courses with five or more students, which will be considered in light of the
141 response rate. Instructional Career faculty are expected to undergo at least one peer
142 review of teaching per review window. The department or unit will establish a time frame
143 for notification to the Career faculty member before a peer review is conducted.

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

156
157 ***Instructional Limited Duration Faculty Performance Reviews:*** Units that employ instructional
158 faculty in Limited Duration classifications should establish a performance review framework for
159 limited duration faculty that aligns with the scope, duration, and duties of their appointments.
160 Performance reviews for limited duration faculty should, except in cases where units specify
161 otherwise, typically be informal and conducted annually.

162
163 ***Instructional Career Promotion and Continuous Employment Reviews:*** Criteria for promotion
164 and continuous employment reviews should reflect the general expectations appropriate to each
165 category and rank employed by the department or unit, which should be consistent with the
166 department's or unit's professional responsibilities policy and must allow for differentiation
167 based on the particular duties and position descriptions of review candidates. Generally, a
168 sustained record of excellence in the following areas, as appropriate, is expected:

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

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183 ***Research Career Performance Reviews:*** Criteria for Career research performance reviews
184 should reflect the following:

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- 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).

198 **Research Limited Duration Faculty Performance Reviews:** Units that employ research faculty

199 in Limited Duration classifications should establish a performance review framework for limited

200 duration faculty that aligns with the scope, duration, and duties of their appointments. Review

201 considerations will typically mirror those of Career research faculty as appropriate.

202

203 **Research Career Promotion and Continuous Employment Reviews:** Criteria for promotion and

204 continuous employment reviews should reflect the general expectations appropriate to each

205 category and rank employed by the department or unit, which should be consistent with the

206 department or units' professional responsibilities policy and must allow for differentiation based

207 on the particular duties and position descriptions of review candidates. Position-specific criteria

208 will be based on the most important professional responsibilities as described in a faculty

209 member’s position description to accommodate a wide range of research activities and

210 expectations. Evaluations of research faculty funded by sponsored projects will also reflect the

211 activities that they have been funded to do.

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214 **Summer Session Policies:**

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216 Every unit will have a policy for the appointment, professional responsibilities, course

217 cancelation, and compensation for Summer Session work. Appropriate programs, like Global

218 Education Oregon (GEO), may also implement summer session appointment policies. Programs

219 with summer session policies may also include rules with respect to compensation, appointment,

220 and budgeting.

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223 **Professional Development Policies:**

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225 Every unit will have a policy setting forth the procedures and criteria for applying for and/or

226 distributing available professional development funds. Policies must (a) provide that both Career

227 and Tenure-Track and Tenured bargaining unit faculty members are eligible to compete for

228 professional development funds and (b) comply with all provisions of the collective bargaining

229 agreement. Centers, institutes, or units not embedded in an academic unit and comprised of a

230 majority of funding-contingent faculty members are exempt from the unit-level professional
231 development policy requirements.

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234 **Internal Governance Policies:**

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

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

246

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

252

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