

# College Of Education Personnel Committee Handbook

Approved May 2011





## Table of Contents

<b>Message from the Dean</b> .....	<b>7</b>
<b>Handbook Purpose</b> .....	<b>8</b>
<b>Mission of the University</b> .....	<b>8</b>
<b>College Of Education Mission Statement</b> .....	<b>9</b>
<b>College Of Education Conceptual Framework</b> .....	<b>9</b>
<b>Faculty Life at Pacific University</b> .....	<b>9</b>
<b>Teaching Standards</b> .....	<b>10</b>
<b>Scholarly and Creative Contributions</b> .....	<b>12</b>
Discovery of Knowledge .....	12
Integration of Knowledge.....	13
Application of Knowledge.....	13
Transformation of Knowledge through Teaching.....	14
General Review Standards for Scholarly and Creative Production.....	15
<b>Service</b> .....	<b>16</b>
<b>Faculty Evaluation Principles</b> .....	<b>17</b>
<b>College of Education Personnel Committee (COEPC)</b> .....	<b>18</b>
<b>COEPC Responsibilities</b> .....	<b>18</b>
<b>Committee Membership and Voting</b> .....	<b>19</b>
Confidentiality .....	20
<b>Personnel Files</b> .....	<b>21</b>
Location and Personnel Access .....	21
Access Schedule .....	21
<b>Faculty Evaluation Procedures, Elements, and Process</b> .....	<b>22</b>
<b>Faculty Evaluation Procedures</b> .....	<b>22</b>
Policy.....	22
Purpose.....	22
Procedures.....	23
<b>Portfolio and Personnel File Elements</b> .....	<b>23</b>
<b>Annual Review for All Faculty Members</b> .....	<b>25</b>
Policy.....	25
Purpose.....	25
Procedures.....	25
<b>Third-Year Review</b> .....	<b>25</b>
Policy.....	25
Purpose.....	25
Procedures.....	25
<b>Tenure Review</b> .....	<b>26</b>
Policy.....	26
Purpose.....	26
Tenure Eligibility.....	27
Procedures.....	29

<b>Extended-Term Review .....</b>	<b>31</b>
Policy.....	31
Purpose.....	32
Procedures.....	32
<b>Review for Promotion to Associate Professor and Professor.....</b>	<b>33</b>
Policy.....	33
Purpose.....	33
Procedures.....	33
<b>Extended-Term and Tenured Reviews.....</b>	<b>34</b>
Policy.....	34
Purpose.....	34
Procedures.....	34
<b>Performance Review Summary Table.....</b>	<b>36</b>
<b>Sabbatical Leave.....</b>	<b>36</b>
<b>Faculty Appointments.....</b>	<b>37</b>
<b>Annual Salary Increases for COE Faculty Members .....</b>	<b>38</b>
Salary Adjustments.....	38
Promotion.....	38
<b>COEPC Personnel Policy and Procedure Review .....</b>	<b>38</b>
Policy.....	38
Purpose.....	38
Procedure.....	38
<b>Internal Policies and Procedures for Personnel Reviews .....</b>	<b>39</b>
<b>Hiring New Employees.....</b>	<b>39</b>
<b>Procedures for Searches .....</b>	<b>40</b>
Tenure Track Faculty .....	40
<b>Hiring for a Full-time Term Contract .....</b>	<b>43</b>
<b>Conversion from Course by Course Part-time to a Full-time Term Contract .....</b>	<b>43</b>
<b>Adjunct Faculty .....</b>	<b>43</b>
<b>Principles Guiding Affirmative Action Hiring and Retention of Faculty.....</b>	<b>43</b>
The Search.....	43
Faculty Selection.....	44
Faculty Retention .....	45
Developing Curricular Diversity.....	45
Review of Procedures Checklist .....	46
<b>Timeline Checklist for Academic Search .....</b>	<b>47</b>
<b>Appendix 1: Annual Self Reflection Template .....</b>	<b>48</b>
Instructions.....	48
<b>Part One: Teaching and Advising.....</b>	<b>49</b>
<b>A. Teaching .....</b>	<b>49</b>
B. General COE Advising/Interviews: 3 credits .....	50
<b>Part Two: Creative or Scholarly Work.....</b>	<b>50</b>
<b>Part Three: Service .....</b>	<b>52</b>
<b>Part Four: Reflective Analysis on the Past Contract Year's Goals.....</b>	<b>52</b>
<b>Appendix 2: Sample Schedule of Faculty Reviews by Appointment .....</b>	<b>54</b>
<b>Appendix 3: Course/Instructor Evaluation Policies and Form.....</b>	<b>55</b>
College of Education Course/Instructor Evaluation Form.....	55

<b>Appendix 4: Sabbatical Proposals for the Academic Year 20xx-20xx.....</b>	<b>58</b>
Sabbatical Proposal Template.....	59
Sabbatical Self-Assessment Template.....	59
<b>Appendix 5: Portfolio &amp; Open File Contents (example: Table of Contents) .....</b>	<b>60</b>
<b>Appendix 6: COEPC Calendar for Personnel Reviews .....</b>	<b>62</b>
<b>Appendix 7: COEPC Sample Review Letters.....</b>	<b>65</b>
Sample Annual Review Letter to Faculty Member .....	65
Sample Third Year Review Letter to Faculty Member .....	65
Sample Tenure Review Letter to Faculty Member .....	66
Sample Promotion Review Letter to Faculty Member.....	67
Sample Tenure Recommendation Letter to Provost .....	68



## Message from the Dean

Pacific University is transforming into a Northwest leader. As one of four colleges at Pacific, the College of Education (COE) plays an active part in this transition from our past traditions. Pacific has prepared teachers since the university first offered the baccalaureate degree in 1863. Today, the College of Education prepares more teachers each year than any of the 14 independent colleges and universities in Oregon and third most in the state among all universities.

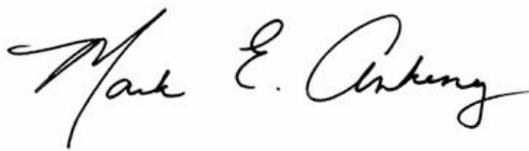
With campuses in Forest Grove and Eugene, the COE embraces the mission of Pacific University and focuses its contributions through the following COE mission: “Transforming education through communities of learners, with a focus on promoting cultural competence, creating student-centered classrooms, and enhancing learning through technology.”

We offer master’s degree programs in teacher education (regular and special) and speech language pathology, an undergraduate education major and licensure program, undergraduate minors in communication sciences and disorders and TESOL, and non-degree programs for teachers who wish to add endorsements and/or authorizations to existing licenses.

Our greatest strength is our people. As Dean, I have the pleasure of leading the finest faculty members in the West. Candidates leave as responsible professionals due to the growth they have experienced while learning from faculty members who provide high challenge and high support. Further, our faculty members are supported by dedicated staff members who serve all of our constituents with grace and efficiency.

With enthusiasm, I welcome each of you to our campus.

Sincerely,



Mark E. Ankeny, Ph.D.  
Dean, College of Education

## Handbook Purpose

This handbook, approved by the faculty of the College of Education May 2011, serves as a guide to the Personnel Committee (COEPC) members whose policies help them develop and evaluate COE faculty members. Chapter Four of the *University Handbook* governs personnel reviews. It provides a thorough explanation of faculty appointments, the handling of personnel files, and the criteria for faculty advancement. The COEPC is bound by the policies and procedures outlined in Chapter Two and Chapter Four of the *University Handbook*. The policies and procedures outlined below are intended to guide these committees within university policies. For additional expectations of faculty life see Chapter Four of the *University Handbook*.

## Mission of the University

**Preamble.** Pacific is distinctive in its unique combination of qualities. It began as a Congregationalist school for orphans from the Oregon Trail and developed into an exceptional liberal arts college. Now in its current combination of graduate teaching, graduate health programs and the undergraduate college, Pacific's focus on teaching and learning in a close mentoring environment leads to genuine transformation in students' lives. Close links between the liberal arts college and our renowned professional schools give the University a unique character. The emphasis on public service and on developing cross-disciplinary skills creates life-long learners willing to further the public good. The small size of the University provides for a friendly atmosphere, and the capacity to be flexible and open to change. Students, faculty and staff members alike are drawn to Pacific by its commitment to the global community, and by its welcoming environment.

**The Mission.** Pacific is a nationally recognized University devoted to excellence in teaching and learning. A commitment to collaborative scholarly and creative activities promotes a vibrant academic culture. Our campus community is enriched by embracing sustainable practices, by appreciating diverse perspectives, and being dedicated to civic engagement, both locally and globally.

To bring these ambitions to life, we

- Promote a rich atmosphere of intellectual exchange, and encourage faculty and students to follow their academic interests. *Teaching and Learning*
- Provide opportunities for students, faculty and staff members to engage in scholarship, and creative activities, and to produce original work that animates and advances our disciplines. *Scholarship*
- Embrace sustainability, and use the University as a learning laboratory for sustainable practices. *Sustainability*
- Value diversity, both in culture and opinion, and encourage an attitude of openness and discovery among students, faculty and staff members. *Diversity*
- Challenge campus members to involve themselves in the needs of their communities, whether locally or globally. *Civic Engagement*

*Approved by the Board of Trustees  
March 7, 2009*

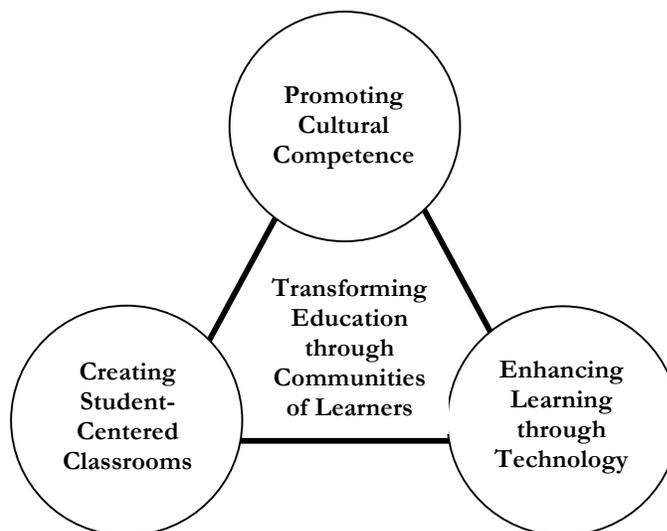
## College Of Education Mission Statement

The Pacific University College of Education embraces the mission and values of Pacific University along with its commitment to the liberal arts and sciences as we seek to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity.

*Approved by College of Education  
August 2006*

## College Of Education Conceptual Framework

In order to express our commitment to this mission we have established a conceptual framework that organize and guide our programs with the following themes: 1) Transforming education through communities of learners; 2) Promoting cultural competence; 3) Creating student-centered classrooms; and 4) Enhancing learning through technology.



In addition to these overall university and college principles found in the mission statements, members of the College of Education (COE) are focused on increasing our sphere of influence and deepening our commitment to quality. Faculty members are key players in living out these ambitions. Thus, the COE is committed to attracting and retaining faculty members of the highest quality.

## Faculty Life at Pacific University

College of Education faculty members are at the center of the college's success. They are expected to be excellent teachers, active scholars, and contributing members to the college's organizational success. University faculty members have agreed upon standards that guide faculty life at Pacific.

These standards, located in Chapter Four of the University Handbook, are used as guides to interpreting the quality, influence, and commitment of faculty members during their evaluative reviews conducted by the College of Education Personnel Committee (COEPC). Though the formula for determining a full-time faculty load is based on the number of credit hours taught each year, faculty members are expected to make substantial contributions in teaching, scholarly and/or creative endeavors, and service.

As a way of “publishing” their contributions, College of Education faculty members are expected to maintain a *Portfolio of Evidence* that demonstrates their excellence in teaching, the breadth and depth of their scholarly and/or creative contributions, and their service involvement in the university, the community, or their discipline. This *Portfolio of Evidence* serves as the faculty member’s open file. Reflective analysis of one’s teaching, scholarship, and service is at the heart of the *Portfolio of Evidence*. These reflections are required annually as faculty members complete a self-evaluation of their faculty life (See Appendix 1). Faculty members seeking extended-term status, tenure, and/or promotion must document their approach to pedagogy. When faculty members go through their third-year review, tenure or extended-term review, and post-extended term or tenure reviews they must include an integrative, reflective essay(s) that addresses how they meet the standards set forth in the college and university handbooks. At these substantive evaluation points faculty members should be sure to indicate their areas of challenge and growth since their last review.

## Teaching Standards

Teaching is the principal activity of the Pacific University faculty and includes appropriate work and involvement with students beyond, as well as within, the classroom. In addition to being effective teachers, faculty members must stay current in their fields and incorporate new pedagogies, as appropriate. Faculty members under review must demonstrate teaching effectiveness.

1. Teaching. Teaching excellence encompasses both a consistent history of strong teaching performance and promise for sustained achievement in the future. Evaluation of teaching includes not only assessment of classroom and clinical instruction by peers and students but also of activities directly related to teaching, such as advising, course development and revision, syllabus preparation, tutorial assistance, mentoring, evidence of keeping current in the subjects taught, and adopting effective teaching strategies. The College of Education has developed a broad spectrum of evaluative tools by which to judge teaching performance. The following procedures include some of the methods that will normally be used for evaluation:
  - a. Reflective Analysis. *Annually, faculty members should reflectively analyze their own teaching and include those reflections in their Portfolio of Evidence.* Faculty members have the responsibility to clearly articulate their pedagogical approach and how it links to the College of Education’s conceptual framework.
  - b. Peer Observation. Evaluation of teaching should be conducted periodically and will be based on direct personal observation of the faculty member’s work in the classroom and in other activities that relate directly to instruction. Examples: classroom visits, team teaching, invited guest lectures, and observations of clinical instruction. College of Education faculty members are expected to undergo some form of peer observation each academic year.

- c. Analysis of Student Evaluations. Student evaluations of faculty member performance should be judged relative to the College of Education as a whole and to courses taught in an area, department, or emphasis. In addition, evaluations are analyzed with comparisons between graduate and undergraduate courses. The number of different course preparations and average class size are also relevant data for consideration.
  - d. Quality of Course Content. Content is evaluated according to criteria such as quality of course materials and syllabi, nature of course requirements, examination and written assignment rigor, and grade distribution. In special courses—such as capstone projects, independent studies, research, reading and conference, co-ops, internships, and innovative courses—the evaluative evidence should include papers, course outlines and a complete description of the experience. Faculty members seeking extended-term, tenure and/or promotion must make the case with concrete evidence that their courses are both rigorous and high quality.
  - e. Evidence of Learning. Faculty members seeking extended-term, tenure, and/or promotion must present evidence that students have met course objectives and have learned the material. In the College of Education the types of evidence that might be submitted include the following:
    - Student presentations – conference papers and posters, capstone projects
    - Student technology projects – web pages, integrative use of technology in the classroom, simulations,
    - Creative works
    - Graded exams or essays
    - Student reflections on learning
    - Papers evaluated by faculty and/or peers
    - Work samples
    - Formal research projects
  - f. Student Advising. Every COE faculty member has three hours of course release for general advising, conducting admission interviews, and general service to the university. Faculty members should address how they use this release time to enhance the quality of student learning through these activities. Those faculty members with specific course release to serve as traditional undergraduate student advisors, coordinators, cohort leaders, and program directors should indicate the breadth and depth of their advising, especially noting their contributions to greater student understanding. Data on advising should be provided in the annual self-evaluation.
2. Staying Current. Faculty members must stay current in their fields of study, and integrate the results of their scholarship or creative work into their teaching. Scholarship and creative work should help to shape teaching, and teaching should help to shape scholarship and creative work.

The faculty should engage in developing curricula that not only includes knowledge at the forefront of discovery but also integrates that knowledge across disciplines and applies that knowledge to worthy issues and questions. Expectations include:

- a. staying current in the fields one teaches
- b. staying current on effective teaching strategies
- c. ensuring effective learning
- d. developing evaluative methods that demonstrate student learning.

## Scholarly and Creative Contributions

Scholarly and creative contributions take many forms, and the discussion below places the various activities into categories outlined by Boyer. Regardless of the category, however, Pacific University expects faculty members seeking tenure or promotion to present evidence of quality work that has been presented to external peer audiences in at least one of the Boyer categories. The extended-term, tenure, and/or promotion *Portfolio of Evidence* may also include work that has not undergone external peer review, but the applicant should describe how the work fits the College of Education's definition of scholarship. The College of Education defines scholarship as work that carries recognition by peers beyond the limits of the campus and includes critical scrutiny.

The Boyer categories in this area include:

- discovery of knowledge
- integration of knowledge
- application of knowledge
- transformation of knowledge through teaching

### Discovery of Knowledge

No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead. ... The *scholarship of discovery*, at its best, contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university.

*Scholarship Reconsidered*, p. 17

Inquiry into fundamental questions in a discipline or original contributions to creative work in the arts form the most traditional approaches to scholarly work. Communication of the results of this work in quality peer-reviewed venues external to the University would satisfy the quality aspect of the scholarship requirement.

Examples of scholarly and creative production appropriate to the Discovery of Knowledge in the College of Education include (but are not limited to) the following items:

- Use of action research to discover new approaches to teaching at the k-12 level, undergraduate or graduate levels, or specifically in preparing candidates to become teachers.
- Creative work (poetry, music composition, essay, novel, simulation, drama, creative art, performing art) that deepens one's sphere of influence in one's discipline.
- The use of quantitative research (descriptive, correlational, cause-comparative, experimental, longitudinal) to shed light on best practices within education
- The use of qualitative research (case study, grounded theory, phenomenology, ethnography, historical) to bring new or additional understanding to educational practice.

## Integration of Knowledge

Those engaged in integration ask, “What do the findings *mean*? Is it possible to interpret what’s been discovered in ways that provide a larger, more comprehensive understanding?” Questions such as these call for the power of critical analysis and interpretation.

*Scholarship Reconsidered*, pp. 19-20

This scholarly work gives meaning to other bodies of work by putting those studies in perspective, by making connections across disciplines, or by placing them in a larger context. This work seeks to interpret, to draw together, or to bring new insight to bear on original research. Communication of the results of this work in quality peer-reviewed venues external to the University would satisfy the quality aspect of the scholarship requirement.

Examples of scholarly and creative production appropriate to the Integration of Knowledge in the College of Education include (but are not limited to) the following items:

- Organizing and leading a national panel of educators to discuss viable efforts to better assess student learning in the 21st century.
- Examining federal education legislation as an exemplar of the kind of technical thinking that reduces education to a production task.
- Investigating how findings from linguistic research could be applied in second or foreign language teaching
- Examining how to make research-based curricular renovations in ESOL teacher education
- Using data to illustrate how theories of transitional space and conflict raise questions about current practices of teacher education.
- Discussing positive gifted identity development and the role of parents
- Exploring ways that emergent technologies can build community, transform teaching, and inspire learning.

## Application of Knowledge

[T]he *application* of knowledge, moves toward engagement as the scholar asks, “How can knowledge be responsibly applied to consequential problems? ...

... To be considered *scholarship*, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is serious, demanding work, requiring the rigor—and the accountability—traditionally associated with research activities.

... New intellectual understandings can arise out of the very act of application—whether in medical diagnosis, serving clients in psychotherapy, shaping public policy, creating an architectural design, or working with the public schools. In activities such as these, theory and practice vitally intersect, and one renews the other.

Such a view of scholarly service—one that applies and contributes to human knowledge—is particularly needed in a world in which huge, almost intractable problems call for the skills and

insights only the academy can provide... [S]cholarship has to prove its worth not on its own terms but by service to the nation and the world.”

*Scholarship Reconsidered*, pp. 21-23

Demonstrating high-level engagement in the scholarship of application is not an easy task, which makes it critical for faculty members engaged in this area to have solid and extensive documentation of external peer-review from scholars in their disciplines, offering testament to the quality of their scholarly or creative contributions. Particular attention must be paid to how the scholarly or creative work develops “...new intellectual understandings ... out of the very act of application” and how the application “...contributes to human knowledge.”

Examples of scholarly and creative production appropriate to the Application of Knowledge in the College of Education include (but are not limited to) the following items:

- Developing an approach to teaching reading that helps students discern their own reading challenges
- Conducting an action research project that investigates the usefulness of speech-to-text software when teaching preschoolers to write
- Using music, dance, or theatre performances to help people understand the rigors of teaching in an urban setting
- Invited performances or lectures
- Work that connects the theory of teaching gifted students to the practice of teaching gifted students in public schools
- Using one’s professional expertise to help a school district solve its problem with gangs at their middle schools
- Earning a professional award at the state, regional, national, or international levels

### **Transformation of Knowledge through Teaching**

[T]eaching, at its best, means not only transmitting knowledge, but *transforming* and *extending* it as well.

*Scholarship Reconsidered*, p. 24

In addition to engagement in pedagogy as described previously under teaching, faculty members may produce scholarly or creative works applied to teaching. The research generated here, which could focus on the effectiveness of various pedagogies or could develop new pedagogies, would be published in books and articles and presented at conferences. Communication of the results of this work in quality peer-reviewed venues external to the University would satisfy the quality aspect of the scholarship requirement.

Examples of scholarly and creative work appropriate to the Transformation of Knowledge Through Teaching in the College of Education include (but are not limited to) the following items:

- Developing a new approach to teaching science to licensed preK-grade 5 teacher educators
- Examining one’s changes in teaching approaches over time, comparing the evidence of student learning, and presenting the findings to one’s peers from other universities
- Investigating the usefulness of a new technology that purports to enhance learning
- Conducting a study that measures the learning of students in face-to face, hybrid, and online learning environments to discover the value of each type of learning interface
- Investigating best practices in teaching students in online learning environments.

## General Review Standards for Scholarly and Creative Production

All faculty members with continuing appointments are expected to produce scholarly or creative work. Information about scholarly or creative accomplishments must be provided by all tenure-track, extended-term-track, tenured, and extended-term faculty members undergoing review, by term faculty members seeking promotion, and by any other faculty members whose contracts so dictate. This information will aid in evaluating the quality of their accomplishments. Faculty members will provide concrete evidence regarding the ways in which research, scholarship, and creative engagement has contributed to their teaching and professional growth.

For each of the Boyer categories listed above, communication of the results of this work in quality peer-reviewed venues external to the University would satisfy the quality aspect of the scholarship requirement. Examples of scholarly and creative production appropriate to each of Boyer's 4 categories of scholarship in the College of Education include (but are not limited to) the following items:

- Books, edited books, and book chapters at high-quality presses
- Papers presented at state, regional, national, or international conferences
- Book reviews
- Grant proposals that include a major scholarly component and that are competitive in the awarding of funds through a blind review process
  
- Articles in high-quality, discipline-specific publications (e.g., J. of Education Research, Journal for Research in Mathematics Education, Teachers College Record, Journal of Teacher Education, Harvard Education Review, ORTESOL Journal, Journal of Digital Learning in Teacher Education, Teachers and Teaching: Theory and Practice, Teaching Education, Gender and Education, Bilingual Research Journal)
- Articles in high-quality professional publication (e.g., Phi Delta Kappan, Educational Leadership, The Reading Teacher, Learning and Leading with Technology, Language Arts, Rethinking Schools, Oregon English Journal, Northwest Passages)
- Articles in high quality lay publications (e.g. Atlantic, New Yorker, Natural History, Smithsonian, Parenting, Exceptional Parent, Ranger Rick, Oregonian, Eugene Register-Guard)

Faculty members undergoing tenure, extended term, and/or promotional reviews must demonstrate continuing scholarship that carries recognition by peers beyond the limits of the campus. For extended term, tenure, and promotion, candidates provide lists of names of internal and external reviewers who are asked by the college personnel committee to comment on the candidate's scholarship and creative work. The College of Education expects that candidates for extended term, tenure, and promotion will provide a list of at least three internal and three external reviewers. There must be reviews from at least two external peer evaluators with whom the candidate may have a professional but not a personal relationship. Candidates should provide reviewers with a curriculum vitae and sufficient supporting materials so that the reviewers have a basis from which to judge the quality of the scholarly work.

Peers do not necessarily have to be faculty members; they could be professionals with sufficient expertise to judge the quality of the work.

In addition to having external peers comment on faculty work, the following items, by their nature provide some examples of appropriate peer recognition and can be used as evidence of quality scholarly and creative work in the College of Education. This is not an exhaustive list:

1. To give an invited talk on one's scholarly work at another university.
2. To lead a quality external music group as a guest conductor or to produce a music composition for an external music group.
3. To assemble and to participate in a panel discussion or other session at a national conference in one's discipline.
4. To deliver a workshop on one's scholarly work or on a synthesis of work in a field to a professional audience.
5. To assist a school in changing its practices to benefit all students.
6. To instruct practitioners in how to use the results of cutting edge research as a basis for diagnosis and treatment.
7. To serve as an officer in a scholarly organization.

## Service

Service includes supporting the life of the University; it also includes using one's scholarly or creative ability in service both to one's profession and to those outside the profession. All faculty members must engage in quality service; at any given time, that service could occur inside or outside the University or both.

### 1. Service using one's scholarly or creative expertise

Faculty members should use their expertise as professionals and as educators in service to their professions, to the University, and to the larger community. Such contributions, which may be minimal for new faculty members, should increase with more time in the profession. Faculty members seeking promotion to professor must demonstrate some level of quality engagement in service, using their professional expertise.

Such service might include (but are not limited to) the following activities:

- a. holding board member, committee member, or other positions in professional societies
- b. serving as journal editor, journal reviewer, conference or session organizer, or other position in a professional society
- c. serving on university committees where one's professional expertise could be put to use
- d. volunteering expertise in service to the University
- e. serving on non-profit, public interest, educational, or community bodies where one's professional expertise could be put to use
- f. developing a public presence outside the University on matters of substantial import
- g. using one's professional expertise to address substantive societal problems

More substantial levels of service using one's professional expertise might legitimately be categorized as application of knowledge under Scholarly and Creative Contributions (4.6.3.b.3 includes examples of substantial contributions).

2. Apart from using one's scholarly expertise in service to the University, an integral part of the work of faculty members lies in supporting the life of the University. Institutions depend on active participation of all members. Students depend on faculty guidance and support in activities outside the classroom. As educators, faculty members also have an important role to play in the community and should set high standards for community engagement. Performing high quality service is mandatory for all faculty members and must be demonstrated for tenure and promotion. Items in the following list may or may not make use of a faculty member's professional expertise. Service to the University using professional expertise may also appropriately be considered part of the preceding list.

Such service may include (but are not limited to) the following activities:

- a. Faculty Governance. Active participation in faculty governance is an expected part of a faculty member's responsibilities. The quality of that participation may be demonstrated by leadership positions held and by evaluations from those in a position to judge the faculty member's participation.
- b. Student Activities. Student clubs, organizations, and projects form a special part of a student's education. Students depend upon the advice of faculty members to help guide their college activities. Faculty members may demonstrate the value of this form of service by providing a description of their activities and through written testimonials from participants.
- c. University Community Activities. Faculty member's participation in and leadership of community activities constitutes another means of engaging in service. Faculty members may demonstrate the value of this form of service by providing a description of their activities and through written testimonials from recipients.
- d. External Community Activities. Faculty members may include descriptions of their community service outside the University. Activities that shed positive light on the University and its academic programs and faculty are especially valued. However, such service may not substitute for participation in faculty governance.

*Approved by the University Faculty  
Summer 2010*

## Faculty Evaluation Principles

The COEPC plays an important role of each COE faculty member's success, primarily through the faculty evaluation system. The COE faculty system is founded on the following principles:

1. COE faculty members take ownership of meeting the standards set in the Chapter Four of the *University Handbook* that outlines the expectations of Pacific University faculty members.
2. COE faculty members are responsible for "telling their story" through the evaluation process by maintaining and updating their COE *Portfolio of Evidence*.

3. The COEPC acts as a formative and summative evaluation committee that reviews faculty according to the schedule indicated in this handbook.
4. The COEPC's mission is to assist in recruiting, hiring, and retaining high-quality faculty members.

At the heart of the evaluation process is the COE *Portfolio of Evidence*. The portfolio constitutes the “open file” required by Chapter Four of the University Handbook. Though various components are required (as outlined in this handbook) the most important is the “story” as told by the faculty member under review. This “story” includes the goals one has in meeting the standards of excellent teaching, scholarship, and service and a reflective analysis of how one has met those goals. Though there is not a definitive format for organizing the portfolio materials there must be evidence that the faculty member has substantially reflected on his or her performance since the previous review.

High-quality reflective analyses show evidence that faculty members are committed to increasing their sphere of influence and commitment to quality in the areas of teaching, scholarship, and service. High-quality reflections reveal that faculty member have responded to student and peer evaluations of their teaching, considered the advice from previous COEPC reviews, and included their perspectives on how they have grown and what they intend to focus on next in their careers.

## College of Education Personnel Committee (COEPC)

### COEPC Responsibilities

1. Purpose: The College of Education Personnel Committee (COEPC) is an elected faculty committee whose purpose is to assist in recruiting, hiring, and retaining faculty members of the highest quality. Representative members serve on the University Personnel Committee, which recommends tenure, considers severance of tenured faculty members, and reviews college personnel policies for consistency with university standards. In the College of Education the committee will be responsible for the following items:
  - a. Recommend policies to the COE Dean and faculty that define faculty responsibilities and conditions of service; criteria and procedures for evaluation, promotion, and tenure; rewards for merit; and other policies to enhance professional growth and excellence in teaching.
  - b. Review the distribution of ranks within the faculty, including reviewing the rank offered to new faculty members, and also the distribution of the annual compensation pool among and within ranks, and report its findings and recommend changes of policy as appropriate.
  - c. Recommend applications for sabbatical and other professional leaves to the Provost for approval.
  - d. Monitor the evaluation of faculty members for fairness, consistency, and promotion of high standards; review progress of non-tenured faculty members and conduct the comprehensive third-year review.

- e. Make decisions on promotion requests and present those to the University Personnel Committee.
  - f. Review tenure-track, extended-term-track, and extended-term faculty members and make recommendations to the Dean on contract renewals.
  - g. Make preliminary recommendations on tenure and severance cases and present those to the University Personnel Committee.
  - h. Review tenured faculty members on the schedule outlined in the University Handbook.
  - i. Approve Memoranda of Understanding (MOU) on entering rank and time to tenure for new tenure-track hires.
2. Composition. The COEPC consists of five full-time faculty members (minimum .625% contract) elected by COE colleagues as detailed below, and the Dean of the College who is an ex officio member.
  3. Confidentiality. In all matters concerning individuals, deliberations of the committee will be held in strict confidence.

### **Committee Membership and Voting**

The COEPC consists of the COE Dean and five elected COE faculty members, at least two from each campus (Eugene or Forest Grove). Each faculty committee member serves a three-year term; no committee member may serve more than two consecutive terms. If a faculty member resigns during a term, she or he will be replaced by a faculty member, elected by the COE, for the duration of the term. At least three members of the committee must be tenured or extended-term faculty. In the interest of continuity, there will always be at least two members on the committee from the previous year. Other than the Dean, COE administrators (full or part-time) may not serve on the COEPC.

At the time the COEPC members are elected, membership on the University Personnel Committee is also determined if there is a vacancy to be filled by specific vote for that position. Only full-time tenured or extended-term faculty members may serve in the two positions designated for the College of Education on the University Personnel Committee. From the University Faculty Handbook:

“Faculty members will be elected to three-year terms. The college-level nominating committees shall place at least two names on the ballot for each vacancy. At least one nominee must be a tenured full or associate professor, and all nominees must be full-time tenured or extended-term faculty. Nominations may also be made from the floor. No faculty member may serve more than two consecutive terms.

The faculty members of the committee elect a Chair (who must be tenured or extended term) and Secretary from among themselves at the first meeting of the academic year. The term of office is one academic year. The Chair works with the Dean to set the agenda and represents the COEPC to the faculty and to the University. The Secretary records and maintains committee minutes, filing the approved official minutes in the Dean's Office and distributing an approved, redacted, version to the COE faculty. The Secretary also works with the Dean's administrative assistant to ensure that proper files are available at COEPC meetings.

The Dean is a full participant in the discussions of the COEPC but does not have a vote. The Dean works with the Chair to set the agenda, presents a list of personnel decisions due for the academic year to the committee at the beginning of each academic year, and is responsible for the proper maintenance of all faculty personnel files.

All COEPC decisions are made by majority vote. In the case of a tie vote, the matter will be put over until the entire Committee can be present. If a tie vote is caused by an abstention, a tie motion will fail or will go forward as a tie in the case of a recommendation for tenure.

### **Confidentiality**

- I. Policy. All information and deliberations related to individual personnel issues, both written and verbal, will remain confidential within the Committee.
- II. Purpose. Assurance of confidentiality encourages full disclosure and is essential for effective deliberation by the Committee. Confidentiality also ensures the individual faculty member's right to privacy.
- III. Procedures.
  - a. Individual folders will be provided to store COEPC minutes, documents, notes, and other materials of committee members. At the close of each meeting, all folders will be collected and stored by the Secretary in a designated location in the Dean's Office to maintain confidentiality. Committee minutes may be electronically distributed from the secretary to all committee members. It is the responsibility of the committee members to destroy paper and electronic copies of all materials at the end of the academic year.
  - b. At the direction of the Dean, all prepared faculty personnel files will be stored in the Dean's Office for access and review by committee members. Faculty personnel files may be shared electronically. All electronic copies will be destroyed from COEPC member's computers once the final decision of the Board of Trustees has been made.
  - c. At the close of each academic year, all official minutes of meetings from the closing year will be compiled and stored in a designated archival notebook in the Dean's Office.
  - d. All faculty closed personnel files, committee member folders, and minutes of the Committee will be stored in a locked file to maintain confidentiality. Any electronic

files used in reviewing faculty portfolios must be destroyed following the completion of the decision making process of the University Personnel Committee.

## Personnel Files

### Location and Personnel Access

File	Location	Access <sup>1</sup>	Contents
<b>HR</b>	Office of Human Resources (A copy is also retained in the COE)	Director of Human Resources.	Appointment Contract. Salary History Administrative records (University Handbook 4.6.1.c.3)
<b>Closed</b>	Office of the COE Dean	University Personnel Committee (UPC)	Letters written in confidence prior to 1 September 2005. Letters written with a waiver of access from the faculty member.
<b>Open</b>	Office of the COE Dean	UPC  The faculty member	Memorandum of Understanding Letters written after 31 August 2005. Letters from the faculty member to his/her personnel committee. Letters written from the personnel committee. Most recent résumé (CV)
<b>Faculty Portfolio</b>	Faculty member's office	UPC The faculty member  The faculty member's campus Associate Dean.  Dean	Memorandum of Understanding Letters written from the personnel committee. Student evaluations Syllabi from the faculty member's courses over the most recent three years. Most recent résumé (CV) Sample work (professional and scholarly) from the faculty member.

### Access Schedule

All files are open for input until the posted closing date prior to review for tenure or promotion. With two exceptions, they remain closed to input until the University Personnel Committee has rendered a decision regarding tenure or promotion. The first exception is in the case where a personnel committee has rendered a negative decision; in this case the faculty member may add material as part of an appeal. The second exception is the addition of new *and* significant information pertinent to the tenure or promotion case. The Provost and the chair of the University

<sup>1</sup> The University President, Provost and any of their designees and the COE Dean have access to all files.

Personnel Committee determine by mutual agreement the criterion of new *and* significant. The faculty member is entitled to ten days in which to respond to the newly added material.

The COEPC recommends that faculty members become familiar with sections 4.6, 4.7, and 4.8 of the *University Handbook*.

## Faculty Evaluation Procedures, Elements, and Process

### Faculty Evaluation Procedures

#### Policy

The COEPC will adhere to the procedures outlined below as it evaluates the performance of faculty members.

#### Purpose

The faculty evaluation procedures clarify the process by which faculty members provide and receive input on their performance and specify the material used in the review process.

#### Types of Reviews

1. Annual Performance Review. Undertaken by all faculty members who are not completing an in-depth portfolio review (third year; tenure, extended term, and/or promotion; post-tenure or post-extended term). Faculty members complete the Self Reflection Template and submit by September 15 each year.
2. Third-Year review. This review is undertaken for tenure-track, extended-term track, and term faculty members after two full years at Pacific.
3. Tenure, Extended-term, and Promotion Reviews. This review is for faculty members requesting tenure, extended-term status, and/or promotion. The faculty member will submit an updated, *Portfolio of Evidence* that includes information submitted during the third-year review, annual reflections since the third review along with additional materials since that time. These materials include syllabi, curriculum vitae, course evaluations, and an integrative, reflective essay that addresses how the faculty member has met the tenure, extended-term, and/or promotion standards in the areas of teaching, scholarly or creative activity, and service. The faculty member will provide the COEPC with a list of names (at least three students and three colleagues) who can comment on the quality of the faculty member's teaching and/or scholarly or creative activity. The COEPC will elicit comments from these individuals. These comments will become part of the faculty member's closed file.
4. Post-tenure and Post-extended Term Reviews. This review is required for tenured and extended-term faculty members. During this review the faculty member submits his or her Portfolio of Evidence that includes annual reflections since the last review along with updated syllabi, curriculum vitae, course evaluations, and an integrative, reflective essay that addresses how the faculty member continues to meet the standards in the areas of teaching, scholarly or creative activity, and service. The faculty member will provide the COEPC with a list of names (at least three students and three colleagues) who can comment on the quality of the faculty member's teaching and/or scholarly or creative activity. The COEPC will elicit

comments from these individuals. These comments will become part of the faculty member's closed file.

## Procedures

1. Frequency of Reviews.
  - a. Annual Performance Review – annually, regardless of employment status (term, extended-term track, tenure-track, extended-term, tenured) except during a year when completing an in-depth portfolio review.
  - b. Third-year review – required during the fall of a faculty member's third year.
  - c. Tenure, Extended-term, and Promotion Reviews. Upon the request of the faculty member as determined by the memorandum of understanding when hired, or after meeting the minimum number of years at the faculty rank (instructor, assistant, or associate), and/or a change of status (i.e., completing a terminal degree). A tenure or extended-term review is required in the sixth year of a faculty member's employment at Pacific if it has not previously occurred.
  - d. Post-tenure and Post-extended Term Reviews. Required in the third year after earning tenure and every five years thereafter. Required every three years for extended-term faculty members.
  - e. Associate professors can request a promotion review in the fall of their sixth year at that rank or in subsequent years.
  - f. Any faculty member may request more frequent reviews for feedback from the COEPC.
  - g. The COEPC, upon review of the annual self-reflection, may request an additional in-depth portfolio review to address concerns.
2. Faculty Portfolio and Personnel Files. The COEPC will carefully examine the faculty member's portfolio and personnel files under review. The materials will be read by two committee members; one member from each campus (Eugene and Forest Grove). These two readers will provide a thorough summary to the rest of the COEPC. For third-year, tenure, and promotion reviews, all committee members will read the files. Faculty members under review are encouraged to examine their open personnel files in the Dean's Office prior to September 15 each year to ensure that the materials are complete and up to date.

## Portfolio and Personnel File Elements

Candidates are responsible for maintaining their Faculty Portfolio and checking on their personnel file located in the COE Dean's office. Faculty portfolios should be kept in one's office and made available upon request. Portfolio and personnel file elements must include the following:

1. Reflective Analysis – Faculty members have the opportunity to tell their “story” in meeting the expectations for excellent teaching, scholarship, and service. Faculty members can organize their analyses in any fashion but must show evidence of reflecting on all three categories of faculty expectations.
2. Self-evaluations. These provide faculty members with an opportunity to present accurate information regarding their teaching, service, and professional development to the COEPC.

Faculty members are required to complete self-evaluation forms at the time of their scheduled reviews; self-evaluations are due in the fall by the date published annually. Faculty members, at their option, may submit more frequent self-evaluations. The self-evaluation form is attached to this document.

3. **Curricula Vitae, Syllabi, and other Materials.** Annual *c.v.* updates from all faculty members, including those not under review, are mandatory and are to be submitted to the Dean's Office by September 15 each year. All faculty members are required to submit syllabi annually to the COE Dean. The COEPC also asks that all faculty members maintain in their offices representative samples of handouts, assignments, and texts for courses taught during the past three years.
4. **Student Evaluations.** For those under review, all student evaluations extending back to the previous review will be examined. For those not under review, the COEPC will check the summary student-evaluation sheets annually in order to spot difficulties. If difficulties are perceived with teaching, the COEPC may order an extra review or more frequent reviews and may require more frequent self-evaluations.
5. **Colleague Comment.** Each fall, the COEPC will request that COE Associate Deans bring to the attention of the COEPC any perceived problems with individual faculty members that might warrant some attention. Associate Deans are expected to review the course evaluations for members of their respective campus. Comment will also be solicited from colleagues as outlined in the Types of Reviews section above and in the Performance Review Summary Table.
6. **Written Evaluation.** Faculty members under review will receive from the COEPC written evaluation of performance and feedback on progress toward an extended-term or tenure contract or promotion. The COEPC will write a letter to each faculty member reviewed that summarizes the results of the committee's evaluation. If applicable, the letter will include specific steps that might be taken to improve performance and the likelihood of promotion or tenure. Copies of this letter will be sent to the faculty member and will be available for inspection in the Dean's Office in the faculty member's open file.
7. **Evidence of Student Learning.** Faculty members seeking extended-term, tenure, and/or promotion must present evidence that students have met course objectives and have learned the material. In the College of Education the types of evidence that might be submitted include the following:
  - Student presentations – conference papers and posters, capstone projects
  - Student technology projects – web pages, integrative use of technology in the classroom, simulations,
  - Creative works
  - Graded exams or essays
  - *Papers evaluated by faculty and/or peers*
  - Student reflections on learning
  - Work samples

## Annual Review for All Faculty Members

### Policy

The COEPC will conduct an annual review of all faculty members.

### Purpose

Thus, the annual review provides formative feedback to the faculty member as he or she seeks to meet expectations for tenure or extended-term status or retain tenure or extended-term status. The COEPC review will focus on the faculty member's performance related to meeting the standards for teaching, scholarly or creative activity, and service.

### Procedures

Undertaken by all faculty members who are not completing an in-depth portfolio review (third year; tenure, extended term, and/or promotion; post-tenure or post-extended term). Faculty members complete the Self Reflection Template and submit by October 15 each year.

## Third-Year Review

### Policy

The COEPC will conduct a comprehensive third-year review of each term, extended-term track, and tenure-track faculty member in the fall of her or his third year at Pacific.

### Purpose

The purpose of the third-year review is to evaluate, through a formal process, the faculty member's progress towards tenure or an extended-term contract. The COEPC will conduct a comprehensive third-year review of each tenure-track and extended term-track faculty member in the fall of her or his third year at Pacific. The COEPC will consider the materials gathered by the COE faculty member in her or his *Portfolio of Evidence* (open personnel file). These materials include syllabi, curriculum vitae, course evaluations, self-evaluation, colleague evaluations, and other materials. Peer evaluation of teaching is required for this review. An integrative, reflective essay that addresses how the faculty member is meeting the standards for teaching, scholarly or creative activity, and service is required.

### Procedures

1. The Dean will alert the faculty candidate to the upcoming review process and will solicit letters related to the faculty member's performance from all members of the university community. Input from the faculty member's campus colleagues is required. All letters received will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC chair. As described in Chapter Four of the University Handbook, the faculty member may view any letter in the restricted file received after September 2005 for which there is no signed waiver to view the letter. The Dean will summarize for the faculty member, in writing and without attribution, concerns expressed in materials covered by waivers.
2. The faculty member will update her or his *Portfolio of Evidence* (open personnel file), containing all obligatory content items in accordance with the guidelines provided in the *COEPC Handbook* (in accordance with Chapter Four of the *University Handbook*) and will sign the personnel file sign-off sheet by the stated deadline.

3. The Dean will make the faculty member's open and restricted personnel files held in the Dean's Office available to the COEPC.
4. The COEPC will complete the third-year review during the fall semester, as follows:
  1. Review the material related to the faculty member's performance in accordance with the criteria outlined in Chapter Four of the University Handbook.
  2. Following deliberations, the Committee will vote to reach a decision regarding the recommendation for continuance of the faculty member's contract.
  3. The Committee will provide, through the Dean, a written summary of its evaluation to the faculty member regarding progress toward meeting the standards for teaching, scholarly or creative activity, and service.
5. By the appropriate date designated in Chapter Four of the University Handbook, the Dean will present notification of termination to those faculty members who did not pass the third year review.
6. The faculty member has ten (10) working days from the receipt of the written summary in which to submit a written response to be included in the personnel file.
7. Appeals of the Committee's decisions will follow the procedures found in the University Handbook.

## **Tenure Review**

### **Policy**

The COEPC will conduct a review of each eligible faculty member who wishes to be considered for tenure. Assistant professors being considered for tenure are normally considered for promotion to associate professor as part of the tenure process. A faculty member may not be reviewed for tenure any earlier than the fall of her or his sixth year at the rank of assistant professor.

### **Purpose**

The tenure policy and employment practices of Pacific University strengthen the University by providing quality instruction and research, stability, freedom of expression, and reasonable employment security for its professors. Academic freedom and economic security, protected by tenure, are indispensable to the success of an institution in fulfilling its obligation to its students and to society. Through these means, the University assures itself of the continuing ability to maintain the quality of its educational programs and of having the services of a dedicated and competent faculty. Much of the text included here is based on the document "Statement of Principles on Academic Freedom and Tenure," American Association of University Professors (AAUP), 1940, as amended.

While the policies and practices outlined here have been strongly influenced by the AAUP 1982 document "Recommended Institutional Regulations on Academic Freedom and Tenure," and while the following provisions for the regulation of academic tenure at Pacific University are

intended to affirm tenure as practiced in American higher education, the University Handbook is an independent document subject to the charter of the University and the by-laws and other actions of the Board of Trustees.

Tenure means a continuing appointment to full-time employment through each successive academic year, in duties appropriate to a faculty member's training and experience, at a salary no lower than the base for a person's rank, as indicated by the announced faculty salary schedule for the particular year. Tenure may be granted in all academic units within the University. Initial tenure recommendations are made by the COE Personnel Committee for faculty members who hold tenure-track appointments within the College of Education.

Tenured faculty members are expected to demonstrate continued excellence in teaching, service to the University, and growth as professionals within their disciplines and through their scholarly and creative activities. On the schedule outlined in 4.6.2.a, personnel committees should provide guidance in writing to tenured faculty members regarding their record in meeting university expectations and make suggestions as to how their performance and contributions to the University might be enhanced.

### **Tenure Eligibility**

Faculty members are considered for tenure according to the provisions of their initial letters of appointment or contract and any subsequent written changes. The following requirements for tenure eligibility are in compliance with section 4.71 of the University Handbook:

A faculty member may request lengthening the probationary period beyond the date specified in the original contract. The faculty member must initiate a request to adjust the probationary period prior to the academic year in which the tenure decision is to be made. The new probationary period must have the written concurrence of the faculty member, the dean or director, and the personnel committee. The extension may not, however, lengthen the probationary period beyond six full years at the University in a tenure-track position; however, upon recommendation of the dean or director, the college personnel committee, or the Provost, the University Personnel Committee may grant time beyond six years in cases where some of the time to tenure was spent at part time. In considering this request, the University Personnel Committee should take into account the fraction of time spent at part-time and not grant an extension substantially beyond the equivalent of six full-time years. It should also take into account the reason for part-time status; if it were primarily to conduct research, then an extension should probably not be granted. (4.7.1.a)

The tenure clock does not stop for full or partial leaves of absence for up to one semester (see 4.11.3.a). Faculty members granted leaves of absence for more than one semester at any FTE between 0 and 0.49 (see 4.4.2.i) may count the period spent on leave as part of the probationary period if such leave is for professional advancement and if the dean or director has agreed in writing to credit leave time toward tenure. Otherwise, periods of leave at any FTE between 0 and 0.49 beyond one semester do not count as part of the probationary period. (4.7.1.b)

Faculty members are reviewed annually for progress toward meeting the criteria for tenure and for the renewal of their appointments by the personnel committee. (4.7.1.c)

### **Evaluative Criteria**

The personnel committee considers the following criteria in making its recommendations for tenure:

**Professional Credentials.** Faculty members hold a doctoral degree, its equivalent, or other comparable terminal degree in fields where the doctorate is not normally held. (4.7.2.a)

**University Handbook Adherence.** Faculty members operate within the provisions of the University Handbook and within the limits of their authority. (4.7.2.b)

**Teaching.** Faculty members are consistently excellent teachers. Characteristics of excellence include, but are not limited to

1. a concern for students' total learning experience
2. openness to constructive criticism and a willingness to improve teaching as a result of the evaluation process
3. accessibility to students for providing advice, counsel, or other professorial services; excellence in academic advising
4. clear communication of expectations and objectives to students; reasonable flexibility in responding to student needs
5. preponderance of positive comments from students; preponderance of very favorable course evaluations
6. preponderance of positive comments from colleagues and supervisors
7. maintenance of high academic standards
8. quality of work by students; accomplishments of former students
9. service as a role model for students by showing respect for people, by exhibiting a love of knowledge and discipline, and by exhibiting excitement for learning and high academic standards
10. integration of scholarly or creative work into teaching; staying current in one's field
11. rigorous evaluation of student learning
12. adoption of effective teaching strategies
13. promotion of opportunities for students to present their work to internal and external audiences.

In accordance with the general categories listed above (University Handbook 4.7.2.c) COE faculty members must show evidence that they meet the teaching standards for COE faculty members as listed on pages 8-10 of this document that are in compliance with the University Handbook 4.6.3.a.

**Professional Achievements.** Faculty members have exhibited potential for continued achievement in professional, scholarly, creative, or interpretive work in at least one of the categories outlined in the Scholarly and Creative Contributions section found on pages 11-14 of this document that are in compliance with the University Handbook 4.6.3.b. (4.7.2.d)

**Service.** Faculty members make contributions to the general welfare of the University and the larger community. This includes an appropriate standard of ethical, responsible, and

professional interaction with students, staff members, administrators, faculty members, professional colleagues, and organizations, both inside and outside the university community.

Examples include the quantity and quality of

1. service in administrative positions
2. service in university co-curricular and extracurricular programs
3. active participation in the daily academic and administrative business of the faculty member's academic unit
4. significant service on university committees
5. professional service to the University
6. professional and volunteer service to the larger community
7. service to one's profession.

In accordance with the general categories listed above (University Handbook 4.7.2.e) COE faculty members must show evidence that they meet the teaching standards for COE faculty members as listed on pages 14-15 of this document that are in compliance with the University Handbook 4.6.3.c.

### **Procedures**

1. The Committee will review every eligible faculty member applying for tenure.
2. The faculty member will update her or his *Portfolio of Evidence* (open personnel file), containing all obligatory content items in accordance with the guidelines provided in the *COEPC Handbook* (in accordance with Chapter Four of the University Handbook), and will sign the personnel file sign-off sheet by the stated deadline.
3. The Dean will provide a list to the Committee of those eligible faculty members who wish to be considered for tenure and will obtain from each candidate for promotion a list of Pacific faculty and staff members, 3-6 former students, and 3-6 professional colleagues from whom the candidate wishes the Committee to solicit letters related to the faculty member's performance.
4. The Committee will review these lists and will add any other Pacific faculty or staff members whom it believes have had particular knowledge about the candidate. All those on the list are sent a request by the Dean for an evaluation based on the stated criteria for tenure (and possible promotion). Students are asked to comment only on the teaching criteria and professional colleagues only on the scholarly/creative activity criteria. All letters received will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC Chair.
5. The COEPC will also solicit letters related to the faculty member's performance from all members of the university community. Received letters will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC Chair.

6. The Dean will summarize for the faculty member, in writing and without attribution, concerns expressed in materials covered by waivers.
7. The college dean writes a recommendation regarding the application for tenure and includes it in the candidate's file prior to consideration by the college personnel committee or prior to consideration by the University Personnel Committee or both, at the dean's discretion. In either case, the candidate has the right to provide a response to the dean's recommendation. Either the college or university personnel committee, depending on when the recommendation is received, must give the candidate an opportunity to submit a response before acting on the tenure case.
8. The review process does not begin until the faculty member has signed the personnel file signoff sheet or until the published deadline for signoff has passed. All files remain open for input until the posted closing date prior to review for tenure or promotion. With three exceptions, they remain closed to input until the University Personnel Committee has rendered a decision regarding tenure or promotion. The first exception is when a personnel committee has rendered a negative decision; in this case the faculty member may add material as part of an appeal. The second exception is the addition of new *and* significant information pertinent to the tenure or promotion case. The criterion of new *and* significant is determined by mutual agreement of the Provost and the Chair of the University Personnel Committee. The third exception is when a dean's recommendation is added to the file. The faculty member is entitled to ten university working days from receipt of the recommendation in which to respond to the newly added material.
9. The Committee will complete all tenure reviews prior to December 15. The Committee will evaluate the faculty member's performance for tenure and possible promotion using the criteria outlined in the COEPC Handbook (in accordance with Chapter Four of the University Handbook). Following deliberations, the Committee will vote to reach its decision regarding tenure on behalf of the faculty member. Upon completion of its deliberations, the college personnel committee transmits a written summary of its evaluation to the candidate.
10. The candidate has ten university working days from receipt of the recommendation in which to submit a written response to be included in the personnel file. In the event of an adverse recommendation, the candidate may request that the COEPC reconsider its decision, and the committee must honor such a request (see 4.7.4).
11. The COEPC forwards its recommendation to the University Personnel Committee by the published deadline established each year by the University Personnel Committee (see 4.7.4).
12. The University Personnel Committee reviews the entire personnel file, discusses the case, votes by written secret ballot, and makes its recommendation to the Provost, based solely on the information brought before it. The recommendation and summary of its evaluation are also transmitted in writing by the committee Chair to the candidate and are placed in the candidate's personnel file. The vote count remains confidential. If any member of the University Personnel Committee believes that he or she has a conflict of interest, that member should state the perceived conflict and, with committee approval, should abstain from the committee's deliberations and voting.

13. In the event of an adverse recommendation, the candidate has ten university working days from receipt of the recommendation in which to submit a written response to the Provost (see 4.7.4).
14. The Provost reviews the file, places his or her recommendation in the file, and forwards a copy to the candidate. If the Provost's recommendation is contrary to the University Personnel Committee's recommendation, a summary of the reasons for a contrary evaluation must be included in the recommendation. The Provost has the right to ask the University Personnel Committee to reconsider; after reconsidering, the committee may restate or may change its recommendation. In the event of an adverse recommendation, candidates may appeal as outlined in 4.7.4.
15. At this point the file is complete, and the Provost transmits it to the President for final action.
  - a. If the recommendation of the University Personnel Committee is negative, the President may not forward a positive recommendation to the Board of Trustees but may ask the committee to reconsider, based upon a written evaluation by the President. A negative recommendation of the committee may be presented to the Board of Trustees for informational purposes only.
  - b. If the recommendation of the University Personnel Committee is positive, after reviewing the file, the President will forward his or her recommendation, the recommendation of the University Personnel Committee, and the file to the Board of Trustees for its final action.
16. The President notifies the faculty member of the Board's decision by noon of the first university working day following the Board's decision.
17. If tenure is not granted after a positive University Personnel Committee recommendation and a negative recommendation from the President (see 4.7.3.k.2), the faculty member may request in writing to the President that the President provide a written explanation of the decision. The President must provide a written explanation promptly.
18. Denial of tenure should not be confused with dismissal of tenured or non-tenured faculty members for cause (see 4.5.3.a and 4.5.8).

## **Extended-Term Review**

### **Policy**

The COEPC will conduct an extended-term review at the time specified in the faculty member's initial letter of appointment/contract, unless this date has been changed in writing according to the criterion stated in the University Handbook, in which case the review will occur on the new date. A faculty member who has served Pacific for a period of six years on full-time term contracts must be considered by the COEPC for a three-year, renewable, non-tenured, extended-term contract. No faculty member may serve for more than six years on a term contract; if an extended-term contract

is not granted within six years, the faculty member will be issued a one-year, non-renewable, term contract.

### **Purpose**

The purpose of the extended-term review is to evaluate, through a formal process, the faculty member's suitability for an extended-term contract.

### **Procedures**

1. The Committee will review every eligible faculty member applying for extended-term status.
2. The faculty member will update her or his *Portfolio of Evidence* (open personnel file), containing all obligatory content items in accordance with the guidelines provided in the *COEPC Handbook* (in accordance with Chapter Four of the University Handbook), and will sign the personnel file sign-off sheet by the stated deadline.
3. The Dean will provide a list to the Committee of those eligible faculty members who wish to be considered for tenure and will obtain from each candidate for promotion a list of Pacific faculty and staff members, 3-6 former students, and 3-6 professional colleagues from whom the candidate wishes the Committee to solicit letters related to the faculty member's performance.
4. The Committee will review these lists and will add any other Pacific faculty or staff members whom it believes have had particular knowledge about the candidate. All those on the list are sent a request by the Dean for an evaluation based on the stated criteria for tenure (and possible promotion). Students are asked to comment only on the teaching criteria and professional colleagues only on the scholarly/creative activity criteria. All letters received will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC Chair.
5. The COEPC will also solicit letters related to the faculty member's performance from all members of the university community. Received letters will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC Chair.
6. The Dean will summarize for the faculty member, in writing and without attribution, concerns expressed in materials covered by waivers.
7. The review process does not begin until the faculty member has signed the personnel file signoff sheet or until the published deadline for signoff has passed. All files remain open for input until the posted closing date prior to review for extended term.
8. The Committee will complete all extended term reviews prior to December 10. The Committee will evaluate the faculty member's performance for extended term and possible promotion using the criteria outlined in the *COEPC Handbook* (in accordance with Chapter Four of the University Handbook). Following deliberations, the Committee will vote to reach its decision regarding extended term on behalf of the faculty member. Upon completion of its deliberations, the college personnel committee transmits a written summary of its evaluation to the candidate.

9. The candidate has ten university working days from receipt of the recommendation in which to submit a written response to be included in the personnel file. In the event of an adverse recommendation, the candidate may request that the COEPC reconsider its decision, and the committee must honor such a request (see 4.7.4).
10. The COEPC forwards its recommendation to the COE Dean and the Provost by the published deadline established each year by the University Personnel Committee (see 4.7.4).

## **Review for Promotion to Associate Professor and Professor**

### **Policy**

The COEPC will conduct a review of each eligible faculty member who wishes to be considered for promotion. Criteria for eligibility and faculty evaluation criteria are listed in Chapter Four (4.8.2.d) of the University Handbook. Assistant professors being considered for tenure or extended-term contracts are normally considered for promotion to associate professor as part of the tenure or extended-term contract process.

### **Purpose**

The purpose of the promotion review is to evaluate, through a formal process using university promotion criteria, those faculty members who have attained the requisite number of years of outstanding service at their present rank and to acknowledge such service with promotion.

### **Procedures**

1. The Committee will review every eligible faculty member applying for promotion.
2. The Dean will provide a list to the Committee of those eligible faculty members who wish to be considered for promotion and will obtain from each candidate for promotion a list of Pacific faculty and staff members, 3-6 former students, and 3-6 professional colleagues from whom the candidate wishes the Committee to solicit letters related to the faculty member's performance.
3. The Committee will review these lists and will add any other Pacific faculty or staff members whom it believes have had particular knowledge about the candidate. All those on the list are sent a request by the Dean for an evaluation based on the stated criteria for promotion. Students are asked to comment only on the teaching criteria and professional colleagues only on the scholarly/creative activity criteria. All letters received will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC Chair.
4. The COEPC will also solicit letters related to the faculty member's performance from all members of the university community. Received letters will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC Chair.
5. The Dean will summarize for the faculty member, in writing and without attribution, concerns expressed in materials covered by waivers.

6. The faculty member will update her or his portfolio (open personnel file), containing all obligatory content items in accordance with the guidelines provided in Chapter Four of the University Handbook, and will sign the personnel file sign-off sheet by the stated deadline.
7. The Committee will complete all promotion reviews prior to February 1. The Committee will evaluate the faculty member's performance using the criteria outlined in Chapter Four of the University Handbook. Following deliberations, the Committee will vote to reach its decision regarding promotion of the faculty member.
8. If the decision is positive, the committee Chair will forward the recommendation to the University Personnel Committee, where it will be reviewed for consistency with University standards. The University Personnel Committee may ask the recommending committee to reconsider its decision, but the University committee may not alter the original recommendation, unless it is out of compliance with University Handbook professional credential standards 4.8.2.b.1, 4.8.2.c.1, or 4.8.2.d.1. The Provost will forward recommendations to the President, who will report them to the Board of Trustees.
9. If the decision is negative, the Dean will provide a written summary of the Committee's evaluation and reasons for the negative decision, with the intent of guiding the faculty member in being able to achieve a positive decision in a subsequent year.
10. The faculty member may appeal a promotion decision only on the grounds of procedure. Procedures are found in Chapter Four of the University Handbook.

## **Extended-Term and Tenured Reviews**

### **Policy**

The COEPC will review the faculty member's portfolio, personnel files, comment from colleagues, all student evaluations, the self-evaluation, and any other materials submitted by the faculty member and give each faculty member a written evaluation of performance, including any recommendations regarding promotion and reappointment. Extended-term faculty members will be reviewed every three years, unless promotion is requested. Tenured faculty members will be reviewed as follows: three years after promotion to associate professor and every five years thereafter, unless promotion is requested. Either the faculty member or the Committee may opt for more frequent reviews.

### **Purpose**

The purpose of the review is to implement a formal evaluation process in support of the faculty member's on-going development and to maintain high standards of performance.

### **Procedures**

1. The Dean will solicit letters related to the faculty member's performance from all college faculty members. All letters received will be placed in the faculty member's restricted personnel file, and letter writers will be sent acknowledgments signed by the COEPC chair. As described in Chapter Four of the University Handbook, the faculty member may view any letter in the restricted file received after September 2005 for which there is no signed waiver to view the letter. The Dean will summarize for the faculty member, in writing and without attribution, concerns expressed in materials covered by waivers.

2. The faculty member will update his or her portfolio (open personnel file), containing the self-evaluation and all obligatory content items in accordance with the guidelines provided in the *COEPC Handbook* (in accordance with Chapter Four of the University Handbook,) by the published deadline for beginning of annual reviews for tenure-track and term faculty.
3. The Dean will make the faculty member's open and restricted personnel located in the Dean's Office available to the Committee.
4. The Committee will complete all reviews of extended-term and tenured faculty members by April 15.
  - a. The Committee will review the material related to the faculty member's performance in accordance with the criteria outlined in Chapter Four of the University Handbook.
  - b. Extended-term Faculty Members. Following deliberations, the Committee will vote on a recommendation for continuance of each extended-term faculty member's contract. Extended-term faculty members who do not pass the review will be notified by April 15 that their contracts will not be extended; they will finish out the remaining two years of their contracts. The Committee will provide a written summary of its evaluation to the faculty member.
  - c. Tenured Faculty Members. The Committee will provide a written summary of its evaluation to the faculty member.
5. The faculty member has ten (10) working days from the receipt of the written summary in which to submit a written response to be included in the personnel file.
6. Appeals of the Committee's decisions will follow the procedures found in the University Handbook.

## Performance Review Summary Table

(See Appendix 2 for sample review schedule based on appointment)

Type of Review	Applicable to	Frequency	Input	COEPC Reviews
Annual Review (Due October 15)	All full-time faculty members	Annually, except during a full review year	Self reflections of teaching, scholarly or creative activity, and service	Self Reflections; submits letters to term, extended-term track, and tenure-track faculty members.
Third-Year	Tenure-track and extended-term-track after two full years at Pacific	Once	Comments solicited from COE and University community.	<ul style="list-style-type: none"> <li>• <i>Portfolio of Evidence</i> (syllabi, c.v., course evaluations, self-evaluation, colleague evaluations, other materials in the personnel file).</li> <li>• Integrative essay on teaching, scholarly or creative activity, and service</li> </ul>
Tenure /Extended Term/ Promotion	Faculty members who have applied for tenure, extended term or promotion	As requested or required	Comments solicited from the COE and University community. Input from the Dean.	All of the above plus solicited comment from outside evaluators and former students
Post Tenure or Post Extended Term	Tenured or extended term faculty members	Extended term: 3 year cycle Tenured: 3 years after earning tenure and then every 5 years	Comments solicited from the COE and University community.	<ul style="list-style-type: none"> <li>• <i>Portfolio of Evidence</i> (syllabi, c.v., course evaluations, self-evaluation, colleague evaluations, other materials in the personnel file).</li> <li>• Integrative essay on teaching, scholarly or creative activity, and service</li> <li>• Copies of annual reflections</li> </ul>

## Sabbatical Leave

### Policy

The COEPC will review applications, work with faculty members to ensure successful proposals, and make recommendations for approval to the Provost.

### Purpose

The purpose of the sabbatical leave review is to evaluate the application for its clarity and focus and to determine the consistency of the proposed project with the mission of the College and the University, with the faculty member's career goals, and with high standards of professional and scholarly work.

### **Procedures**

1. Faculty members requesting sabbatical leave will make application in writing to the Dean by the date specified by the University Personnel Committee in the year preceding the time of the anticipated leave.
2. The application will describe in detail the faculty member's research project or the study plan. The Committee will provide a sabbatical proposal template. Policies on sabbatical leave are found in Chapter Four of the University Handbook.
3. The COEPC will review all sabbatical applications and will vote on recommendations regarding approval of the requests by December 15.
4. Following a positive vote, a request for approval of the sabbatical will be sent to the Provost, on the schedule approved by the University Personnel Committee, who will forward it to the President and the Board of Trustees for final approval.
5. Following a negative vote, the Dean will provide written feedback to the faculty member, stating reasons for the denial and suggestions for achieving a positive recommendation in the future.

### **Faculty Appointments**

All full-time faculty and staff members position descriptions and search committees are to be approved by the COEPC. Recommendations on candidates to fill the position from the search committee are made to the Dean, who, after consultation with the Provost, recommends candidates for full-time faculty and staff members appointments to the President.

The COEPC must approve any conditions of employment that are unusual, such as shorter time to a tenure decision than six years and entering in a rank higher than assistant professor. The Dean will bring the specifics of the request with all supporting materials to the committee for its review and recommendation.

## Annual Salary Increases for COE Faculty Members

The COE Dean, in consultation with the COEPC, establishes the principles by which individual faculty member salaries are set for the next contract year. The Dean will not share specific information about individual faculty member salaries with the Committee.

Salary adjustments will be in accord with the University salary model. According to that model, each college will receive an annual salary adjustment fund based on a needs assessment. This annual pool will be used to increase salaries in the College of Education. Salary increases, as specified in the following policies, will take into account the increased cost of living, the ongoing success of faculty members, an equitably distributed alignment with national average salaries in one's rank and discipline, merit, and promotion decisions.

### Salary Adjustments

Salary adjustments will range by percentage and will be based on performance in relation to the standards for teaching, creative or scholarly activity, and service. The university is committed to ensuring that the college average, based on rank and years of service, meet or exceeds 100% of the College and University Personnel Association (CUPA) median for the discipline and comparative institutions. Whenever possible, the dean will attempt to adjust salaries due to compression.

### Promotion

A salary increment from outside of the regular salary pool will be awarded to those who are promoted. The current amounts are \$3,000 for promotion to Associate Professor and \$4,000 for promotion to Professor.

## COEPC Personnel Policy and Procedure Review

### Policy

All COEPC policies and procedures will be reviewed annually by the Committee and will be revised if deemed necessary, including bringing appropriate changes to Faculty Meeting for approval.

### Purpose

Policies and procedures provide a structure by which the personnel evaluation process can occur. The structure must support the intention of the process and requires periodic examination. It is also important that all faculty members have current, accurate, and consistent information related to COEPC personnel policies and that procedures accurately reflect the process.

### Procedure

All revisions or additions will be presented to the College of Education faculty for approval. The Dean will be responsible for providing faculty members with a current copy of this manual.

## Internal Policies and Procedures for Personnel Reviews

1. The Office of the Dean will:
  - a. Maintain a list of faculty members to be reviewed, by year.
  - b. Provide to the COEPC all open personnel files, restricted personnel files, and course evaluation forms for each faculty member under review.
  - c. Ensure that the following pieces of information are in the faculty member's portfolio (open personnel file):
    - i. previous letters of evaluation from the COEPC
    - ii. current self evaluation
    - iii. letters from campus and outside members
    - iv. quantitative results of course evaluations for the period under review
  - d. Maintain a drawer for committee files.
2. The COEPC will assign to each of its faculty members the names of faculty members up for review[MTC2] <#\_msocom\_2> .
3. For annual reviews each file will be assigned to two committee members. Every effort will be made to distribute the names of those colleagues up for review evenly among the five members of the COEPC.

For third-year, tenure, and promotion reviews, all committee members will review the files. For these reviews the COEPC will:

- a. Review the previous letter of evaluation.
  - b. Review the faculty member's self-evaluations.
  - c. Review the quantitative summary of each faculty member's course evaluations.
  - d. Review letters from campus and outside members.
  - e. Be prepared to discuss any issues that arise from the evidence in the portfolio, letters, and any other feedback.
  - f. Be prepared to make recommendations as to the content of the personnel letter of the faculty member under review.
4. At the conclusion of the discussion the Chair will draft a letter to the faculty member, based on the committee's deliberations. The COEPC will review, revise, and approve the final letter at a subsequent meeting, which will then be sent to the faculty member.

## Hiring New Employees

The process for hiring new faculty and staff members requires a position requisition to be submitted to the cabinet for approval. After the requisition is signed by the COE Dean, it is then submitted to the Senior Budget/Financial Analyst for review, who determines whether the position request can move forward as a replacement position. If this determination is made then the requisition is signed, given a requisition number and sent to Human Resources (HR) for ad placement. If the position meets the budget parameters but is new or needs cabinet approval The Senior

Budget/Financial Analyst will sign the requisition and forward it to the Provost for signature and submission to the cabinet. The COE Dean will have simultaneously met with the Provost to get support for the new hire.

Upon approval by the budget analyst or the cabinet, the requisition may be used as the basis for ad placement. The new hire forms would all reference the requisition number. If the requisition is not processed and approved prior to hiring no offers may be made.

The requisition will be attached to all the new hire paperwork when the forms are submitted to HR for payroll setup. The forms are collected by the COE Financial Analyst and include the following:

- Hiring letter or internal pay request stating terms and rate
- Personnel action form
- W-4 form
- Personal Information form
- I-9 form
- Confidentiality of Records
- Permission for Background check
- Résumé or Vitae (Faculty only)

The new hire process for adjuncts and supervisors does not require a requisition. It does, however, require a signature from the Senior Budget Analyst when the paperwork is ready to ensure that budgetary funding is available and has not been exceeded at the department level.

Forms for new adjuncts/supervisors are the same as above except the request for a background check is not required.

## **Procedures for Searches**

### **Tenure Track Faculty**

The faculty in the College of Education is empowered to play a significant role in the process of selecting their colleagues and they value this professional responsibility. Participation on a Search Committee, while time-consuming, is a critically important task and thus freely and dutifully accepted.

As position announcements and job descriptions are developed, the statements of priority shall include: "Priority will be given to a candidate's contribution to the diversity of the faculty in the interest of the college's quest to promote equity."

### **Preliminary:**

- ❑ The new/replacement position shall be approved by the Vice President for Academic Affairs.
- ❑ The Search Committee and Search Committee Chair shall be appointed by the Dean and approved by the Personnel Committee.
- ❑ The Search Committee shall consist of members from the College of Education and at least one outside member who may be selected from another professional program, the Consortium or a school district.

- ❑ The Committee shall to the extent possible include representation to enable it to effectively assess the broad qualities outlined in the position description, including cultural competence.
- ❑ The Chair of the Search Committee shall provide this set of procedures to each Search Committee member.
- ❑ The Dean and the Search Committee Chair shall develop a position announcement highlighting the skills and experience key to the faculty role, which shall be approved by the COEPC.
- ❑ The announcement shall be published nationally (usually in The Chronicle of Higher Education, The Oregonian, the Eugene Register Guard, and through the appropriate professional and national organizations).
- ❑ Each candidate shall send: an application letter highlighting their preparation for the position including technology expertise, all official college/university transcripts, and three letters of reference.
- ❑ The search committee will consider candidates from within the University as well as from outside it as per chapter 4.2 of the Faculty Handbook.

### **Search Committee Functions:**

#### Initial Screening

The Chair of the Search Committee is responsible for organizing the committee. The committee should use the Pacific University Principles Guiding Affirmative Action Hiring and Retention of Faculty. Special attention should be placed on developing a system to be used for comments based on the position announcement, technology background, cultural competence, etc.

Each Search Committee member shall review the entire applicant pool and record notes evaluating candidates based on published qualifications and requirements. (Note: The committee may choose to streamline this process by having a select few members screen all applicants, eliminating those who do not match the position criteria.)

The Search Committee shall discuss the applicant pool and select a 'short list' for further consideration, consisting of four or more top candidates.

#### Select Finalists

- Members of the committee shall make calls to check references for each of the remaining candidates; members may also schedule an initial telephone interview. Starting with the short list of top candidates, this is narrowed to two or three finalists to recommend to the Dean for interviews.
- Finalists shall be selected on the basis of consensus among Search Committee members.
- The Dean invites finalists to campus for interviews.
- It is recommended that candidate visits be scheduled only at a time when the majority of faculty are under contract

### Campus visits

- The Search Committee Chair (in collaboration with the Dean) organizes the schedule for interview visits which is distributed to all faculty members in the college and made available to the wider campus.
- The Committee Chair shall distribute to all faculty a copy of the candidate's file including vitae, the position announcement, and a feedback form that will provide the search committee with faculty assessment of the candidate.
- Candidates who are brought to campus will be asked to:
  - make a presentation (an overview of their research and/or other scholarly work & philosophy),
  - teach a class
  - attend some social events with faculty (dinner, lunch or coffees),
  - meet with the faculty on both campuses,
  - interact with students,
  - interview with the Search Committee
  - interview with the Dean
  - meet with the Provost (Academic Vice President), President, human resources, library liaison and other staff members.
- Committee members shall attempt to take part in as many of the above activities as possible, preferably the same activities with each candidate. Other Education faculty (from both campuses) shall also be invited to participate in as many events as possible. All who interact with the candidates shall provide feedback to the Search Committee Chair to be shared with the Dean.
- The Search Committee shall interview the candidate as part of the campus visit. Interview questions may vary, but shall include questions about the candidate's previous experience -- working with diverse students, teaching at the college/university level, expertise in the use of technology, accommodating learners with special needs, relationships with school districts, experience in supervising student teachers/research projects/advising graduate students, etc.

### Committee Recommendation to Dean

- The committee shall deliberate based upon its own evaluation of the candidate as well as input from other faculty members, staff members, administration, and students.
- The goal shall be to agree on one candidate using the consensus model.
- The committee shall also recommend its preference if the first choice candidate doesn't accept (identifying either a preference for an alternate candidate or a new search.)
- The committee shall do a final background check on any viable candidates to verify information contained in their files and to further check references.
- The committee shall report the first choice to the Dean and include a rank ordering of all candidates interviewed.
- The job description, schedule, and vitae will be put on file.

### Making the Offer

The Dean shall consider the Search Committee recommendations. If the Dean agrees, s/he shall make an offer to the candidate. If the Dean does not agree on the recommendation s/he shall meet with the committee to discuss the reasons and to try to reach consensus on the next steps.

### Follow-up with Other Finalists

The Search Committee Chair and/or Dean shall contact finalists not hired; letters are sent to all in the applicant pool thanking them for their interest in Pacific University. Note: All deliberations of the committee are to be considered closed. All paperwork shall be handled in the legally prescribed manner. The job description, search committee schedule, and vitae will be placed in the candidate's open file.

### Hiring for a Full-time Term Contract

The same Search process shall take place for a full-time term contract position as for a tenure track position, except that the announcement might not be published nationally.

### Conversion from Course by Course Part-time to a Full-time Term Contract

Over time, it is not unusual for a part-time faculty member's load to grow to full-time (62.5% or more). To facilitate this process, the Dean shall request that the COEPC members interview the candidate. The committee shall subsequently make a recommendation to the Dean.

### Adjunct Faculty

The process for selecting part-time faculty is much more informal than for full-time faculty. The Dean, Associate Dean, or designee shall review an applicant's vita with the appropriate Program Director or Strand Coordinator, and, when possible, a faculty member who knows the candidate personally and one who does not know the candidate. Ordinarily an interview shall also be scheduled as part of the selection process in which at least one member of the COEPC shall participate. Adjunct and part-time faculty will normally be assigned the rank of Instructor, however other rank could be assigned on the basis of their credentials or rank at another educational institution. This assignment will be made by the Dean in consultation with the COEPC.

### Principles Guiding Affirmative Action Hiring and Retention of Faculty

The University's commitment to diversity in faculty recruitment and retention rests on two fundamental academic values.<sup>2</sup> First, an effective policy fosters diverse interests, abilities, life experiences and worldviews on campus that will enhance the University's mission. Second, such a program provides equality of opportunity, thus best serving the needs of the state and the region, and making best use of the intellectual resources of its constituencies.

### The Search

A vigorous search will ensure that qualified women and men are well represented in applicant pools for faculty positions. Several steps should be taken to meet this goal:

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<sup>2</sup> These comments are derived from various 'best practices' sources. See especially 'University of California, Affirmative Action Guidelines for Recruitment and Retention of Faculty', Office of the President, January 2002; The Fletcher School at Tufts University Faculty Handbook, 2005, at FletcherWeb@Tufts.edu; University of Madison-Wisconsin, College of Letters and Science, Chapter Three of the Faculty Handbook, 2000-2004, Elaine Klein; The State University of New Jersey, Rutgers, AA/EEO Guidelines for Recruitment, December 2002; Ithaca College, 'Affirmative Action: Recruiting Faculty and Staff', 5 August 2002, Office of Publications.

**1. Composing the Search Committee.** Each College will strive to appoint a search committee that represents a diverse cross-section of the faculty, and will include members that will monitor affirmative action efforts. Colleges that lack diversity may appoint faculty outside their areas to meet this challenge if they so choose.

[Note: It is no longer considered okay to say that search committees must include a minority member for the following reasons:

1. This places an undue burden on minority faculty who, because they are also in the numeric minority on campus would have to serve on many more search committees than would be their proportionate share of such duty. So, unless this is explicitly written into their contracts when they are hired, this is probably illegal: assigning more and different job responsibilities to somebody solely because of his/her race.
2. This assumes that a member of a racial or ethnic minority group necessarily has any interest in diversity issues.
3. It is tokenism – a person is put on a committee because of his/her skin color not because of his or her interest in the position being hired. ]

**2. The Position Announcement.** Prior to initiating a search, the position description will be reviewed to ensure that it attracts the largest possible pool of applicants. In addition to the equal opportunity employer required notice, position descriptions may contain language that reflects the College's interest in attracting applicants whose work adds to the diversity of campus life.

**3. Widespread Advertising.** Every effort will be made to conduct a thorough search and advertise widely before filling any faculty position. Where possible, search efforts should include many available avenues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites. Advertising will include an Equal Opportunity/Affirmative Action Employer phrase.

**4. Inclusive Recruitment.** Every effort will be made to ensure that positions are advertised with organizations and publications that are targeted to women and minority audiences, in addition to mainstream publications. Such journals as *Black Issues in Higher Education* or *The Hispanic Outlook in Higher Education* are useful, as are specialized publications such as a newsletter for a women's section of a national publication. Some online employment services maintain large databases of women and minority candidates. Human Resources subscribe to these services and the appropriate publications.

**5. Proactive Informational Outreach.** Search committee members will take the initiative with colleagues in seeking minority and women candidates for positions, both through letters and telephone calls, as well as opportunities that arise at conferences and other professional events. The professional sub-committees with specialist interests in these areas may be consulted.

## Faculty Selection

There are several key elements to consider at this stage:

**1. Analyzing the Pool.** The Search Committee must ensure diversity in the pool, and if this is not achieved, then colleges must consider reinvigorating their efforts and making a wider search.

**2. Monitoring the Selection Process.** Colleges will establish procedures that require that more than one person reads a file, to ensure some reliability in file assessment. A summary of the reasons for selection will be provided, and the short list assessed to confirm the selection criteria are met. The ethnic and gender composition is of concern, and it is therefore of real interest to confirm that the selection criteria are adhered to, and that the list is logically formed. Any serious problems that arise will be brought to the attention of the Dean or his/her designee.

**3. Making the Selection.** Under certain conditions, sex or race may help guide the final selection, as articulated by the American Association of University Professors:

' Affirmative action may ... permit the inclusion of sex or race among a number of characteristics assessed in a potential candidate - along with his or her publications, area of specialization, academic credentials, etc. Sound academic practice requires that these criteria provide the basis for a complex assessment of relative merit and not merely establish a large pool of minimally qualified candidates. Nonetheless, it is frequently the case that the selection process produces a group of two or more highly-rated candidates who are viewed as approximately equivalent. In such circumstances, and in the interests if diversity, affirmative action considerations might control the final selection.' (Affirmative Action Plans, 1983)

## Faculty Retention

To ensure faculty retention rates are kept high, a strong effort will be made to ensure that minority and women faculty are appropriately reflected in statistics kept on promotions, transfers and resignations. The campus will have in place adequate review processes, so that all faculty members are appointed at the appropriate rank and step consistent with their academic accomplishments.

Conducting exit interviews with departing faculty, including minorities and women, is important. Obstacles to retention can then be identified and solutions developed. The campus may want to involve senior faculty who have been successful in creating these policies.

## Developing Curricular Diversity

Increasing faculty diversity requires a commitment to a more diverse curriculum. This may necessitate the setting up of new structures of research and teaching. It will involve the commitment of new resources. New topics related to ethnicity, gender and multiculturalism will develop. Interdepartmental and cluster hiring may be necessary to ensure retention is successful. Overall, it must be clear that diversity is welcomed and valued on campus for the strategy to be successful in the long term.

### Review of Procedures Checklist

1. Does the *Job Description* follow the guidelines? In particular, does it set out the campus commitment to diversity, and the skills in cultural competency required?
2. In the *Search Process*, have specialist publications, groups and individuals been notified of the opening?
3. Have vacancies been advertised in a timely manner to enable all interested parties to apply?
4. Have informal contacts been used to encourage suitable candidates to apply?
5. In the *Screening and Interviewing Process*, does the committee include representatives from underrepresented groups? – Again, use caution here so that you do not create an illegal requirement.
6. Do the assessment criteria include reference to appropriate language and cultural competence skills?
7. Is the demographic profile of the candidate pool collected thoroughly?
8. Are candidates from underrepresented groups made welcome in the interview process?
9. Are appropriate on-campus and off-campus community members involved in the hiring process to provide appropriate advice?

## Timeline Checklist for Academic Search

Position \_\_\_\_\_ Campus \_\_\_\_\_

Date	Activity	Responsibility
	Select Search Committee and Chair	Dean, with approval of COEPC
	Create timeline for completion of search process	Search Committee
	Develop job description.	Dean and COEPC
	Based on job description, develop Initial Screening Form, Phone Interview Questions, and Candidate Evaluation Form	Search Committee
	Get approval for ad (HR, legal, diversity, etc.)	Dean
	Place ad in wide range of placements	Dean/HR
	Let applicants know we have received their application	Search Committee Chair
	Review applications; complete Initial Screening Form; develop short list	Search Committee
	Develop questions for phone interviews	Search Committee
	Send rejection letters	Dean/ Admin Assts
	Call references of selected candidates; initial background check	Search Committee
	Schedule phone interviews for selected candidates; conduct phone interviews	Search Committee
	Obtain Dean's approval of selected candidates; invite selected candidates for personal interview	Search Committee
	Schedule campus visit: Accommodations, appointments with President, Provost, COE Dean, HR, four people take the candidate to lunch appointed by the chair, scholarly presentation, teach class at primary campus, meet with faculty, interview with Search Committee	Search Committee/ Admin Assts
	Distribute and collect Candidate Evaluation forms from all involved in interview process	Search Committee
	Report first choice to COE Dean, based on application, interview, and input from faculty, staff members, administration, etc. Rank order of other interviewed candidates.	Search Committee
	Draft contract letter and Memo of Understanding of Terms of Employment. Make offer to selected candidate.	Dean
	Establish personnel file for new faculty member with contract letter, Memo of Understanding, CV, etc.	Dean/Admin Assts
	Send rejection letters to all other candidates	Dean/Admin Assts
	Keep all applications for three years	Administrative Assistants
	Appoint faculty and staff mentors for new faculty member	Dean

## Appendix 1: Annual Self Reflection Template

NAME: \_\_\_\_\_

EVALUATION YEAR: \_\_\_\_\_

### Instructions

Annual goal setting and self-reflection on those goals forms the foundation of the faculty review process in the College of Education. Follow these steps to complete the process:

#### All Faculty Members

1. Update CV and submit to COE Dean by October 1.
2. Meet with your campus Associate Dean by October 15 to discuss the past year's performance in teaching, creative or scholarly work, and service and review the goals for the upcoming year.
3. Complete the Annual Self Reflection Template. Send an electronic copy to the Chair of the COE Personnel Committee by November 1. Name your file with the following format: Last Name Self Reflection 2010. Place a completed copy of the Annual Self Reflection Template in your *Portfolio of Evidence*.  
Note: The Personnel Committee will review the Annual Self-Reflection for faculty members who are moving toward tenure or extended term. These faculty members will receive a letter of response. Faculty members who already have tenure or extended term will not receive feedback annually from the Personnel Committee unless requested by the faculty member.
4. After reviewing the Annual Self Reflection, the COE Personnel Committee gives it to the Dean who places the copy into your personnel file located in the Dean's office.

#### Faculty Members Going Through a Standard, Third-year, Tenure, and/or Promotion Review

In addition to the steps above faculty members going through a Standard, Third-year, Tenure, and/or Promotion Review will submit the entire *Portfolio of Evidence* and other required documents for review by the COEPC according to the time frame for the particular review.

This document is a "fillable form" in MS Word. With this kind of form you simply put your cursor inside the grey boxes in this form, and start typing. The box will adjust its size automatically to allow whatever length answer you want. The intent in using this format is to make it obvious what parts of the template you need to complete. If you prefer to create your own non-fillable form document with the same information, that is fine.

## Part One: Teaching and Advising

### A. Teaching

Summer Semester (July 1 – August 20) – indicate whether this summer assignment is part of your regular teaching load or is an overload.

	Course Number	Course Title	Credits	Number of Students
1				
2				
3				
4				
5				
6				

### Fall Semester

	Course Number	Course Title	Credits	Number of Students
1				
2				
3				
4				
5				
6				

### Spring Semester

	Course Number	Course Title	Credits	Number of Students
1				
2				
3				
4				
5				
6				

Summer Semester (April – June 30) – indicate whether this summer assignment is part of your regular teaching load or is an overload.

	Course Number	Course Title	Credits	Number of Students
1				
2				
3				
4				
5				
6				

**Workload Credit Summary:** Total teaching credits: \_\_\_\_\_

Other

Did you earn workload credits for other activities?  NO  YES (Number of credits: \_\_\_\_\_)  
If yes, please describe these activities:

Describe other responsibilities (e.g., first or second reader of master's research projects, independent study, action research projects, etc.) that contribute to your workload and that you would like to bring to the attention of COEPC:

**Total Workload Credits** (Teaching + Other): \_\_\_\_\_

*Discussion of Teaching Effectiveness*

Concisely discuss your teaching this year. (e.g., What successes did you have? What challenges did you face? What experiments did you make in your teaching as an attempt to increase student learning? What changes do you anticipate making in the future?) Briefly summarize your interpretation of your student course evaluations. Finally, respond to any concerns regarding teaching that were raised in your last COEPC evaluation letter.

**B. General COE Advising/Interviews: 3 credits**

Please provide information on your general advising and admission interview activities (which are a part of your 3-hour course release from teaching for the purpose of serving students, serving on admissions interviews, and general university service).

Please provide information on your specific advising and student service activities for which you receive additional course load credit (coordinator of program, undergraduate advising initiative, cohort leader, etc.).

Number of additional load credits given for advising/programs: \_\_\_\_\_

**Part Two: Creative or Scholarly Work**

Faculty members are expected to actively make creative or scholarly contributions in at least one of four scholarship categories: (a) discovery of knowledge, (b) integration of knowledge, (c) application of knowledge, or (d) transformation of knowledge (Boyer). In the tables below, list all presentations, publications, creative work, participation in professional meetings and societies, grants, and fellowships accomplished during the previous year (July 1, 20xx through June 30, 20xx+1 ). Indicate *Yes* or *No* as to whether the work was peer reviewed. Enter one of the four categories listed above from Boyer.

List of Presentations of Creative or Scholarly Work (Local, Regional, and National Audiences)	Peer-Review	Boyer Category

List of Publications of Creative or Scholarly Work	Peer-Review	Boyer Category

List of participation in professional meetings and societies, grants, fellowships, and other scholarly work that does not fit into the presentation and publication category	Type of Activity (professional, grant, fellowship, other)

List of works in progress and/or under review	Boyer Category

**Part Three: Service**

List participation in faculty governance, student activities, and university community service	Indicate (College or University)	Indicate length of service; leadership role

List participation in external community activities (activities that shed positive light on the University and its academic programs and faculty are especially valued)

**Part Four: Reflective Analysis on the Past Contract Year’s Goals**

Concisely analyze your goals for teaching, creative or scholarly contributions, service, and professional development for the previous academic year. What successes and challenges did you encounter when meeting your goals?

**Part Five: 20xx-20xx Teaching, Scholarship, and Service Goals**

In the tables below, state your goals for teaching, creative or scholarly contributions, and service for the upcoming academic year.

Goals for Teaching

Goals for Creative or Scholarly Work

Goals for Service

Please indicate ways in which the University can help you carry out your goals for this next year.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Sample List of Possible University Service**

The following is a non-exhaustive sample list of service responsibilities and a reminder of the kind of activities to be discussed in the university service section of the self-evaluation. The amount of work required in items below might vary from year to year; such variations should be noted in the self-evaluation.

Regular participant in Admission Interviews	University Student Appeals Board
Institutional Review Board	University Student Judicial Council
Chair, University standing committee, or Faculty Senate	University Standards & Appeals
COE Faculty Senator	COE Consortium
Search Committee member (especially the chair)	University Council
COE Personnel Committee	University Library Committee
COE Faculty Chair	Professional Programs Council
Chair of a COE Standing Committee (Admissions, Personnel, Faculty Development, Curriculum, Diversity, Student Affairs, Technology)	University Diversity Committee
Student Affairs, Technology)	University Technology Committee
Member of COE Standing Committee	University Admissions and Financial Aid
COE Curriculum or Program Taskforce	University Budget Advisory Committee
University Personnel Committee	University Benefits Committee
Advisor to COE student group	University Sustainability Committee
University Honors and Awards Committee	Library Liaison

## Appendix 2: Sample Schedule of Faculty Reviews by Appointment

Schedule below assumes no prior experience when hired. Schedules for those with previous experience will be determined by the Memorandum of Understanding that is included in the offer of employment letter.

Tenure Track		Term or Extended Term Track	
Year	Review	Year	Review
1	No review	1	No review
2	Annual: Self reflection due Oct. 15	2	Annual: Self reflection due Oct. 15
3	Third year: Materials due by Nov. 10	3	Third year: Materials due by Nov. 10
4	Annual: Self reflection due Oct. 15	4	Annual: Self reflection due Oct. 15
5	Annual: Self reflection due Oct. 15	5	Annual: Self reflection due Oct. 15
6	Tenure: Materials due by Nov. 10	6	Extended Term: Materials due by Nov. 10
Tenured		Extended Term	
7	Annual: Self reflection due Oct. 15	7	Annual: Self reflection due Oct. 15
8	Annual: Self reflection due Oct. 15	8	Annual: Self reflection due Oct. 15
9	Post Tenure Review: Materials due Dec. 5	9	Post Extended Review: Materials due 12/5
10	Annual: Self reflection due Oct. 15	10	Annual: Self reflection due Oct. 15
11	Annual: Self reflection due Oct. 15	11	Annual: Self reflection due Oct. 15
12	Annual or Promotion (faculty choice)	12	Post Extended Review: Materials due 12/5
13	Annual: Self reflection due Oct. 15	13	Annual: Self reflection due Oct. 15

Tenured faculty members have post-tenure review in third year after being awarded tenure, then every five years. Tenured, associate faculty members can ask for a promotion review as early as the fall of the twelfth year. If promoted, every five years thereafter.

## Appendix 3: Course/Instructor Evaluation Policies and Form

### POLICIES:

Each instructor is permitted to create an additional evaluation form suitable for his or her course. This auxiliary evaluation is not to replace the College of Education/Instructor Evaluation Form. Moreover, instructors are not to administer an auxiliary evaluation within two weeks of the college's course/ instructor evaluation. An instructor may add these auxiliary evaluation forms or results to his or her personnel file for COEPC consideration.

The college's course/instructor evaluation will be administered at the final or next to final class meeting. The instructor will designate a responsible person to administer his/her student evaluations. The instructor must not administer the evaluations and must leave the room as the students are completing the evaluation forms. No comments about the evaluations should be made either before or after they are administered, and students are not to converse during the evaluation period. On completing the evaluation form each student is to place his or her form in the class envelope. This envelope is to be promptly returned to the appropriate campus office.

### College of Education Course/Instructor Evaluation Form

#### INSTRUCTIONS

Name of Instructor: \_\_\_\_\_

Number and Name of Course: \_\_\_\_\_

Date: \_\_\_\_\_

Please read and answer each item thoughtfully and honestly. There is no single model for excellence in teaching. Your appraisal of the instructor can help to improve this course, as well as to make personnel decisions regarding her/his tenure, promotion, or rehiring. Your written comments are especially valuable to the instructor and are strongly encouraged. **Class responses with typed comments are given to instructors only after they have submitted grades.**

Indicate how strongly you agree or disagree with each statement according to the following scale: Strongly Agree (1); Agree (2); Slightly Agree (3); Disagree (4); Strongly Disagree (5). Provide written comments in the area provided.

1. The instructor models flexibility and creativity in his/her teaching. (CHECK ONLY ONE)

Strongly Agree  
(1)

Agree (2)

Slightly Agree  
(3)

Disagree (4)

Strongly  
Disagree (5)

2. The instructor is organized and well prepared. (CHECK ONLY ONE)

Strongly Agree (1)  Agree (2)  Slightly Agree (3)  Disagree (4)  Strongly Disagree (5)

3. The instructor utilizes a variety of instructional strategies in this course. (CHECK ONLY ONE)

Strongly Agree (1)  Agree (2)  Slightly Agree (3)  Disagree (4)  Strongly Disagree (5)

4. The instructor demonstrates the value of research for informing practice. (CHECK ONLY ONE)

Strongly Agree (1)  Agree (2)  Slightly Agree (3)  Disagree (4)  Strongly Disagree (5)

5. The instructor demonstrates the concept of integration by applying ideas and examples from the real world and several content areas or disciplines. (CHECK ONLY ONE)

Strongly Agree (1)  Agree (2)  Slightly Agree (3)  Disagree (4)  Strongly Disagree (5)

6. The instructor establishes a mutually respectful classroom environment. (CHECK ONLY ONE)

Strongly Agree (1)  Agree (2)  Slightly Agree (3)  Disagree (4)  Strongly Disagree (5)

7. The instructor accepts and nurtures a range of learning styles and intelligences. (CHECK ONLY ONE)

Strongly Agree (1)  Agree (2)  Slightly Agree (3)  Disagree (4)  Strongly Disagree (5)

8. The instructor encouraged me to construct my own understanding of this subject. (CHECK ONLY ONE)

Strongly Agree (1)  Agree (2)  Slightly Agree (3)  Disagree (4)  Strongly Disagree (5)

9. The instructor is sensitive to the impact of language and culture on student learning. (CHECK ONLY ONE)

Strongly Agree (1)

Agree (2)

Slightly Agree (3)

Disagree (4)

Strongly Disagree  
(5)

10. The instructor evaluates student work by applying clear, published standards and assessment strategies. (CIRCLE ONLY ONE)

Strongly Agree (1)

Agree (2)

Slightly Agree (3)

Disagree (4)

Strongly Disagree  
(5)

11. The content of this course is applicable to me as an emerging teacher. (CHECK ONLY ONE)

Strongly Agree (1)

Agree (2)

Slightly Agree (3)

Disagree (4)

Strongly Disagree  
(5)

Please provide any additional comments you want to make about the course or the instructor:

\_\_\_\_\_

## Appendix 4: Sabbatical Proposals for the Academic Year 20xx-20xx

If you are a tenured or extended-term faculty member and will have taught for at least six years since your hire date or your last sabbatical, you are eligible for a sabbatical. Faculty members who intend to apply for a sabbatical need to send a letter (or email) of intent to the **Dean by September 15**. Sabbatical proposals are **due in the Dean's Office on October 15**. The COEPC will only consider complete proposals received by the due date.

Complete proposals should include:

1. A cover sheet,
2. formal proposal, and
3. a letter from your campus Associate Dean.

The cover sheet should include this information, appearing as follows:

Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Rank: \_\_\_\_\_

Year tenure received: \_\_\_\_\_

Semester/year of last sabbatical: \_\_\_\_\_

Semester(s) of sabbatical leave requested: Fall \_\_\_\_\_ and/or Spring \_\_\_\_\_

Project title:

The formal proposal should be organized according to the sabbatical proposal template.

Letter from your Associate Dean: you must request that your Associate Dean send a letter to the COEPC commenting on (1) the merit of your proposal and the promise of your line of research, (2) how this sabbatical will affect you as a faculty member, and (3) the impact of your sabbatical leave on teaching responsibilities at the campus which you teach.

After your sabbatical leave, you must submit to the COEPC a separate self-assessment of your sabbatical work along with your next annual self-evaluation form. A template for this evaluation is offered on the back of this sheet. You will receive feedback on the success of your sabbatical in your next scheduled review letter; results of prior sabbaticals may affect the evaluation of a proposal. (See the University Handbook section 4.11.1.d.4.)

The Dean would be glad to answer any questions about how to prepare proposals. Please review the official sabbatical policy for the University, which can be found in the University Handbook, 4.11.1.

Sabbatical decisions are normally announced after the March Board of Trustees meeting.

## **Sabbatical Proposal Template**

The formal proposal should include the following elements:

- Background for the project -- Include evidence of past scholarship and research relevant to the project. High-quality proposals include a short literature review that puts this line of research into a larger context.
  - Significance of the project to yourself as a teacher and scholar, to the University, and to your discipline
  - Detailed description of the project itself
  - Specific list of expected outcomes
  - Timeline for the project
  - Budget (what expenses are involved, and how will they be met?)
  - Bibliography and/or list of available resources and equipment
- 

## **Sabbatical Self-Assessment Template**

The self-assessment, to be turned in with your next annual self-evaluation following your sabbatical, should include the following elements:

- Specific list of expected outcomes from the original proposal
- Assessment of success in achieving these expected outcomes
- How the completed project has affected you as a teacher and a scholar
- Additional reflection and commentary as you see fit

## Appendix 5: Portfolio & Open File Contents (example: Table of Contents)

All of the following open file obligatory contents are contained in this portfolio:

- ❑ Letter or contract of initial appointment
  - ❑ Current curriculum vitae
  - ❑ Correspondence from University and College of Education Personnel Committee
  - ❑ Annual report or resume update (each section includes updates and reflections)
  - ❑ Annual evaluations by the appropriate administrator
  - ❑ Summary of peer reviews
1. Curriculum Vitae, Contract, Correspondence from UPC and COEPC
  2. Evidence of Effective Teaching:
    - ❑ Peer Observations
    - ❑ Include peer observation letter
    - ❑ Reflect on peer observation feedback
    - ❑ Analysis of Student Evaluations
    - ❑ List courses you have taught
    - ❑ Include student evaluation summary (statistics and comments)
    - ❑ Reflect on student evaluation feedback
    - ❑ Rigor and quality of course content
    - ❑ Include course syllabi and assessment tools
    - ❑ Describe plans to further develop or enhance the rigor and quality of your teaching.
    - ❑ Student Advising and Supervision
    - ❑ List the students you have supervised or advised
    - ❑ Include any student evaluations
    - ❑ Evidence of student learning
  3. Evidence of Scholarship
    - ❑ Positions
    - ❑ Grants
    - ❑ Refereed Articles
    - ❑ Articles
    - ❑ National and International Refereed Conference Presentations
    - ❑ Regional Referred Conference Presentations
    - ❑ Invited Presentations
    - ❑ Workshops
    - ❑ Appointments
  4. Service
    - ❑ Service using one's scholarly or creative expertise
    - ❑ Faculty Governance
    - ❑ List College of Education and University committee membership
    - ❑ Student Activities
    - ❑ List special projects that helped student organizations or activities
    - ❑ Community Activities
    - ❑ List organizations and describe your service

- List schools and describe your service
5. Honors and Awards

## Appendix 6: COEPC Calendar for Personnel Reviews

*Sample below is from the 2009-10 academic year*

- |              |   |
|--------------|---|
| May          | Returning faculty members receive COEPC self-evaluation materials.  |
| August       | COEPC meets informally with new hires.<br><br>Dean sends calendar to faculty members of COEPC deadlines.<br><br>Dean reminds returning faculty members that self-evaluation forms and annual c.v. updates are due by September 15.  |
| September    | Dean and COEPC Chair meet formally with new hires to discuss evaluation procedures.   |
| September 1  | Dean requests that Associate Deans bring to COEPC attention any perceived problems with individual faculty members that might warrant some attention.   |
| September 11 | Dean sends letter to tenure and third-year review candidates that lists rights, calendar of due and decision dates, materials to be used, and responsibilities, and that asks for names of outside reviewers, former students, and Pacific colleagues who should be asked to submit evaluations.<br><br>Dean and COEPC Chair meet with tenure and third-year review candidates to review process. |
| September 18 | Dean reminds faculty members eligible for promotion of the deadline for requesting promotion and arranges a meeting between these faculty members and COEPC.  |
| September 20 | Comment due from campus Associate Deans regarding perceived problems with individual faculty members.   |
| September 25 | List of outside and inside evaluators due for tenure and third-year review candidates.  |
| October 1    | Dean sends letters to outside evaluators for tenure and third-year review candidates, requesting letters of evaluation.<br><br>Dean notifies all faculty members and students of the names of those undergoing tenure and third-year reviews and invites comment relating to tenure criteria.<br><br>Last day for faculty members eligible for promotion to request consideration (in writing).   |
| October 2    | Dean sends letters to promotion candidates that lists rights, calendar of due and decision dates, materials to be used, and responsibilities, and that asks for names of  |

- outside reviewers, former students, and Pacific colleagues who should be asked to submit evaluations.
- October 15 Self-evaluation forms (where applicable), *c.v.* updates, and syllabi due.
- October 15 Sabbatical proposals due.
- October 18 Dean notifies all faculty members and students of the names of those undergoing promotion consideration and invites comment concerning promotion criteria.
- List of evaluators from promotion candidates due.
- October 21 Dean sends letters to outside evaluators for promotion candidates.
- October 25 Comment due from Pacific students and faculty members on tenure and third-year review candidates.
- Outside letters of evaluation due for tenure and third-year review candidates.
- October 30 Dean informs tenure and third-year review candidates of concerns found in their restricted (red) files.
- November 11 Tenure and third-year review candidates submit portfolios, sign off on their personnel files. Files closed.
- COEPC begins consideration of tenure cases.
- COEPC begins third-year reviews.
- November 18 Comment due from Pacific students and faculty members on promotion candidates.
- Letters of evaluation due for promotion candidates.
- November 27 Dean informs promotion candidates of concerns found in their restricted files.
- December 6 Promotion candidates submit portfolios, sign-off on their personnel files. Files closed.
- December 11 COEPC completes tenure and third year review cases. COEPC Chair sends letters to candidates, summarizing committee findings on each tenure standard.
- Tenure candidates' personnel files are forwarded to the Provost.
- COEPC begins consideration of promotion cases.

COEPC makes sabbatical recommendations to Provost

- December 15 Notification of contract non-renewal required for second-year probationary faculty members.
- February 5 COEPC Chair notifies University Personnel Committee of promotion decisions.
- February University Personnel Committee considers tenure cases.
- February 15 Dean sends third-year review letters by this date.
- March 1 Notification date for contract non-renewal for first-year probationary faculty.
- March Board of Trustees considers tenure cases and is informed of promotion cases.  
President informs tenure candidates of Board decisions.  
Provost sends letters announcing decisions on sabbatical requests.
- March 5 Post-tenure and post-extended term portfolios and files due
- March 5-30 COEPC reviews post-tenure and extended-term portfolios and files
- April Dean and COEPC Chair meet with next year's tenure and third-year review candidates to review process.
- April 1 Notification of intent to renew contracts for probationary and term faculty
- April 15 President sends annual contract letters to the faculty.
- May 7 COEPC approves personnel calendar for the following academic year.

## Appendix 7: COEPC Sample Review Letters

### Sample Annual Review Letter to Faculty Member

Dear \_\_\_\_\_:

The College of Education Personnel Committee (COEPC) reviewed your Self-Reflection for 20XX-20XX. We appreciated your efforts in reflecting on your teaching, scholarship, and service and your consideration of your ongoing commitment to students, academic excellence, the college, the university, and the community. (If the faculty member is on a term, extended term track, or tenure track position provide a sentence regarding your judgment for employment for the next year. Something like: Based upon our careful reading of your annual reflection, we are recommending you for a (provide the correct year: second, third, etc.) of contractual employment in your position.

The committee (give 1-3 statements regarding how the evidence matches up to the standards for teaching, scholarly or creative activity, and service). The COEPC next year will (give 1-2 statements for expectations of evidence in the next review—annual or full).

Thank you for providing us with evidence and sharing your thought process as you reflected on the breadth and depth of your previous year. The goals you set for the coming year are worthwhile. Taking the time to ponder one's efforts is a meaningful task and we value the honesty you brought to the process.

Sincerely,

College of Education Personnel Committee  
Faculty Name, Chair  
Committee Member Name  
Committee Member Name  
Committee Member Name  
Committee Member Name

### Sample Third Year Review Letter to Faculty Member

Dear \_\_\_\_\_:

Thank you for submitting your third-year review portfolio to the College of Education Personnel Committee (COEPC). Based upon our careful reading of your portfolio, we are recommending you for a fourth year of contractual employment in your tenure-line position and think you are on track to request consideration of tenure and promotion during fall of the 20XX-20XX academic year.

Teaching. We want to commend you (state evidence from the portfolio that shows where the faculty member is meeting the standards for teaching).

We recommend you identify (give specific items based on the evidence where continued improvement is needed).

Scholarship. Give specific feedback from the evidence in relation to the scholarly or creative activity expectations and the faculty member's progress towards the tenure standards.

We recommend you (give specific goals that need to be met in order for the person to have a successful tenure review in the fall of the sixth year).

Service. Give specific feedback from the evidence in relation to service and the standards for tenure.

We recommend (provide any appropriate recommendations from the evidence in relation to the tenure standards).

We are pleased to have you as a colleague in the College of Education and look forward to your continued contributions. You have brought a unique and valuable set of skills to the College of Education. Continued improvement in teaching and attention to scholarship and service should support a successful request for tenure and promotion during the next academic year. Please do not hesitate to ask members of the personnel committee for suggestions on meeting your goals for the coming year.

Sincerely,

Faculty Name  
Chair, College of Education Personnel Committee

Include the remaining four Committee Member Names

### **Sample Tenure Review Letter to Faculty Member**

Dear \_\_\_\_\_:

The College of Education Personnel Committee (COEPC) reviewed your file on December X, 20XX. Based on the evaluation criteria set out by the University and the College of Education, the committee is recommending you to the University Personnel Committee and the Provost for tenure and promotion to associate professor status.

### **Teaching**

The Committee commends your teaching. Give specific examples from the evidence that relate to the standards for tenure. This might include something like: “Your courses are very well organized, well-paced, highly interactive, and feature strong course syllabi. The committee noted the adjustment you made to your teaching style as you came to Pacific. In addition, you have helped create better courses and explored effective approaches as you work with our students. Your proactive use of midcourse evaluations and regular communication with students has sharpened your teaching. The committee recognized the high standards you hold for your students and for adjusting workloads when appropriate without sacrificing course quality. Your leadership has resulted in a noticeable step forward in the quality of the program. We encourage you to continue your move toward (give specific examples of something to keep working towards).”

### **Scholarship**

Based on the evidence in the portfolio, give specific examples as to how the tenure candidate meets the tenure standards for scholarly or creative activity.

### **Service**

Based on the evidence in the portfolio, give specific examples as to how the tenure candidate meets the tenure standards for service.

The members of the College of Education Personnel Committee appreciated (give example of something that was outstanding in the portfolio of evidence). We look forward to many more years of appreciating your unique and significant contributions to the work of the College of Education.

Sincerely

Faculty Name

Chair, College of Education Personnel Committee

Include the remaining four Committee Member Names

## **Sample Promotion Review Letter to Faculty Member**

Dear \_\_\_\_\_:

The College of Education Personnel Committee (COEPC) reviewed your file on January XX, 20XX. Based on the evaluation criteria set out by the University and the College of Education, the committee is recommending you to the University Personnel Committee and the Provost for promotion to professor. Congratulations on earning this recommendation from the committee.

### **Teaching**

The Committee commends your sustained record of teaching. We were impressed with the insightful reflections on teaching that you provided and a willingness to alter and update your classes. Your portfolio is very well documented. We commend and encourage (give specific examples based on the evidence and in relation to the standards for promotion).

**Scholarship**

The committee commends your sustained record of scholarship. (Give specific examples based on the evidence. Tie the examples to the promotion standards for the rank being sought.)

**Service**

The members of the Committee commend your service to the University, the College of Education, and the community. This section of your portfolio was particularly well organized. (Give examples of commendation based on the evidence in the portfolio and in relation to the standards.)

The members of the College of Education Personnel Committee appreciated your well-documented portfolio. The quality of your sustained contributions to the excellence of teaching, service, and scholarship has been noteworthy. Congratulations on earning the recommendation of this committee for this significant milestone in your career at Pacific University.

Sincerely

Faculty Name  
Chair, College of Education Personnel Committee

Committee Member Name  
Committee Member Name  
Committee Member Name  
Committee Member Name

**Sample Tenure Recommendation Letter to Provost**

(recommendation due by 12/15)

\_\_\_\_\_, Ph.D.  
Vice President of Academic Affairs & Provost  
Pacific University  
Office of Academic Affairs  
UC Box A161  
Forest Grove, OR 97116

Dear Dr. \_\_\_\_\_:

The College of Education Personnel Committee has met and considered Dr. \_\_\_\_\_'s request for tenure and promotion to Professor.

After careful consideration of her request in accordance with the procedures set forth in the University Handbook, the Committee members unanimously agreed her (or his) scholarship, service, and teaching met the university standards for tenure at Pacific University and promotion to Professor.

Sincerely,

\_\_\_\_\_, Ph.D.  
Chair, College of Education Personnel Committee